

Own Our Zone



Making public spaces safer for girls
and young women



Made by **Girlguiding Scotland's Speak Out** champions
In partnership with Make Space For Girls

Introduction

Hi!

Welcome to Own Our Zone, our challenge pack to help equip you and your unit to be part of Girlguiding Scotland's campaign to make public spaces safer for girls and young women.

This pack has been designed by Girlguiding Scotland's Speak Out champions.

By taking part in these activities, you'll be part of creating safe public spaces that encourage young women and girls to get outdoors, be active and participate in public life, which will help support their mental and physical health. With this campaign, we want to tackle the systemic barriers that prevent girls and young women from feeling safe in public spaces. This includes promoting awareness and education around the importance of safe public spaces, challenging gender inequality, and making sure that girls and all marginalised groups are included in making decisions about what their local area should be like.

Check out the Girlguiding Scotland website for more information on our campaign's policy calls:

girlguidingscotland.org.uk



Public spaces:

A place that is open and accessible to people, used for different purposes. This includes parks, skate parks, shopping centres and other outside spaces that are open to the community.



Systemic barriers:

Policies, procedures or practices that stop some people from being fully included in society. Understanding these barriers helps us see that society, or the systems in a society, are to blame for some people being excluded and it is not the fault of the person themselves. For example, if a person using a wheelchair cannot access a library, then the systemic barrier is that the government have chosen not to spend money on a ramp or in making public transport wheelchair-accessible.

We asked girls and young women their views on how safe they feel in our 2022 Girls' Attitudes Survey

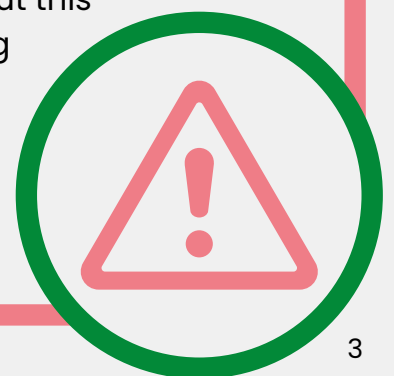
- Nearly half of girls and women in Scotland don't feel safe outside alone.
- 51% of girls in Scotland say inequality between different groups of people has become worse in the last year.
- A third of girls say gender inequality has become worse.
- Across the UK 79% of LGBTQ+ girls and young women saw or experienced sexism in public places, compared to 65% of those who don't identify this way.

Our Speak Out Champions have had enough of young women and girls feeling unsafe in their own communities. We want to see spaces created with young women, girls, and their safety and comfort in mind.

In this pack we explore what makes girls and young women feel safe in their communities and look at how town planning can be adapted to support them.

Note to leaders: The topics raised in this pack may be difficult for some young members. It may bring up conversations, questions or disclosures that directly relate to a young person's experiences. Always make sure to create a separate space away from the whole group that the girls can use if they need to step away. It is essential that throughout this challenge pack, you adhere to the Girlguiding Safeguarding policy and follow all appropriate steps if a disclosure is made to you by a young person.

Further resources for supporting young people are available at the back of the pack.





Some of our Speak Out champions attending the media training day in June 2023.

Foreword

As young women existing in today's society, we can see how the world has not been designed with people like us in mind. From working with our brilliant Speak Out champions, we know that girls dream big and want to take up space, but when 43% of girls and young women aged 11-21 don't feel safe when they're outside by themselves, this could be holding them back from reaching their full potential.

The activities in this challenge pack aim to help girls and young women think critically about their surroundings and what they need to feel welcome in public spaces. With this information, we hope to empower them to take action and call on decision makers to design public spaces with girls and young women in mind. **We want to stop the pressure for girls to shrink to fit their spaces, and instead, we want you to stand up and Own Your Zone.**

We hope that this challenge pack encourages our members to get outside and exist loudly and joyfully in their communities. We want you to know that your voice matters, and with our 45,000 member strong sisterhood at Girlguiding Scotland, when our young members stand up for what they believe in, we can create real change!



Grace
**Lead Volunteer for
Speak Out**



Chloe
**Lead Volunteer for
Speak Out**

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Acknowledgements

Thank you to our Speak Out champions for their creativity, motivation and imagination in designing and delivering this challenge pack and campaign to make public spaces safer for girls and young women.

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HOW TO USE THIS PACK

Own Our Zone is a campaign designed for all girls and young women, no matter your age! This pack has activities for Rainbows, Brownies, Guides and Rangers to do during unit meetings and some activities can be completed by yourself and others in groups.

The core activities can be completed across 2 unit meetings. It is divided into three sections, with extra, optional activities located at the back of the pack.

The 1st section encourages all girls to consider where they feel safe. They will complete a checklist for what makes a space safe and design their own ideal space.




The 2nd section is designed for Guides and Rangers to help build their confidence in being change makers. They will learn to write speeches or letters and what it takes to create a budget for making public spaces safer.

The 3rd section inspires all girls to take it further, teaching Rainbows and Brownies how to express their opinion and offering some ideas for how they can influence change.

At the end, there are some extra activities to help reinforce some of the lessons learned throughout and to get creative in how they show off their new knowledge.


To complete the pack:

All girls must complete the 3 core activities in Section 1:

-  Where do I feel safe?
-  Checking out public spaces near me
-  Designing my ideal safe public space

Guides and Rangers must complete 1 of the activities in Section 2.

All girls must complete the one core activity in Section 3:


-  Taking action


Under each activity you'll see a promise badge indicating which section icon that activity is suitable for:



Show us what you've been up to using the hashtag **#OwnOurZone** and don't forget to tag us at:

 GirlguidingScot

 @GirlguidingScot

 @GirlguidingScot

And, by emailing speakout@girlguiding-scot.org.uk

SECTION 1:

Thinking about what makes a space safe

This activity will take:
10 MINUTES

Everyone has the right to feel safe wherever they are. This means being comfortable and away from things that could hurt you.

This section of the pack will help girls to reflect on places where they feel safe and to understand that everyone has their own boundaries for feeling safe. It will help them consider how things like identity, accessibility and equality also affect girls and young women's safety.

Activity:

Where do I feel safe?

An activity to warm up and think about defining safe spaces and what makes a public space safe for them or those around them.



For this activity, you will need:

- A space to sit as a group
- Paper
- Pens

How to play:

- Sitting down as a group, ask for members to describe places where they feel safe. This could be at home, in their Girlguiding unit, their school. You can use the following questions to help direct the conversation:
 - What is it about this space that makes you feel safe?

(For younger members, you may need to prompt the reflection. Safe spaces are somewhere that we can relax and feel comfortable. Some ideas of what makes a space safe are it being well-lit, colourful, warm, quiet, no cars, lots of people, particular people)

- Who is present in that space that makes you feel safe?
- What does the world outside of your safe space lack? And what do you need to add or change to make the outside safer for you?

If you and your unit want to take this activity further:

- Either in groups or as individuals, have your members write or draw examples of what makes them feel safe in a bubble shape.
- Encourage each member to be creative in how they design their 'safety bubble'.
- Once completed, your unit can bring all the bubbles together to create a collaborative art piece to hang up in your space.

Note for leaders:

It is important here to not making sweeping assumptions of which spaces are safe. Let the girls tell you where they feel safe, and don't assume that everyone does feel safe at school or home.



Activity:

Checking out public spaces near me

This activity is in partnership with '[Make Space For Girls](#)'.

This activity is all about creating a checklist to spot what is missing in a public space near you and to think about how that may stop some people from being able to enjoy the space, to get outdoors, to feel safe.

It is divided into 2 sections, 1 for Rainbows and Brownies and 1 for Guides and Rangers.

This activity is designed for outside the unit meeting place and so it is important that you take this into consideration when conducting risk assessments and for advanced planning of unit meetings. You can find more information about looking after your members here: [Health, safety and welfare policy | Girlguiding](#)

Don't forget!

We want to know what information you collect as part of this activity. We can use your ideas and research to build up a campaign at a national level and talk to politicians and key decision-makers.

Make sure to email in your photos, notes and descriptions at: speakout@girlguiding-scot.org.uk or tag us on social media using #OwnOurZone. For more ways to get involved in making spaces safer for girls and young women, check out: [Home - Make Space for Girls](#)



For this activity, you will need:

- Comfy shoes
- Appropriate clothing for the weather
- Notebooks or paper
- Pens or pencils
- Large sheets of paper (if being done in the unit meeting place)

How to play:

- As a unit, head across to a local public space. This may be a park, canal, any space where people meet and relax together. If no space is available or it is not deemed to be safely accessible, then print out or draw a large map of a park to do the activity indoors.
- Whilst walking around the park, ask your unit to point out the different elements of the park and whether they consider them to be 'good' or 'bad'. For example, the slide could be good, litter on the paths may be bad.
- Ask them what they would like to see more of in the park, perhaps more playground equipment or a pond with ducks. It could be anything- encourage their creativity and imagination!
- Make sure to keep a note of what your Rainbows or Brownies see and what ideas they have.

'Make Space For Girls' is a campaign specifically set up to campaign for parks and public spaces to be designed to include girls and young women, not just boys and young men.



For this activity, you will need:

- Comfy shoes
- Appropriate clothing for the weather
- Notebooks or paper
- Pens or pencils
- Large sheets of paper or flipchart
- Two different coloured ribbons or slips of material

How to play:

- Ask your unit ‘what is your space?’. Thinking about where they go as young people, to hang out or spend time together in public. Identify a public space in your local area where either a lot of them go to spend time or, alternatively, none of them ever visit.

- As a unit, head across to that public space and, once there, split into smaller groups, giving each group the different coloured ribbons or pieces of material. Each group walks around the public space, allocating 1 colour to areas or things that they do like and one colour to areas or things that they don’t like. This could be a bench in an open space for chatting, or an overflowing bin because there aren’t enough places to put rubbish.
- If no material is readily available, you can also complete this activity by getting the girls to take pictures on their phones and write different coloured notes for each category, as listed below.



- As you go around categorising different parts of the park, think about whether the space, equipment and layout create barriers to people accessing the spaces. Or, if it is created in a way that welcomes and encourages all people, especially girls and young women.
- Once completed, gather everyone back together and as part of the clean-up operation for removing the ribbons, ask each group to provide a quick debrief on their decision making and encourage the other girls to question and listen to their reasoning.
- Back at the unit, thinking about what areas your unit did and didn't like in the space, delve deeper and categorise the aspects or sections into the following (you can do this on a flipchart or large sheets of paper):
 - Avoid – what areas or things do they avoid in the space?
 - Eliminate – what areas or things would they get rid of in the space?
 - Good – what areas or things are good about the space?
 - Dream – what things do they wish were in the space and where would they go?



Activity:

Designing my ideal safe public space

It is time to design your own safe public space! This may be a park, community centre, plaza, or just any open space you can imagine.

Don't forget that we want this space to be welcome for everyone! So, what would you need to add to make sure everyone can access the space and does feel safe?



For this activity, you will need your choice of:

- Pens
- Paper
- Playdough
- Sand
- Blocks
- Magazines
- Scissors
- Glue

How to play:

- This activity can be done in groups or as individuals and with any materials you want! Colourful pens and paper, play dough, sand and blocks. Just let imaginations run wild!
- Leaders can spark imaginations with a starter conversation about areas that help people feel safe and what their surroundings are. We have developed some possible prompt questions for you to use too.
 - What are 2 things that make your space feel safe?
 - Does anyone share this space with you? Friends? Family?
 - What would you like to add into your space to make it feel nicer and more welcoming?
 - What colours does it have in it?



This activity
will take:
25 MINUTES

- Once created, select a few members to present their space and give them the opportunity to explain why they designed it that way and how it would make them feel safe.
- Rather than starting from scratch, you could also take a picture of a current public space and then redesign it with magazine cut outs or colourful artwork and create a bit of a collage.

We want to know what information you collect as part of this brain storming activity. We can use your ideas and designs to build up a campaign at a national level and talk to politicians and key decision-makers.

Make sure to email in your photos, notes and descriptions at: speakout@girlguiding-scot.org.uk or tag us on social media using #OwnOurZone.

For older girls take this activity further by having them design an entire town that is safe and welcome to everyone. (For example, accessible roads, no steps, consider getting rid of the litter, more social hub spots) Afterwards, as a whole unit, brainstorm other ideas for making cities more accessible? Like lights and noises at zebra crossings or making sure road bollards are different colours to the pavements or creating quieter streets and spaces for people with sensory differences.



SECTION 2:

Listening to girls in decision-making

Making public spaces safer doesn't happen overnight. It needs lots of ideas and input from lots of different people, especially from more girls and young women. We have lots of experiences that will help to plan, design and build communities that make sure we can enjoy the space as much as the boys and men who also use the space. This is an example of something called 'gender mainstreaming'.

Gender mainstreaming makes sure that any laws, actions or programs consider how they affect both women and men. It is an important way for creating equality between everyone. How women and men may be affected are thought about from the very beginning of a plan and continue through to when the project is completed.

Hustings are events used in campaigning where more than one candidate is present before an audience to debate and answer questions.

Activity:

If I was in charge

This activity
will take:
40 MINUTES

Help your young members build up their public speaking and critical thinking skills as they reflect on the changes they would make if in charge. You can either ask them to create town-planning specific policies or think more generally about any policies that would help the fight for gender equality!



For this activity, you will need:

- Space for young members to stand and speak
- Space for young members to sit

How to play:

- Group your unit into patrols to work together on creating a presentation, acting as representatives in a mock town council. Each patrol will present to the rest of the unit.
- The patrols are given up to 20 minutes to plan what they want to say and what issues matter the most to them to change.
- They then have 5 minutes to publicly present 2 or 3 ideas on what they would do if they were in charge.
- You could encourage the patrols to stand up and give a speech or organise the event like a hustings, where everyone else gets to ask questions.

Some policy ideas may focus on:

- Laws that help people from disadvantaged backgrounds to get involved in political decision-making (such as, town council or entering parliament).
- Better use of public funding to support parks and public spaces.
- Ensuring busy spaces, areas of lots of buildings and towns and cities are a welcoming place for women as much as they are for men.



Activity:

How decision-makers budget

This activity
will take:
15 MINUTES



Budgets are rarely gender neutral, meaning that funding decisions can often have a bigger impact on 1 gender more than another. They reflect political priorities and choices and are key to building more gender equal communities. This activity is all about imagining you're a politician in your local area and deciding how to spend your allocated budget to make public spaces safer for women and girls.

For this activity, you will need:

- Print outs of the below list, 1 per each group
- Paper
- Pens

There is no right or wrong answer, all of these projects are used in real life to increase gender equality and support women and girls' safety.

How to play:

You've been granted £300,000 over the coming year to make some changes in your local area, and you've got some decisions to make!

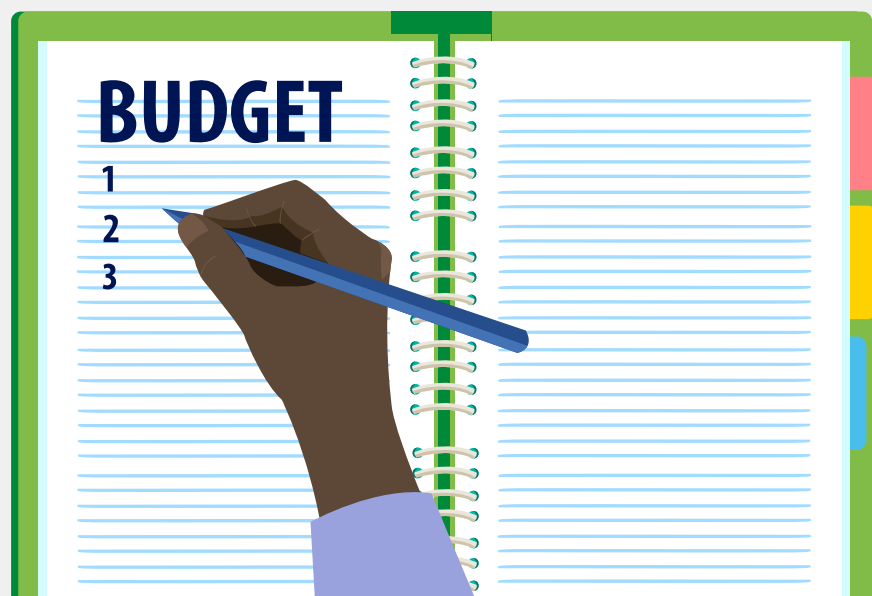
- Separating into small groups, give each group the full list below of possible projects and ideas that would make public spaces safer.
- The money next to the project is how much it costs to run each year.
- Each group has to decide which projects will receive their money and then explain to the other groups how they reached their decision.

Budgets mean the money that governments and councils receive and spend. They receive it through things like taxes, council tax or national insurance for example, or borrowing and then create detailed plans for how that money should be spent. Some of the central government's money gets given to councils to spend generally on looking after a local area or for specific projects, like making public spaces safer.

Projects *

- Design and print one information sign for a park (**£5000**)
- Design and print several information signs and direction notices for a park (**£25,000**)
- Cut back bushes and trees to make it easier to see along a street (**£10,000**)
- Set up mobile app for women to report areas where they don't feel safe to the local council (**£50,000**)
- Set up a support helpline for women and girls feeling in danger when walking alone (**£20,000**)
- Install and run CCTV cameras at bus stops (**£50,000**)
- Install and run CCTV cameras in all key locations across the local area (**£200,000**)
- Install and run two streetlights in one public park (**£5,000**)
- Install and run streetlights throughout all public parks (**£200,000**)
- Install and run streetlights on all public paths and roads (**£200,000**)
- Build clean and accessible public toilets (**£75,000**)
- Build a shelter for socialising and picnics in the park (**£50,000**)
- Build a playground in the park, with a set of swings and slides (**£150,000**)
- Clean up the streets and install bins in all public areas (**£20,000**)
- Go into school assemblies to talk about harassment and why it's not ok (**£20,000**)
- Active bystander training program for youth groups (**£20,000**)
 - (Training to help young people to challenge unacceptable behaviours and teach them the skills to react safely for themselves and those around them)
- Improve consent education in schools (**£100,000**)
- Make schools gender equal by training teachers and teaching young people about it, to tackle the root cause of violence (**£250,000**)

***Please note these costs only give an indication of the real-life price of these items**



SECTION 3:

Taking it further

Now that you have all thought about what makes your own spaces safe and what the public spaces near you need to also be safe, it is time to put those ideas into action and tell others around you.

This section gives you a little more freedom to choose how you want to take action and influence your friends to care about your cause or decision-makers to make a change.

Activity:

Taking action



Rainbows



Brownies



Guides



Rangers

This activity
will take at least:
30 MINUTES

For this activity, you will need:

- Letter template
- Paper
- Pens

In your units, schools, with your friends or family have a think about the people who have influence in your towns and communities. This may be Members of the Scottish Parliament (MSP), local councillors, charities, media influencers, to name but a few!

You can then use the letter template at the end of this activity to write to your chosen influential person – or you might decide to write a letter completely from scratch yourself.

Tell them about the changes that you want to see to make public spaces safer for all people and any new ideas you've come up with during your learning. Once you have written the letter, have your unit look up where they can send the letters to and pop it in the post! You can also take a picture to post online, tagging the relevant recipients and Girlguiding Scotland so we can see your ideas.

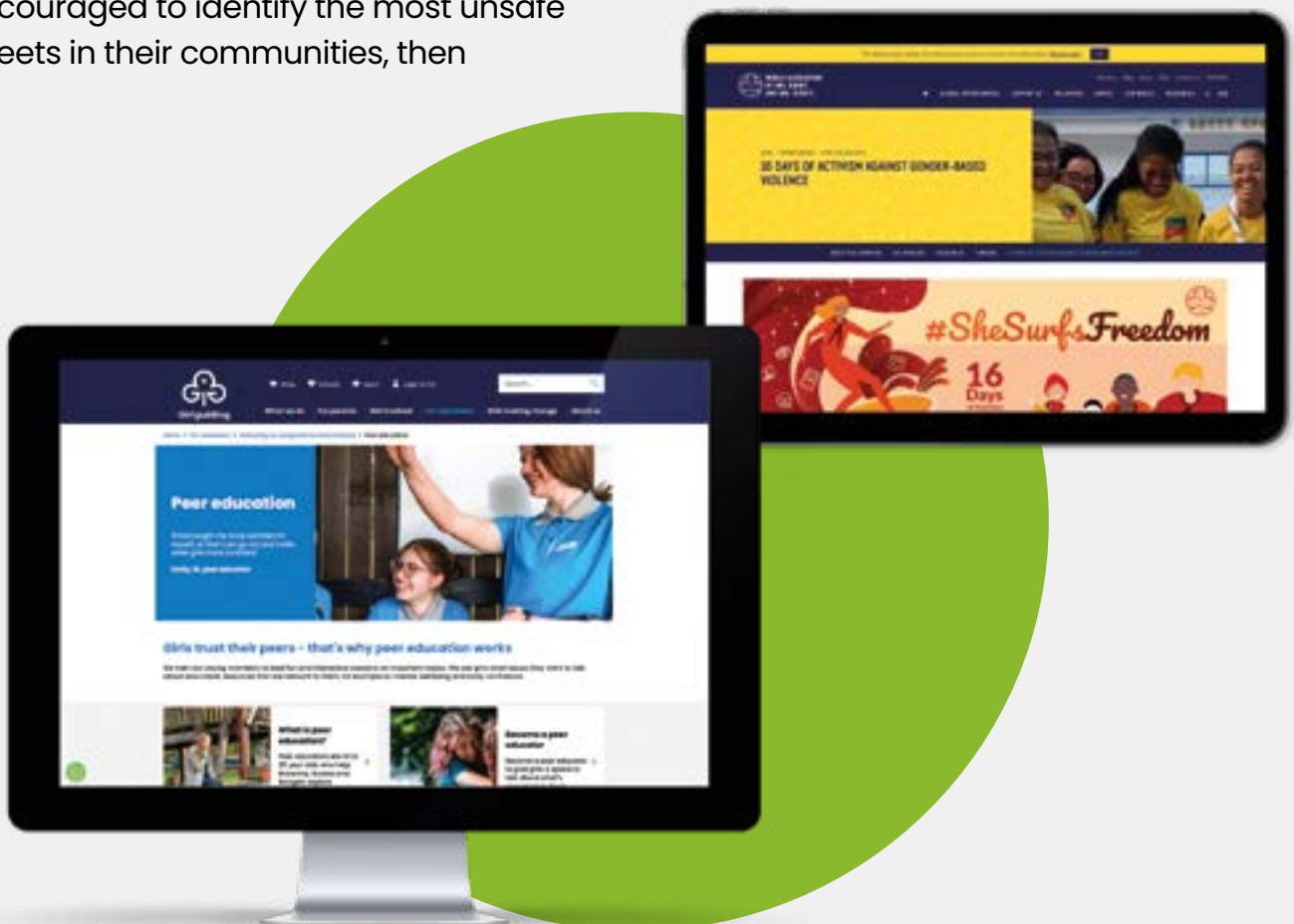
Other ways to take action could also include inviting a local councillor to visit your unit, staging a protest, creating a colourful poster, or hosting a town hall meeting for people in your local area!

Be inspired by girls around the world!

- Our The Girlguiding Peer Education team created a resource called 'Safe the world' to help members understand, identify and take action against unsafe behaviours. You can find out more information at www.girlguiding.org.uk/information-for-volunteers/programme-and-activities/peer-education
- WAGGGS (World Association of Girl Guides and Girl Scouts) conducted a campaign called 'Our Streets Too', during 16 Days of Activism, to end gender-based violence and make public streets safer for all. Girl Guides and Girl Scouts globally are encouraged to identify the most unsafe streets in their communities, then

plan ways to drive awareness about what can be done to make them less dangerous. You can find out more information at www.waggggs.org/en/what-we-do/stop-the-violence/16-days-of-activism/

- Guides and Scouts in Chile staged a flashmob in Santiago to demand laws to eradicate street harassment in Chile. You can find out more information at <https://www.waggggs.org/en/news/guides-chile-campaign-outlaw-street-harassment/>



Letter template

Dear _____

My name is _____ and I am a member of _____.

In 2022, Girlguiding surveyed 3,000 girls aged 7 to 21 across the UK on how they feel about their everyday lives. From this survey, the Girls' Attitudes Survey, they found that over 2 in 5 (43%) of girls in Scotland don't feel safe outside alone and 1 in 3 (33%) say gender inequality has become worse in the past year.

This inspired Girlguiding Scotland's Speak Out champions to create a campaign on making public spaces safer for girls and young women called Own Our Zone.

With my unit, I have been taking part in the Own Our Zone campaign. We have learned that (insert a key facts or lessons you earned through the pack) _____

_____.

Together we are taking action to raise awareness of the lack of safety for girls and young women when out in public spaces and share their experiences to create change. We want to [insert steps that you will take to create change or change that you want to see happen] _____

_____.

We hope that you can join us in creating change and help us to bring greater awareness to this issue.

You can also use the #OwnOurZone hashtag on social media to share our message.

If you would like to find out more, please get in touch with our unit leader by emailing _____ or sending a letter to _____.

You can also contact Girlguiding Scotland HQ at speakout@girlguiding-scot.org.uk or sending a letter to Girlguiding Scotland, 16 Coates Crescent, Edinburgh, EH3 7AH.

Thank you for reading.

Yours sincerely,

Extra ways to take action as part of the campaign

Share what matters to you

As part of the #OwnOurZone campaign, we are getting in touch with politicians and other decision makers to share what matters to girls and young women and why the campaign to make public spaces safer is so important! We need your help to be able to do this.

Please get in touch and send us photos of you taking part in the challenge – this can include pictures of you taking part in any of the activities or information from what girls say matters to them in their area. These can be shared with us @GirlguidingScot on Facebook, Twitter or Instagram or email us speakout@girlguiding-scot.org.uk. Make sure you have photos permissions for any photos you share.

Take part in our #PictureProtest

Join us in shouting out about the campaign by taking part in our #PictureProtest during our campaign week of action (25 September to 1 October). We would like you to find public spaces in your local area that need to be made safer and share a photo on social media using the #PictureProtest hashtag. You could add information about what you think needs to be done to improve safety for girls and young women and even tag your MSP or other decision makers to help us spread the word about the campaign.



ADDITIONAL ACTIVITIES

This final section has a few additional activities to help consolidate your learning from the previous sections.

Activity: Thinking about my safety boundaries

This activity
will take:
10 MINUTES

This scenario-based activity will encourage your unit to think about their boundaries and what situations make them feel safe or unsafe. It will also help demonstrate that everyone responds differently to situations and one person's boundary of what is safe may not other peoples, so it is very important to always be respectful and considerate of how everyone feels.



Brownies



Guides



Rangers

For this activity, you will need:

- A space to move around easily

How to play:

- Divide the room or space, with one side being labelled as 'safe' and the other as 'unsafe'.
- Gather your unit into the middle and begin reading out the scenario below. As you read through the story, have the girls interact by walking between the two sides dependent on whether they feel safe or unsafe.
- Leaders should pause at significant moments or changes happening in the scenario and have all the girls review where they are stood and where their peers are also stood. For older girls, they may want to be the ones who shout freeze when they believe a change has taken place.
- Encourage the girls to discuss what behaviours or situations may make them or others feel unsafe, and if they have any immediate solutions for what could make the situation safer.

Safe

Unsafe

The scenario

I finish late from school one night because of an after-school activity. I run out the school door without saying goodbye to my teachers. I have my phone on me, but it is now at only 20% battery.

I would normally take the bus home from school with all my friends and classmates, but I missed it because I was late and there is not another one for over an hour. I could wait but school has shut now and so I would need to stand at the bus stop. I don't think they have any CCTV cameras at the stop. Thankfully, my best friend decided to not catch the bus and wait for me instead, so we walk home together.

The walk is about 25 minutes. It's autumn and so the sun is setting. We are walking down a main street with lots of cars going passed. There are no streetlights, and the pavement is narrow so when walking next to each other, my best friend and I are very close to the edge of the road.

Since it is late, my friend wants to take a shortcut through the park. It does have lighting on all the paths and there is a big map at the entrance of the park to show us the way through. But I know there are no other maps in the park itself.

I do not want to walk through the park but feel bad about how late it is so agreed anyway. I decide to text a charity that chat with you, via text or on the phone, as you walk home. They keep me and my friend company with general questions and chitchat.

We walk past the skatepark. Only teenage boys use it and there's a small group of them in there now. The council recently cut down the hedgerow surrounding the skatepark so it's easy to see inside it and there are no hidden places. I wish there were more places for girls to hang out in the park though.

A member of the Park Staff team walks towards us to check that we are okay. They offer to walk with us through the rest of the park.

Out the other side of the park, we have to cross a very busy road and there is no designated pedestrian crossing point nearby, so we have to wait for a gap in the traffic before running across the road.

Eventually, we make it home and I realise my battery is at 0%.



Activity:

Own Our Zone sing-along

This activity
will take:
15 MINUTES

We love to sing songs and get creative in Girlguiding. This is an opportunity to do just that by either creating your own song or replacing the lyrics of a well-known song with your own ideas.

This activity will help our girls to reflect creatively on the aims of this pack, thinking about what things will help them feel safe in a public space, or ways to take action, or facts they've learned throughout this challenge pack.



For this activity, you will need:

- Nothing but your imaginations!

How to play:

- Gather the girls into small groups to work on the songs, in this kind of activity more brains working together are better than 1!
- Depending on the age group will dictate how many verses the girls come up with, but make sure the focus is always on making public spaces safer for women and girls.
- You can choose whatever song you like, if you want to replace the lyrics. It may be a well-established Guiding song already or a brand-new pop song that the girls want to dance to. Just have fun, get creative, and maybe even host a sing-along for the girls to show off their skills.

(PS – If you're looking for inspiration, we've started a song for you based on the '12 Days of Christmas', for the girls to suggest what they want to see more of in their public park).

***“On the first day of Christmas, my true love gave to me one inclusive space for women.*”**

***On the second day of Christmas, my true love gave to me two new park benches.*”**

On the third day of Christmas, my true love gave to me three swing sets in the park”



Activity:

Own Our Zone superheroes

This activity
will take:
15 MINUTES



Building a successful campaign requires you to know your cause and talk about it to other people. The aim of this activity is to help even our youngest members explain why we need safer public spaces for girls and young women.

For this activity, you will need:

- A space to run around in
- At least 6 young members
- Some superhero music!

How to play:

- Your young members are going to become Own Our Zone superheroes! As the music is playing, they will all run around like superheroes. When the music stops, they need to find a partner and tell them a fact about their superhero identity and mission!



Own Our Zone Superheroes – continued

Round 1

- Whilst the young members run around the space, tell them to think about their **superhero name**.
- When the music stops, they need to find their partner and tell them their name.

Round 2

- Tell them to think about their **cape colour** (all superheroes need a cape!)
- When the music stops, they need to find a different partner and tell them the colour.

Round 3

- Tell them to think about their **public space superpower** while running around the 3rd time.
- This could be zapping away rubbish, or widening pavements with their thoughts, and growing pretty flowers anywhere.
- When the music stops, they need to find a different partner and tell them the superpower.

Round 4

- Tell them to think about why it's important for girls to help decide what public spaces are like while running around the 4th time.
- When you stop the music, they find a different partner and tell them why it's important for girls to help decide what public spaces are like.

Round 5

- Finally, tell them to think about **everything they have said so far** while running around for the 5th time.
- When you stop the music, they find a different partner and tell them their superhero name, cape colour, superpower, and why it's important for girls to help decide what public spaces are like – all in one go.

Activity:

Own Our Zone quiz

This activity
will take:
20 MINUTES

Now is the time to test your knowledge about gender equality and public safety through the Own Our Zone quiz!



For this activity, you will need:

- Space to run about
- Paper
- Pens

How to play:

This activity can be completed in multiple ways, depending on what suits your members the most. You may want to host a team quiz where they gather together in small groups to decide on the answer, or as a physical quiz where they run to different signs (A, B and C) for their answers.

There is a choice of 20 questions for you to pick and choose from too!

- 1. The world population is about 8 billion people, how many women are there in the world?**
 - a. 3.7 billion
 - b. 6 billion
 - c. 2.5 billion
- 2. Which country in the world has the highest number of women in parliament?**
 - a. Rwanda
 - b. Sweden
 - c. United Kingdom
- 3. How many years will it take to close the gender gap and make women equal to men in things like political power, education, health and income?**
 - a. 65 years
 - b. 100 years
 - c. 135 years
- 4. How many young people in the UK have been able to take part in public talks about plans for their local area?**
 - a. 8%
 - b. 28%
 - c. 48%
- 5. What date is the International Women's Day?**
 - a. 11th October
 - b. 8th March
 - c. 3rd December
- 6. On average, how long does it take to repair a faulty streetlight in West Lothian?**
 - a. 2 days
 - b. 7 days
 - c. 12 days

- 7. Which city in Scotland has been hailed as the 'UK's first feminist city'?**
- Edinburgh
 - Aberdeen
 - Glasgow
- 8. What does the word 'discrimination' mean?**
- the unjust or prejudicial treatment of a person based on class, groups or protected characteristics (for example, relating to their sex, gender, ethnicity, disability)
 - engaging in unwanted behaviour to violate a person's dignity and to create an unwelcome (or hostile) environment
 - the belief that women are inferior to men
- 9. What % of women who work in town planning face professional barriers due to their gender?**
- 15%
 - 20%
 - 25%
- 10. How many people changed their behaviour because they didn't feel safe at night?**
- 2 in 10
 - 4 in 10
 - 6 in 10
- 11. What % of the Royal Town Planning Institute membership are black, Asian or ethnic minority groups?**
- 6%
 - 26%
 - 46%
- 12. What % of women feel unsafe whilst waiting for a train at night?**
- 53%
 - 75%
 - 93%
- 13. According to the World Association of Girl Guides and Girl Scouts, what % of women and girls around the world, aged 13 -30, don't feel included in making decisions that affect them?**
- 35%
 - 45%
 - 55%
- 14. Around the world, what % of elected members in local government are women?**
- 34%
 - 54%
 - 74%
- 15. Which Sustainable Development Goal (there are 17) is focused on achieving Gender Equality and Empowering all Women and Girls?**
- SD5
 - SD8
 - SD11
- 16. What % of girls and women think that better lit streets would be effective in making the UK safer for girls and young women?**
- 65%
 - 75%
 - 85%

17. By 2050, how many people with disabilities are estimated to live in cities around the world?

- a. 340 million
- b. 500 million
- c. 940 million

18. 'WalkSafe' is an app that allows users to plan their safest route home by looking at crime statistics in the area and plotting key information on a map. In 2021, how many times was the app downloaded?

- a. 160,000 times
- b. 360,000 times
- c. 560,000 times

19. In 2021, how much money did the UK Home Office dedicate to helping improve the safety of women in public spaces at night?

- a. £5 million
- b. £10 million
- c. £15 million

20. What is the name of Scotland's Minister for Local Government Empowerment and Planning?

- a. Nicola Sturgeon
- b. Joe FitzPatrick
- c. Emma Roddick

You can read more about some of the answers to the quiz following the links below.

2. [These countries have the most women in parliament | World Economic Forum \(weforum.org\)](https://www.weforum.org)

3. [Global Gender Gap Report 2021 | World Economic Forum \(weforum.org\)](https://www.weforum.org)

4. [Are girls being designed out of public spaces? | LSE Research](https://www.lse.ac.uk)

7. [Councillor introduces motion for Glasgow to be first city in UK with feminist town planning approach | The Scotsman](https://www.scotsman.com)

9. [women-and-planning.pdf \(rtpi.org.uk\)](https://www.rtpi.org.uk)

10. [Perceptions of personal safety and experiences of harassment, Great Britain - Office for National Statistics](https://www.ons.gov.uk)

13. [It's time to Listen to Girls \(wagggg.org\)](https://www.wagggg.org)

14. [Facts and figures: Women's leadership and political participation | What we do | UN Women - Headquarters](https://www.unwomen.org)

16. [What would make the UK safer for women, according to women? | YouGov](https://www.yougov.com)

18. [The technology helping keep women safe on the streets - BBC News](https://www.bbc.com)

(Answers to quiz)

- | | | |
|--------------------|------------------------|-------------------------|
| 1. A (3.7 billion) | 8. A (Unjust and | 14. A (34%) |
| 2. A (Rwanda) | prejudicial treatment) | 15. A (SD5) |
| 3. C (135 years) | 9. B (20%) | 16. C (85%) |
| 4. A (8%) | 10. B (4 in 10) | 17. C (940 million) |
| 5. B (8th March) | 11. A (6%) | 18. C (560,000 times) |
| 6. B (7 days) | 12. C (93%) | 19. A (£5 million) |
| 7. C (Glasgow) | 13. C (55%) | 20. B (Joe FitzPatrick) |

Key Terms

Intersectionality

Intersectionality looks at how people have lots of different identities and things that make them and their experiences unique. For example, this includes their gender, sex, race, ethnicity, sexuality, religion and disability. All of these different parts of a person can change how they are treated by other people from different communities. There is no simple or singular way that a person is treated, and all their identities cannot be separated from each other.

Gender sensitivity

Gender sensitivity considers how gender plays an important role in how people, particularly girls and women, are treated. Through education and training, it helps people become more aware of how women may be unfairly treated just because they are women.

Gender equality

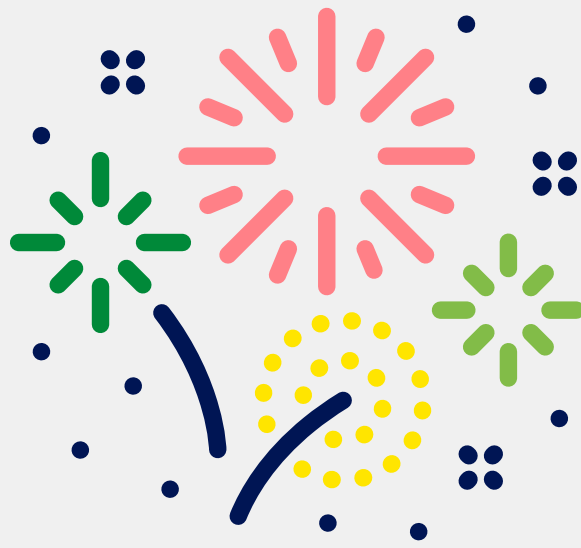
Gender equality means that men and women have equal access to resources, opportunities and decision-making. Women have the same rights as men and their gender does not stop them from taking part in jobs and in politics and they are treated exactly the same.

Systemic inequality

Systemic inequality explains how systems in our society have built-in inequalities in them. Instead of just looking at one-on-one relationships between people and how they treat each other, systemic inequality focuses on the big picture stuff like how our whole society stops certain people being able to take part or how political parties, top levels of a business or firms only represent a small group of select people.

Feminist town planning

Feminist town planning includes gender mainstreaming. It puts the ideas of women and lots of types of people, with different abilities, needs and experiences, at the heart of planning how towns should look. Together, all these people can say what they need in a town to make it safer to walk around or easier to enjoy.



Congratulations!

You have finished the Own Our Zone challenge pack.
We hope you have learned a lot about the importance of making public spaces safer and how to better express yourself and create change on the cause you care about.



You can now collect the Own Our Zone challenge badge, designed by Girlguiding Scotland's Speak Out champions. The badge can be bought online or in person at our official Girlguiding Shop, located in Edinburgh. Check out the badge at: <https://shop.girlguidingscotland.org.uk/>

RESOURCES

There are some difficult topics talked about in this pack and your young members may have more questions to ask about public safety for girls and young women. Talking about safe spaces may also upset some young members if they have had bad experiences in public spaces or don't feel like they have somewhere safe to go.

If a disclosure is made to you then follow the Girlguiding Safeguarding Policy and report to the Safeguarding team if necessary.

Email: safeguarding@girlguiding.org.uk
Phone: +44(0)207 834 6242 ext. 3037

There are also additional organisations and support centres available for both you and your young people to get more advice and talk personally, if needed.

Childline

Childline are available to talk about any issues or worries from bullying, to puberty, to family relationships and mental health.

Website: www.childline.org.uk
Phone: 0800 1111

Scottish Women's Aid

Scottish Women's Aid support survivors of domestic abuse, offer training and qualifications to help respond effectively to abuse, and campaign for change to make sure all girls and women are safe.

Website: <https://womensaid.scot/>
Email: helpline@sdaafmh.org.uk
Phone: 0800 027 1234

Rape Crisis Scotland

Rape Crisis Scotland is the leading organisation in Scotland to end rape and sexual violence in all its forms. It helps raise awareness of the impact of sexual violence, advocates for improved community response and justice, and supports survivors.

Website: www.rapecrisisscotland.org.uk
Email: support@rapecrisisscotland.org.uk
Phone: 08088 01 03 02

Zero Tolerance

Zero Tolerance is a Scottish charity working to end men's violence against women and girls by tackling the root cause: gender inequality. They work across many sectors, including campaigning, policy work and research. They do not have a helpline and cannot offer legal advice.

Website: www.zerotolerance.org.uk
Email: info@zerotolerance.org.uk

Engender

Engender works on feminist policy and advocacy across Scotland. They advance equality between men and women through research, lobbying decision makers and empowering women to campaign for change. They do not have a helpline and cannot offer legal advice.

Website: www.engender.org.uk
Email: info@engender.org.uk

LINKING TO INTEREST BADGES & SKILLS BUILDERS

This challenge pack forms just one aspect of the Girlguiding program. We hope it will help your young members develop critical skills in communicating, leading, influencing and so much more – as well as building up their understanding of what makes a place safe for them and the different ways to help other people feel safe and access the space too.

To take these skills, lessons and interests further we have listed below a series of other skills builders, interest badges and unit meeting activities that may be of interest to your members.

Challenge pack activity	Links to the program
Where do I feel safe	Theme: Know Myself
	Theme: Be Well
	Skills builder: Reflect (Stages 2 & 4)
	Skills builder: Explore (Stage 1)
	UMAs: Stay alert (Rainbows)
	UMAs: Safe places (Guides)
Checking out public spaces near me	Theme: Know Myself
	Skills builder: Reflect (Stages 2 & 6)
	Skills builder: Make Change (Stages 1, 2, 4 & 6)
	UMAs: Rainbow survey (Rainbows)
	Interest badge: My Rights – Clause 1 (Brownies)
	Interest badge: Human Rights – Clause 2 (Guides)
Interest badge: Women’s Rights – Clause 2 (Rangers)	

Challenge pack activity	Links to the program
Designing my ideal safe public space	Theme: Express Myself
	Theme: Take Action
	Skills builder: Communicate (Stage 2)
	Skills builder: Innovate (Stages 3 & 4)
	UMAs: Brownie town (Brownies)
	UMAs: Brownies on the move (Brownies)
	UMAs: Architects for action (Guides)
	UMAs: Creative communities (Rangers)
	UMAs: Sensory spaces (Rangers)
	UMAs: Guidetopia (Rangers)
	Interest badge: Drawing – Clause 1 (Rainbows)
	Interest badge: Painting – Clause 2 (Brownies)
	If I was in charge
Theme: Skills For My Future	
Theme: Know Myself	
Skills builder: Communicate (Stages 3, 4 & 6)	
Skills builder: Lead (Stages 4 & 5)	
UMAs: Spread the word (Rangers)	
Interest badge: Voting – Clause 1 (Rangers)	
Interest badge: Women’s Rights – Clauses 2 & 3 (Rangers)	
How decision makers budget	Theme: Skills For My Future
	Theme: Be Well
	Skills builder: Live Smart (Stages 4 & 5)
	UMAs: Run the risk (Guides)
	UMAs: Equal everything (Guides)
	UMAs: Earn it, save it (Rangers)

Challenge pack activity	Links to the program
Taking action	<p>Theme: Take Action</p> <p>Skills builder: Influence (Stages 1, 3, 4 & 6)</p> <p>Skills builder: Make Change (Stages 2, 3, 4 & 5)</p> <p>UMAs: Who can help (Rainbows)</p> <p>UMAs: Our choices, our voices (Rangers)</p> <p>UMAs: Acting out, taking action (Rangers)</p> <p>Interest badge: Speaking Out – Clause 3 (Brownies)</p> <p>Interest badge: Campaigning – Clause 2 (Guides)</p> <p>Interest badge: Protesting – Clause 3 (Rangers)</p>
Own Our Zone superheroes	<p>Theme: Take Action</p> <p>Theme: Live Smart</p> <p>Skills builder: Influence (Stages 1 & 2)</p> <p>Skills builder: Make Change (Stages 1 & 2)</p> <p>Skills builder: Live Smart (Stage 1)</p> <p>Interest badge: Speaking Out – Clauses 1 & 2 (Brownies)</p>
Thinking about my safety boundaries	<p>Theme: Know Myself</p> <p>Theme: Be Well</p> <p>Theme: Take Action</p> <p>Skills builder: Reflect (Stage 4)</p> <p>Skills builder: Make Change (Stage 1)</p> <p>UMAs: My invisible bubble (Brownies)</p> <p>UMAs: Safe places (Guides)</p> <p>Interest badge: Morals & values – Clause 2 (Rangers)</p>
Own Our Zone sing-along	<p>Theme: Express Myself</p> <p>Skills builder: Communicate (Stage 1)</p> <p>Interest badge: Performing – Clauses 1, 2 & 3 (Brownies)</p>



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