

VOTE100
AT ROYAL
HOLLOWAY



ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

The
Senior Section

Egham Rangers

EGHAM RANGERS &
GIRLGUIDING LASER

presents



Libertea

The Badge



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Welcome to the Libertea Badge

In 2018, the U.K. celebrated 100 years of women having the right to vote.

This historical change was only made possible by a generation of strong women who stood up and spoke out for what they believed in. They belonged to many different political groups, but today they are mainly remembered as The Suffragettes & The Suffragists.

Throughout this pack, we will refer to these historical women as Suffragists: this word refers to anyone who was campaigning for votes for women. Inspired by their passion, the Libertea Badge has been designed to help each member of Girlguiding find the worth and power of her own unique voice.

'Power' is a complicated word: for the Suffragists being able to vote meant having the power to influence the society that they lived in. Thanks to their commitment and sacrifices, we now have that power.

Through this badge, we will learn how to make the most of that power, stand up and speak out for what we believe in, and be the best possible version of ourselves we can be in society today.

What does Libertea mean?

RESPECTING DIVERSITY
GETTING SAFE SISTERHOOD
REMEMBERING OUR HISTORY COMMUNICATING
EQUALITY
CONFIDENCE BEING BRAVE SPEAKING UP PASSION
VOTES FOR WOMEN
POSITIVITY HAPPINESS SPIRIT
GIRLS CAN

Discover the Badge

This pack has six parts:

Herstory, Sister Suffragette, Speak Up, Get Safe, Pretty Propaganda and Tea-Party.

Each of these five sections has five clauses and a mixture of simple and more challenging activities suitable for all age groups.

RAINBOWS

Should complete a minimum of one clause from each section.

BROWNIES

Should complete a minimum of one clause from each section plus two additional activities of their choice.

GUIDES

Should complete a minimum of one clause from each section plus four additional activities of their choice.

SENIOR SECTION

Should complete a minimum of one clause from each section plus six additional activities of their choice.

EVERY UNIT

Every unit must then complete the final section: 'Tea Party'. For this, you may need more preparation, depending on how your group chooses to do it. Be sure to read the activity options in advance so you can prepare as needed.

WHERE CAN I DO THE ACTIVITY PACK?

HOW LONG DOES IT TAKE?

The Libertea Badge will take at least three unit meetings for Rainbows and will increase depending on how many additional activities you decide to complete. Alternatively, The Libertea Badge could be completed over a residential weekend.

WHAT DO I NEED TO DO?

You will need to read this pack before doing the activities.

You can follow the journey of the original Libertea project at www.eghamrangers.co.uk. We will also have a Libertea Online Resource to help with any questions or information you may need.

Our Pledge



As part of the original series of workshops the Egham Rangers participated in before creating the Libertea Badge, unit members were asked to write a small statement describing what they would like to achieve through the project.

These were called 'pledges'. Examples of these were:

'I WANT TO BE ABLE TO LOOK AT MYSELF IN THE MIRROR'

'I WANT TO TAKE BETTER CONTROL OF MY LIFE'

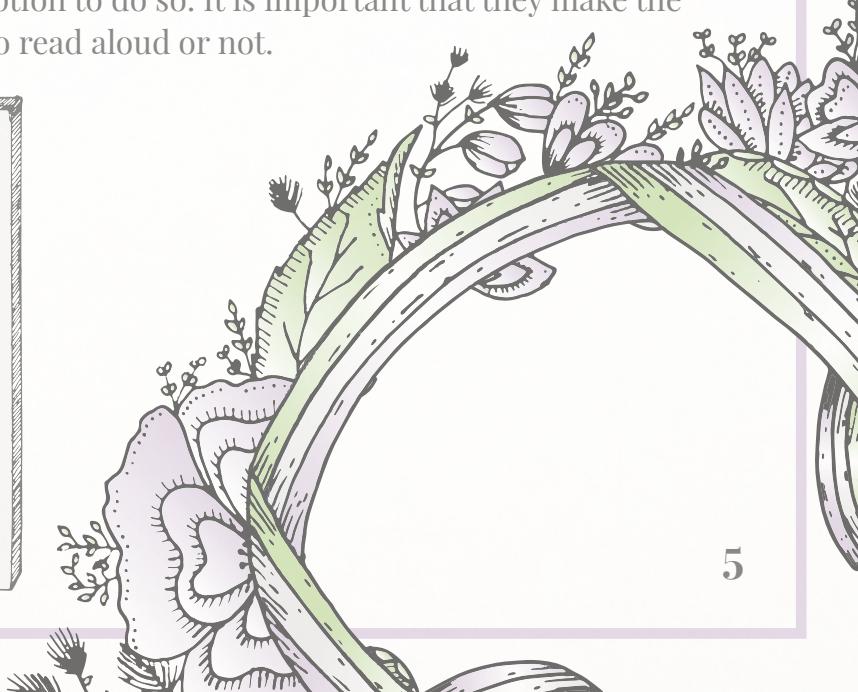
'I WOULD LIKE TO FEEL CONFIDENT ENOUGH TO TAKE THE LEAD'

'TO BE ABLE TO NOT LET NEGATIVITY AFFECT ME'

To start you on your own Libertea journey, we invite you to write your own personal pledges. Seal them in named envelopes. Then, during the final clause of the badge, we invite you to read these pledges out loud at your 'Tea Party'. We hope that this will help you see how far you have come, both as a unit and individually. Unit members may not feel comfortable sharing their pledges out loud, and this is absolutely fine, but it's important each member is given the option to do so. It is important that they make the decision to read aloud or not.

Did you know?

The Suffragists were experienced public speakers. They regularly spoke up in front of crowds of men who heckled and laughed at them. They learnt how to interact with their audiences and keep them interested.



A Brief History

Suffrage means having the right to vote. Being able to vote allows people to have a say in the laws that will affect their lives, and help select the individuals chosen to lead them. For many hundreds of years, women in the U.K. did not have the right to vote.

The Suffragette and Suffragist movements campaigned for votes for women because they believed that with the vote, they would be able to help improve their society. Women wanted changes in laws to give them equal opportunities to men: they wanted the right to divorce a husband, the right to an education, the right to have a job such as a doctor. In 2018, women have these opportunities.

What follows is a timeline of the first steps these inspirational campaigners helped our society make on our national journey towards gender equality.

1832

82 years before some British women receive the right to vote, Mary Smith presents the first women's suffrage petition to Parliament.

In the same year, the Great Reform Act confirms the exclusion of women from the vote. Nothing happens.

1897

The National Union of Women's Suffrage Societies (NUWSS) is formed, bringing together more than 20 national societies in support. Its leader is Millicent Garrett Fawcett, and she leads her Union in peaceful, law-abiding attempts to get votes for women. It is important to the NUWSS that no laws are broken in this attempt to change them.

1905

Militant campaign begins: the Suffragettes smash windows, chain themselves to public buildings; they do whatever they can to get their voices heard. They use the slogan 'deeds, not words' to justify their actions and campaign tactics. They are greeted with violent hostility: some suffragettes suffer life-changing injuries at the hands of policeman and male protestors.

1908

At a mass rally in Hyde Park: 300,000 to 500,000 activists attend. The Liberal Prime Minister Herbert Asquith does not respond. To get his attention, suffragettes smash as many windows as they can in Downing Street, using stones with written pleas tied to them. Some protesters chain themselves to railings. Others scrawl pleas all over the walls and pavement in chalk.

1866

MP John Stuart Mill presents a petition for women's suffrage to the Commons. It fails and suffrage societies are started in Edinburgh, London and Manchester.

1867

Stuart Mill tries again and presents a Second Reform Bill petition to Parliament by Mill on behalf of his nation's women. Again, it is rejected by the Government. The National Society for Women's Suffrage is formed.

1903

Emmeline Pankhurst, a member of the NUWSS and from Manchester was frustrated by the slow progress the campaigns (it is now 71 years since Mary Smith presented the first suffrage petition for women), and so Pankhurst forms the Women's Social and Political Union (WSPU) with her daughters Christabel and Sylvia. The WSPU become known as the Suffragettes, and unlike Fawcett and her Suffragists, the Suffragettes believe in radical, law-breaking tactics.

1906

The Liberal Prime Minister, Sir Henry Campbell-Bannerman, and 400 of 670 MPs favour women's suffrage. Rifts begin to show in the women campaigners' ranks. Over the next couple of years, the Women's Freedom League (WFL) splinters off from the Pankhursts and the WSPU. They found the paper The Vote. A daily newspaper coins the term "Suffragette" for the first time.

1909

Many Suffragists and Suffragettes are arrested and imprisoned. In prison, they are incorrectly classified as common criminals rather than their correct status of political prisoners. In protest of this, many of the arrested women go on hunger-strike. The Scottish WSPU member Marion Wallace Dunlop is the first to do this. To prevent women dying in police custody, force-feeding of women is legalised. The women are strapped into chairs and held down while a feeding tube is inserted into their stomachs via their mouth or their nose, before hot broth is pumped in. This procedure leaves many women with life-long injuries. Not only this, but after women are released, they were sometimes secretly photographed by police so that they could keep an eye on their activities. Many of these surveillance photos still survive. The Suffragettes are proud that they are willing to be imprisoned for the cause, and so took to wearing the symbol of an arrow, one arrow for one prison visit, so that others would know their sacrifice.

1913

There is another chance in Parliament for women to be included in the Reform Bill (the document that states who can vote, and who can't). However, it does not go ahead. The Suffragettes uses bombs and house fires to campaign more aggressively than they have ever done before. They target the houses of MPs who oppose the bill, including David Lloyd George who was then Chancellor of the Exchequer, but would go on to Prime Minister. The Suffragettes also bomb post boxes: in this age before telephones and the internet, the postal system was the only way people could communicate with one another over distance, and so by disrupting the postal system, the Suffragettes caused real social difficulties. When setting fire to houses, the Suffragettes always ensured the house was empty of people and animals first. More and more women were arrested. The Government passes the 'Cat and Mouse' Act, which means that women are released from prison who are on hunger strike to ensure they don't die in police custody, but are then re-arrested when they have recovered.

Emily Wilding Davison, arrested nine times and force-fed 49 times, decides to take radical action. She goes to the Derby races, and steps in front of the King's speeding horse Anmer, to try and pin a rosette of the suffragette colours to the horse (green for hope, white for purity, and purple for friendship and loyalty) to raise yet more awareness for the cause. She dies four days later of a skull fracture and internal injuries. Whether she intended to die or not, we will never know. Her funeral is attended by thousands of women and tens of thousands lined the streets of London as her coffin passed by: she becomes a martyr for women's suffrage: if women are willing to die for the right to vote, it must be important...

1914

Campaigning continues. Some Suffragettes even try to break into Buckingham Palace to personally petition the King. Then, the First World War begins on the 4th August: everything changes. Suffrage prisoners are set free, campaigning stops and Suffragette leaders urge women to support their nation and join the war effort. They do this. However, the NUWSS continues to represent women and to campaign for recognition.

1919

The first female MP, Nancy Astor, enters the Commons.

1910

The Conciliation Bill, which would give women the vote, succeeds in the Commons. Although the population presumed that this would lead to votes for women, the Prime Minister Asquith does not approve it. The WSPU starts protests, including those called "Black Friday", in which many women are injured, some permanently and later fatally, and are sexually abused by police.

1911

A new Conciliation Bill passes but is stalled by the general election in November. Still the women cannot vote.

1912

The Parliamentary Franchise (Women) Bill is introduced and defeated by 222 votes to 208 in Parliament. Although this marks a significant change in how much support women's suffrage has gained in Parliament, it is still not enough. There is a mass window-smashing campaign in protest.

1917

The Electoral Reform Bill passes in the Commons. It gives some women only the right to vote. Only the very small percentage of women aged over 30 who own their own houses or are married to householders, can vote.

1918

Finally, The Representation of the People Act is passed, allowing men over 21 and women over 30 to vote.

1928

Amendment of the Representation of the People Act entitles everyone over the age of 21 to vote.

The Suffragettes & Suffragists

ROSA MAY BILLINGHURST



Rosa May Billinghurst endured much in her fight for women to get the vote, yet it is her experience of violent suffrage demonstrations as a disabled campaigner which remains her legacy. Born in 1875, May Billinghurst was branded the "cripple suffragette" by the press and her peers after a bout of childhood polio left her unable to walk. Undeterred by her disability, Billinghurst was a regular at suffrage demonstrations and used her adapted hand-tricycle to propel herself. Billinghurst's presence was regularly noted in suffrage as well as mainstream newspapers and she began to attract considerable attention to the movement.

ADELAIDE & DONALD KNIGHT



One of the most important figures in the east London women's suffrage movement at the turn of the century was Adelaide Knight. Eliza Adelaide Knight was born in 1871 and lived with her family on Kenilworth Road in Bethnal Green. After a childhood injury she used crutches or a stick for the rest of her life. Donald, a sailor from Guyana shared Adelaide's political beliefs and supported her activism. They both joined the Independent Labour Party and he took Adelaide's surname and was widely known as Donald Knight. As Adelaide found some tasks difficult and painful because of her injured hip, the couple shared domestic chores, including the weekly laundry.

In June 1906 she was arrested alongside Annie Kenney, the women were sentenced to prison for six weeks unless they agreed to be 'bound over' for one year, that is, to behave themselves and give up their campaigning. In the end all three women chose prison. Adelaide said: "I refuse to barter my freedom to act according to my conscience, while my health permits me to fight on."

ANNIE KENNEY



Although Kenney recalled that her father "never seemed to have any confidence in his children", her mother was more encouraging, allowing Kenney and her siblings "great freedom of expression on all subjects". It was Annie Kenney who put the question, "If you are elected, will you do your best to make Woman Suffrage a Government Measure?", which received no answer except the forcible removal of the two women from the meeting.

Both women were arrested for causing an obstruction and a technical assault on a police officer. Kenney was imprisoned for three days, and would go on to be imprisoned 12 more times in the name of women's suffrage.

When under arrest, Kenney took part in the hunger strike, and was force fed many times. She spoke out against the Cat and Mouse Act, which stated that prisoners on hunger strike could be released if it affected their health, but then must be rearrested after a certain period of time.

EMMELINE PANKHURST



"I thought I had been a suffragist before I became a Poor Law Guardian, but now I began to think about the vote in women's hands not only as a right but as a desperate necessity." In 1903 she formed the more militant Women's Social and Political Union (WSPU). It was through the political action of the WSPU that the term women's suffragette movement was created. She led a passionate group of women who were willing to take part in drastic action such as tying themselves to railings, smashing windows and launching demonstrations. Pankhurst defended the militant tactics on the grounds that: "The condition of our sex is so deplorable that it is our duty to break the law in order to call attention to the reasons why we do."

In 1913, Emmeline's daughter Christabel took leadership of the WPSU, and their tactics became increasingly militant. However, this polarised opinion within the WPSU and many members left – arguing the violence was counter-productive and damaging to the cause. Due to the increased militancy of the British suffrage movement, public opinion was increasingly polarised. Militant suffragettes were often described as fanatics.

EMILY WILDING DAVISON



In 1906, she joined the Women's Social and Political Union (WSPU), founded by Emmeline Pankhurst. Three years later she gave up her job as a teacher and went to work full-time for the suffragette movement. She was frequently arrested for acts ranging from causing a public disturbance to burning post boxes and spent a number of short periods in jail. In 1909, she was sentenced to a month's hard labour in Strangeways Prison in Manchester after throwing rocks at the carriage of chancellor David Lloyd George. She attempted to starve herself, and resisted force-feeding.

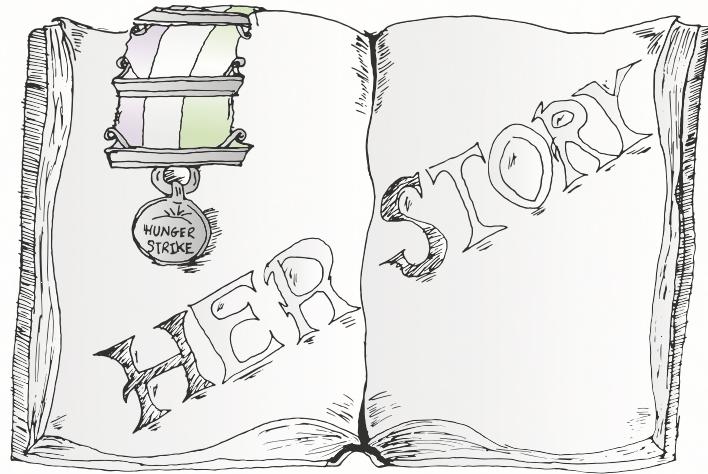
A prison guard, angered by Davison's blockading herself in her cell, forced a hose into the room and nearly filled it with water. Eventually, however, the door was broken down, and she was freed. She subsequently sued the wardens of Strangeways and was awarded 40 shillings. By 1911, Davison was becoming increasingly militant. On 4 June 1913, she ran out in front of the king's horse as it was taking part in the Epsom Derby. Her purpose was unclear, but she was trampled on and died on 8 June from her injuries.

SOPHIA DULEEP SINGH



Princess Sophia Duleep Singh, daughter of Maharaja Duleep Singh, was a member of the Women's Social and Political Union. She campaigned for votes for women nationally as well as locally in Richmond and Kingston-upon-Thames. She was often seen selling the newspaper *The Suffragette* outside Hampton Court Palace where she lived – her father had been close to Queen Victoria, and the family were given the use of the Palace's apartment rooms. On 18 November 1910, known as "Black Friday", she led a 400-strong demonstration to parliament together with Mrs Pankhurst. As clashes broke out between the police and protestors, over 150 women were physically assaulted.

Sophia was not the only Indian suffragette. An Indian women's group took part in the 1911 coronation procession of 60,000 suffragettes



Herstory

Throughout history we hear the voices of men, our history is mostly the story of men's lives. This section is about letting the women of the past shout for themselves; herstory should be told for everyone to hear.

The aim of these section is for you, as a young woman, to understand and appreciate the rights and choices you have today and learn from the stories of some amazing women in history. This is your chance to learn from the past and make your future a little brighter.

1 CLAUSE ONE: LEARN ABOUT THE DIFFERENCE BETWEEN A SUFFRAGETTE AND SUFFRAGIST

The Suffragists were women and men who were campaigning for votes for women in a peaceful way. This group felt that it was important not to break the law. They were often members of the National Union of Women's Suffrage Societies (NUWSS) which was led by a woman called Millicent Garrett Fawcett. This group used the colours Red, White and Green in their campaigns.

In 1903 Emmeline Pankhurst decided that these peaceful tactics were not gaining enough attention, so she formed the Women's Social and Political Union (WSPU). This group became known as the Suffragettes and were famous for their militant, destructive and illegal tactics. They used Purple, White and Green in their Campaigns.

SUFFRAGETTES VS SUFFRAGISTS

Allocate one side of the room as the Suffragettes and the other as the Suffragists. A statement is read out and the girls run to the side of the room which they think the statement describes.

Suffragette activities could include:

- Setting fire to buildings
 - Chaining themselves to private property
 - Smashing windows
-

Suffragist activities could include:

- Writing petitions
- Arranging (peaceful) marches
- Speaking on a soapbox

Discuss the differences between the Suffragettes and Suffragists with your unit. See the section called Speak Up Speak Out to find out more about how to set up a debate.

Debate starters might include:

- Would you have been a Suffragette or a Suffragist and why?
 - Do you think Suffragists get enough credit?
 - Why do you think the Suffragists were forgotten by history?
-

WHY?

Today we often talk about the Suffragettes fighting for women's rights, but the story is much more complicated than that. People campaigned in many different ways for lots of reasons and it is important to remember everyone who decided to speak up for change. This is an opportunity for you to use your debating skills to think about the differences between these two groups more deeply.

2 CLAUSE TWO: BE INSPIRED BY WOMEN FROM HISTORY

In this clause, we want you to discover some of the Suffragettes and Suffragists that made history one hundred years ago, and write them a letter.

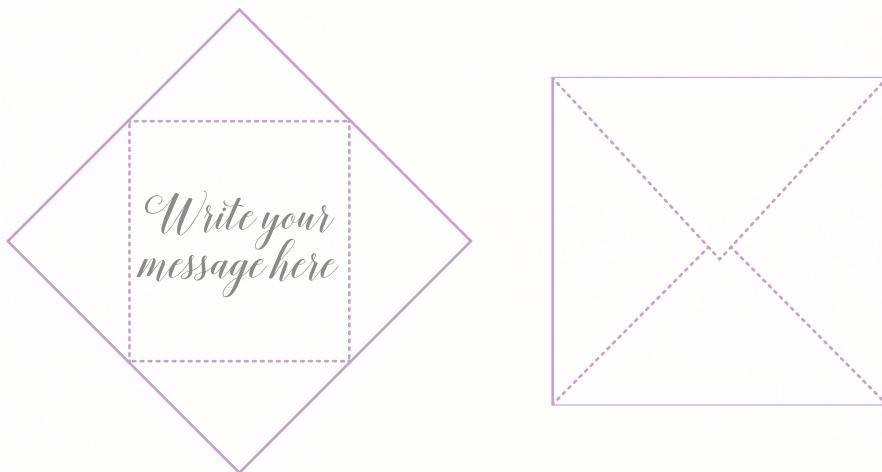
Your unit leader will need to prepare materials to introduce you to the Suffragettes for this, or you can find out more about these women online or in your local library.

Some Suffragettes (or Suffragists) you could write to are: Elsie Duval, Ethel Smyth, Millicent Garrett Fawcett, Emily Wilding Davison, Emmeline Pankhurst, Sylvia Pankhurst and Rosa May Billinghurst.

WHAT?

Write a letter to a Suffragist. In this activity you will write a letter to a historical figure telling her how she inspires you. You might also include what you would change in society and why or a drawing which represents your ideas.

Take a square of paper and fold it into an envelope (see diagram).



3 CLAUSE THREE: LEARN SUFFRAGETTE SYMBOLISM

WHAT?

In this activity you will think about the colours used by the Suffragettes and what they mean. The Suffragettes became known for their branding and the colours they used were a huge part of that. They chose the colours Purple, Green and White which signified dignity, hope and purity. Think about what you could create to symbolise these same ideals. This might include designing a poster, illustrations and postcards.

4 CLAUSE FOUR: BRING THE STORIES OF THE SUFFRAGISTS TO LIFE

WHAT?

Dress up as Suffragists. Attend a session in Edwardian Dress, this might include hats, sashes and rosettes. You can look in local charity shops for dresses, skirts and shirts and make your own sashes depending on whether you want to be a Suffragette (Green, White and Purple) or Suffragist (Green, White and Red).

You can research what people might have worn in the early 20th century online or in books to find inspiration.

How do you think this type of clothing might have restricted you?
Are you able to move freely in a long skirt?

WHY?

Sometimes even now people pay a lot of attention to what women wear, and this was the case 100 years ago as well. But what might it have felt like to try and do manual work with a long skirt on? Or how would it feel to not be able to wear trousers if you wanted to?

WHAT?

Put on a play, sketch or create freeze frames which explore the lives of women before they had the right to vote. You might also represent the activities they did or their empowerment, strength and growth.

You might represent:

- Women being expected to do all of the household chores
- People discussing why women did/didn't deserve the right to vote

WHY?

Some Suffragists wrote plays to express their ideas, but this is also a great way of understanding more about what some women were facing when they decided to fight for the right to vote.

Did you know?

It was only some women who gained the right to vote in 1918.



5 CLAUSE FIVE: REFLECT ON WHAT YOU HAVE LEARNT



WHAT?

Create a leaflet or quiz to share with your friends and family which tells them everything they need to know about the Suffrage Movement.

Things you might want to include are:

- The key dates
- Information about the NUWSS and the WSPU
- Details about some key figures
- Images of the material produced by Suffragettes and Suffragists

WHY?

Learning so much about a new topic is a great time to share the information with those around you. Making a leaflet or quiz will help you to remember it too!

WHAT?

What I have learnt game. This game will test your memory as well as help you listen to what other people have taken from the badge.

Sit in a circle with your unit. One person starts by saying a short fact which she has learned about the Suffrage Movement. The girl next to her says both the fact which her neighbour said and a new fact. The third girl says the first two facts and then adds her own. Each girl recites the list of facts which came before plus her own one until somebody cannot remember the sequence or cannot think of a fact to add.

Facts might include:

- The WSPU was founded in 1903
- Emmeline Pankhurst had 3 daughters
- Millicent Garret Fawcett's sister was Elizabeth Garrett Anderson, the first female mayor.

WHY?

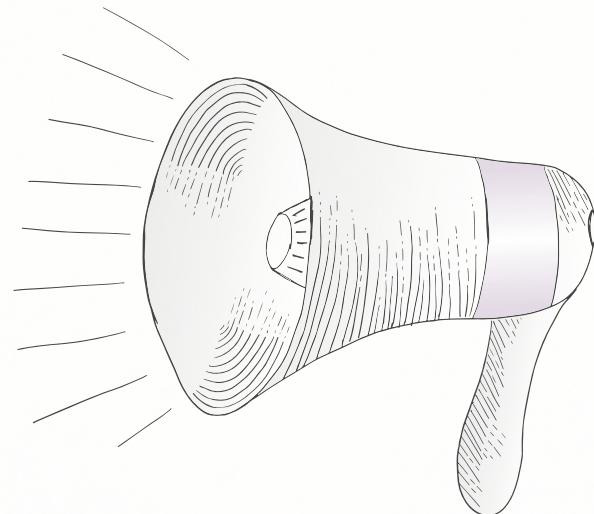
Work as a team to think about everything you have learnt while doing this badge. How long will your list be?

WHAT?

The Staircase Game. Someone called out privileges that a person might have. The girls step forward each time they hear a privilege that women have today. One leader answers as if they were living in 1910 to show the contrast.

Facts might include:

- Not being expected to wear trousers
- Being able to own property
- Having a bank account
- The right to vote



Speak Out Speak Loud

The Suffragists had to be able to defend their belief in votes for women when confronted with those who didn't agree. They understood that to have the best chance in being heard, they had to be united.

This section is all about learning how to get your voice heard. In this section, we will learn a variety of 'speaking up and speaking out' skills: debating, 'holding the floor', and talking in front of an audience.

1 CLAUSE ONE: LEARN HOW TO ‘HOLD THE FLOOR’ FOR FIVE MINUTES

WHAT?

‘Holding the floor’ means to be able to continue to speak and be listened to for as long as you need to get your point across. In this activity, two people stand opposite each other and make eye contact. They speak over each other about any topic that they feel passionate about. The first girl to look away, laugh or stop talking for any reason loses.

WHY?

Sometimes in society, we may experience our voices not being heard. This game encourages girls to persevere, and keep speaking up for what they believe in.

2 CLAUSE TWO: CREATE AND USE A SOAP-BOX

WHAT?

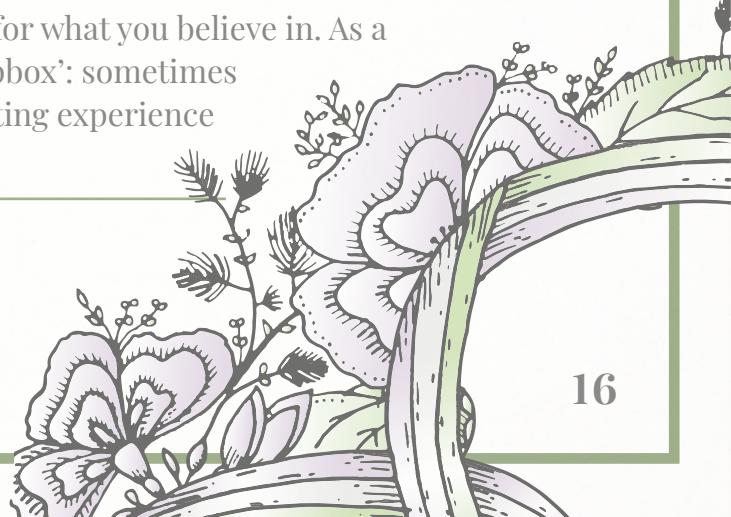
When the Suffragists were campaigning for the vote in public spaces, they would stand on a wooden crate to raise themselves above the crowds so that they could be heard better. Often these crates had originally been used to transport soap, hence the phrase ‘soapboxes’! In this activity, the first thing to do is to find your soapbox: simply, find something safe to stand on.

Place your ‘soapbox’ in the middle of the room and the first person starts with the letter A and you can choose any subject, so if you chose fruit and vegetables it would go 'Apple' the next girl stands on the box and would say 'Banana' if you hesitate or can't think of a fruit or vegetable in the order of the alphabet you're out until the next round.

Once the girls get more confident you can change the theme to 'Tea Rooms' or 'The Suffragettes' - if anyone feels very confident about a subject they can take the opportunity to use the soap box to tell everyone about it!

WHY?

This is your chance to stand up and speak out for what you believe in. As a unit, support the girl whose turn it is on the ‘soapbox’: sometimes speaking up in front of others can be an intimidating experience



3 CLAUSE THREE: EXPERIENCE SPEAKING UP IN A GROUP ENVIRONMENT

WHAT?

Stand in a circle and as a group count to 20. Each person must say at least one number out loud, and no more than one person can say each number. It can't be structured, you just have to shout out the next number and see what happens! If two people shout out the same number, you need to go back to zero...

WHY?

This game gives girls the chance to hear their voice in a public space. Speak up and speak out...LOUD!

WHAT?

There are many different ways we can speak out about something we are passionate about.

Some of these are:

- Singing
- Rapping
- Writing a poem
- Writing a play
- Creating a freezeframe
- Drawing a poster

In this activity, choose one of the ways to speak and use it as a way of speaking out about something you are passionate about.

It could be your love of cats, ice cream or you could take this opportunity to create a new campaign about your belief in the importance of gay rights or animal welfare.

WHY?

Some of us are better speakers than we are at drawing; some of us can write beautiful poems but would struggle to rap! By exploring all the different ways we can speak up about what we believe in, we ensure that each one of our unique voices is heard.

Did you know?

Often when Suffragists made their speeches, the majority of the crowd was male

4

CLAUSE FOUR: ACTIVELY PARTICIPATE IN A DEBATE

Debating can have two stages

1 Talking within your group about your ideas and collectively deciding on your stance. As a group, are you ‘for’ or ‘against’ the debate statement, for example?

2 Defending your stance in public. Sometimes you will engage with other groups who think differently to you. Being able to debate well means that you can listen and respect different opinions to yours, but stay steadfast in what you believe in.

WHAT?

Pick a topic that you want to debate. Divide your unit into two parts and have ‘for’ and ‘against’ teams. In your teams come up with persuasive arguments that defend your ‘for’ or ‘against’ stance. Bring your groups back together and take it in turns to respond to one another’s arguments. Some example topics are:

Rainbows

- ‘Should we give teachers free chocolate?’
- ‘Should we wear school uniform?’
- ‘Do aliens exist?’

Brownies

- ‘Is a Jaffa Cake a cake or a biscuit?’
- ‘Should animal testing be allowed?’
- ‘Should dads stay at home while mums go out to work?’
- ‘What age should children have access to technology?’
- ‘Should the school day finish at lunchtime?’
- ‘Are zoos ok?’

Guides/Senior Section:

- ‘Should school be compulsory?’
- ‘Discuss gay rights’
- ‘Discuss abortion’
- ‘Are single sex schools better than mixed?’
- ‘Discuss the death penalty’
- ‘Discuss euthanasia’

WHY?

Learning how to debate properly is an important life-skill, as it will help you learn how to listen to others and articulate your own beliefs. This task will also help you think as a group, and speak up together.

5

CLAUSE FIVE: CREATE AND USE A BALLOT BOX

WHAT?

Create a ballot box and cast your votes. This is a democratic way of deciding something based on what the majority of a group think is best. After you have debated something (see clause four), make use of your ballot box.

WHY?

Using a ballot box gives us a little taster of what it's like to go to a polling station and cast a vote.

WHAT?

Use your ballot box as a way to start thinking about gender roles in society. Although men and women are much more equal in our society today than they were in the Suffragists' time, there are still some ways in which women and men are treated differently.

In this activity, pick a main category such as Jobs, Clothes, Hobbies or Character Traits, and then list as many examples of this main category that you can think of.

For 'Jobs', for example we could list things like 'Nurse', 'Doctor', 'Librarian', 'Teacher', 'Footballer', 'Actor'. Now decide whether we first associate this job with men or women. With three different colours (one for male, one for female and one for both) and highlight which gender you immediately associate that job role with

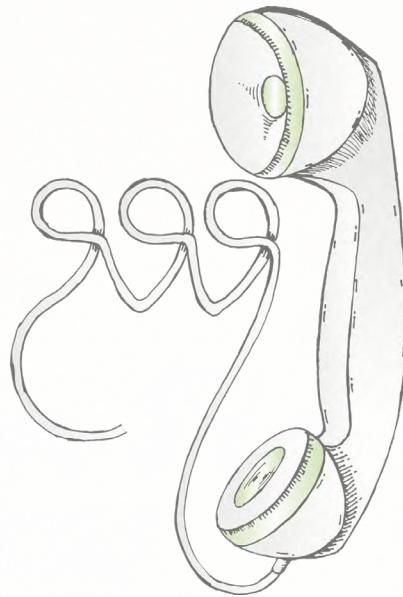
Use your ballot box to collect all your findings and see which jobs we associate with gender, and which are now considered gender neutral.

For Guides and Rangers this activity should lead into a wider discussion about gender roles in society.

Did you know?

The Suffragists were experienced public speakers. They regularly spoke up in front of crowds of men who heckled and laughed at them. They learnt how to interact with their audiences and keep them interested.





Get Safe

The Suffragists believed that by having the vote, women would be able to help create a society which was safer for everyone, and in which we would all feel more secure.

The aim of this section is to empower and prepare girls to feel ready to face the world, and get themselves safe if and when they need to. We are often told by society that girls can't or shouldn't fight: we know, of course, that this isn't true. It is important to understand that this section is not about advocating or encouraging violence; rather, it is all about giving girls the chance to experience and remind themselves of their strength. Completing this section should help you get safe if you ever find yourself in a situation where you feel unsafe or threatened.

Some of the Suffragists were victim to violent arrests, force-feeding and other forms of police brutality; the women of the movement therefore understood the importance of being able to physically protect themselves and keep one another safe.

Although not considered at all lady-like, the Suffragette Edith Garrud taught her fellow Suffragists how to defend themselves against policeman and protestors using the martial arts form jiu-jitsu. She also formed the thirty-strong force of specially trained women who were used to keep their Suffragist leaders and speakers safe. They were called The Bodyguard, and the term ‘Suffrajitsu’ has gone down in history as a reminder of how strong and fierce women can be.

1 CLAUSE ONE: LEARN SOME SIMPLE (BUT IMPORTANT.) SELF-DEFENCE MOVES

WHAT?

Invite a local self-defence practitioner to attend your unit and give a self-defence workshop.

WHY?

You may be interested to have a taster session of a more specialised self-defence discipline, and it is unlikely that your unit leader will be qualified or able to give you this. So, by researching experts in your local area you may find somebody willing to help you.

WHAT?

Practise the following easy to learn self-defence moves until you feel confident that you know how to use them. When practising these, it is very important to practise safely. The best way of doing this is to maintain eye contact with your partner as much as possible, and keep talking to one another throughout: inform your partner what move you would like to practise, and ask her to tell you when she is ready to begin.

Double Palm Strike

For this exercise, your unit leader will need to carefully supervise.

- Using an exercise ball as a target, practise striking the ball with both of your palms at once, using an upwards motion.
- The ball should be positioned slightly above the girl practising, so that she must strike upwards and outwards.
- This is a very effective way of striking, as regardless of your size or strength you will be able to create enough impact to defend yourself and your personal space.
- You can find videos to help you teach this at www.eghamrangers.co.uk

The double palm strike should only be used in an emergency situation when you believe yourself to be in genuine and serious danger.

Arm Strength

This exercise is a quick and simple way to learn about how to make your arms as strong as possible. Strong arms are a good way of holding your personal space.

- Find a partner and stand facing one another. When you are both ready, place your arm over the shoulder of your partner keeping your arm straight and with your hand in a balled fist position. Tense your arm and try to keep it as strong as possible.
- Then invite your partner to use her hands to apply pressure to your arm until it bends. You will find that your arm bends easily.
- Now, repeat the same exercise but open your hand and spread your fingers, make sure your hand is at a 45-degree angle to the ground, palm facing downwards.
- Invite your partner to apply pressure again and try to make your arm fold. You will find that your partner will struggle to make your arm bend. This is because the simple change of spreading your fingers and turning your hand to a 45-degree angle increases the strength of your arm ten-fold.
- Now, swap arms and partner roles until you have both experienced both of your arms in super-strong mode.

Scream, Scratch, Kick, Bite

Again, it is important to remember that normally screaming, scratching, kicking and biting are unacceptable forms of behaviour.

However, if you find yourself in an emergency situation when you believe yourself to be in genuine and serious danger, you need to do whatever you can to get yourself safe again.

- Making as much noise as you possibly can by screaming will alert people in the area to come to your aid. Do not be afraid to maintain your personal space by using all parts of your body: use your teeth, your nails, your arms and legs, anything you can think of to defend yourself until you are safe again.
- By being loud and unagreeable you will help defend your personal space.
- For Rainbows and Brownies, these techniques are particularly important
- Please visit www.eghamrangers.co.uk to see how to do this safely.

WHY?

It is incredibly unlikely that you will find yourself in an emergency situation where you believe yourself to be in genuine and serious danger.

However, if it ever does happen, these three simple techniques will help give you the best possible chance to get safe again.

Do not be afraid to be loud. Do not be afraid to fight back.

These exercises are to remind you that girls are strong and fierce when they need to be!



2 CLAUSE TWO: PRACTISE YOUR POWER STANCE & YOUR POWERFUL NO

WHAT?

Research shows us that females are more likely to try and be agreeable in situations rather than say ‘no’ to something. Although being accommodating to other’s needs and opinions is important, sometimes it’s more important to hold your ground and defend yourself, your wants, and what you believe is right.

In practise, this can feel very difficult as we might think that words such as ‘stubborn’, ‘argumentative’ or ‘difficult’ are commonly associated with Powerful No’s!

The Powerful No that we are going to practise in this section is not a sign of unhelpful behaviour: it is one of the best self-defence skills you can have.

A Powerful No needs a Powerful Stance

Practise standing in your ‘Power Stance’

- Stand with your feet hip-width apart, plant your feet firmly into the ground, straighten your spine and draw your shoulder blades back.
- Lift up your chin so you can see the world around you clearly.
- You can even put your hands on your hips if you want to, or raise one arm in the air as if you are superwoman flying!
- With your body positioned like this, you will naturally feel more powerful and able to get safe if you need to.

Reclaim Your No

If somebody repeatedly discounts your ‘no’, then this should be a sign that they do not have your best intentions in mind.

- In your unit, discuss the signs of when your ‘no’ is being compromised, and when we should use our ‘Powerful No’.
- Some examples might include discussions of peer pressure in school. Practise saying no loudly, clearly and firmly. It may feel a little unusual at first!

Did you know?

There was a group of Suffragettes called The Bodyguard who were assigned to protect Emmeline Pankhurst and others trying to avoid being caught by police.



3 CLAUSE THREE: LEARN ABOUT THE SUFFRAJITSUS

WHAT?

Learn about Edith Garrud, the ‘Suffrajitsu’ and the Suffragist ‘Bodyguard’. Create something to share your findings with others. This could be in the form of a poster, a short performance, a letter, or a presentation

WHY?

These women defied social expectations to be ‘lady-like’ and have gone down in history as some of our unlikeliest heroines. Use their story and their work as inspiration to find your own strength.

4 CLAUSE FOUR: LEARN BASIC FIRST AID, INCLUDING HOW TO MAKE A 999 CALL

WHAT?

Knowing how to administer basic first aid to yourself or others is a vital skill, and could help you save lives. With your unit leader learn about and practise using basic first aid on one another, and think about the situations you may find yourself in that may require you to use it. Then think about the when we might have to make a 999 call and in groups simulate situations that would require you to do this.

WHY?

Knowing that you can administer basic medical assistance to yourself or others, and ensure that emergency professionals will be able to come and assist you as soon as possible are both ways that you can get yourself and others safe.



Did you know?

Suffragettes learnt ‘suffrajitsu’ as a means of self-defence

5 CLAUSE FIVE: PARTICIPATE IN AT LEAST TWO OF OUR ‘GET SAFE’ FUN GAMES AND ACTIVITIES

THE RAPID RESPONSE GAME

Your unit leader either calls out a warning sign or scenario, or a scenario that wouldn’t require a ‘powerful no’. For example:

- Somebody repeatedly offers to carry your shopping for you, even after you have declined their help.
- A charity worker wants to talk to you about giving donations.
- A friend is pressurising you to do something that you feel uncomfortable with.
- An individual at a party is insisting on giving you a hug.
- A workmate keeps on talking over you.

If you recognise the scenario as a warning sign that a situation may be becoming unsafe or that your ‘no’ is being compromised, then you get into your ‘power stance’ and yell ‘no!’

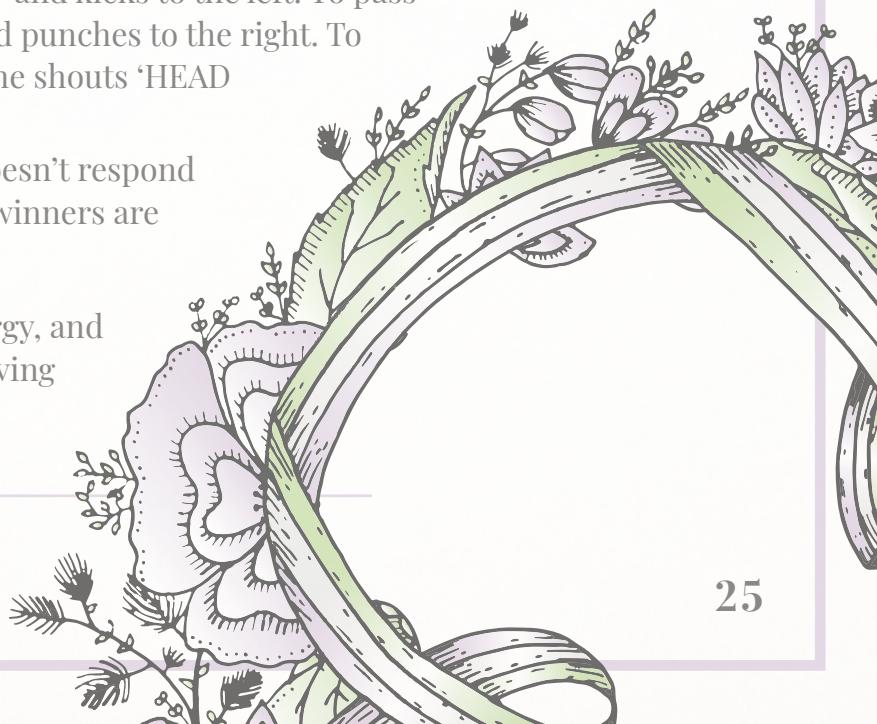
If a girl fails to get into their power stance quickly, then they are out of the game.

‘GET SAFE’ ZIP! ZAP! BOING!

This is our ‘Get Safe’ parody of the game Zip! Zap! Boing!

- The unit stands in a circle facing inwards.
- Ensure there is enough space between each girl so that she can stretch her arms out either side and not touch her neighbours.
- The aim of the game is to pass the ‘power’ around the circle.
- The girl who begins the game has the ‘power’ and she must pass it on either to the left, right or across the circle.
- To pass to the left, she shouts ‘KICK’ and kicks to the left. To pass to the right, she shouts ‘PUNCH’ and punches to the right. To pass the ‘power’ across the circle, she shouts ‘HEAD BUTT’ and head butts forward.
- If a girl is passed the ‘power’ and doesn’t respond quickly or correctly she is out. The winners are the last two girls standing.

The game is quick paced and high energy, and is a good way of having fun before moving to this section’s more serious topics.



DIFFUSE THE DANGER

- Your unit stands in a circle facing inwards, begin passing a ball around.
- The unit leader starts the game by describing a situation that may occur in public, at school, college or work or at home that could compromise your safety.
- Once the leader has finished describing the scenario she shouts ‘stop’, the girl holding the ball at this point must explain how she would diffuse the danger.
- Then she begins describing the next scenario, and will shout stop once she’s done.

This is a fast-paced game. Responses must be quick!

GET SAFE GRANNY'S FOOTSTEPS!

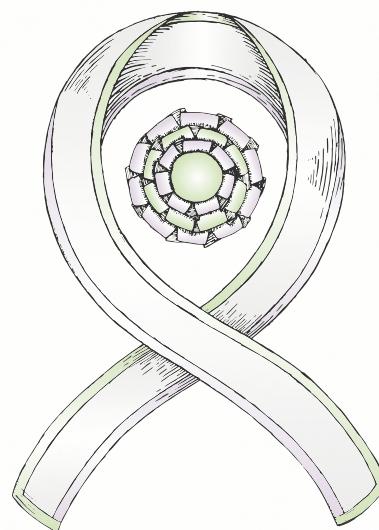
This is our adaption of the game Granny's Footsteps.

- The girl who will play Granny stands facing a wall on one end of the room.
- The rest of the unit start in a line at the other end.
- The aim of the game is for the girls to sneak up on Granny.
- They can move as quietly as they can while Granny is facing the wall, but when Granny turns around (and she can, at any moment!) the girls must freeze in Power Stance.
- If Granny catches any of the girls moving, or notices that the girls aren't in Power Stance, they are out.
- If a girl is in touching distance of Granny, Granny can defend herself by shouting out her Power No as she turns around.
- The winner is the girl who manages to sneak up on Granny and tap her on the shoulder without receiving Granny's ‘Power No’ first.

WHY?

These four ‘stay safe’ games are designed to allow the girls to have fun and experience moving and speaking in a powerful way. This will prepare them for more serious situations where they may need to be able to defend themselves, physically or verbally. These games can also be used as a warm-up exercise for the activities of clause one in this section.





Sister Suffragette

As the Suffragists understood, by standing together and actively supporting one another, women will achieve great things. For hundreds of years, society thought that women should not be given the right to vote. It was the thousands of female and male Suffragists standing side by side that changed the way our society saw women forever.

In this section, we will create sister bonds with others. By doing this, we also create for ourselves a safe community in which we can practise self-love: just as our Sisters see our worth, we want you to recognise your own worth too.

Although there were many different Suffragette and Suffragist parties, and opinion on various matters was known to differ and divide, ultimately the Suffragists knew that together, women are stronger.

Sadly, research shows that nowadays women are more likely to form negative opinions of other women than they are to help them. This is known as the ‘Queen Bee Syndrome’. This section is all about creating supportive bonds between each girl, her guiding unit and elsewhere into the wider female community: rather than a series of stand-alone ‘Queen Bees’, we want to create a community of strong Sisters.

When we use the word ‘Sister’, we mean life-long friends and allies: through hard times and the best of times, your Girlguiding and Liberteas Badge sisters will support and celebrate you.

We see you and your worth, and we want you to shine!

1 CLAUSE ONE: DEVELOP YOUR SELF-ESTEEM AND CONFIDENCE.

WHAT?

The following activities are designed to utilise your unit sisterhood community and use it to help develop your own self-esteem and confidence.

WHY?

We know that within each unit, there will already be a loving community of friends and these are the individuals best able to remind you of why you are utterly unique and special. Feeling empowered and knowing our self-worth will help us achieve all that we want to in life.

CIRCLE OF LOVE

The unit stands in a circle, each girl facing outwards. The unit leader picks two or three girls (depending on the size of your group) to stand in the middle of your circle. Then the leader calls out various positive statements, and those girls standing in the middle must tap on the shoulder of one of the girls facing outwards who they think best fits the description. Some example statements are:

- Tap somebody who inspires you
- Tap somebody who makes you laugh
- Tap somebody who you think is intelligent

The girl who receives the tap on the shoulder swaps places with the girl who tapped her in the middle of the circle, and so the game continues.

Make sure each girl receives at least one tap!

POSITIVITY TREE

Draw and cut out the shape of a tree on a piece of A3 paper. Then, cut out leaves of various shapes and sizes and give each unit member a leaf. The girls then write on their leaf something that they aspire to achieve through the course of completing the Libertea Badge, and staple it to the tree. Some example aspirations are:

- I aspire to feel more comfortable in my own skin
- I aspire to reclaim my Powerful No
- I aspire to learn more about Suffragist history
- I aspire to be feel more comfortable with my sexuality
- I aspire to be kinder

You will have a tree full of your unit's badge aspirations. Keep this tree somewhere visible throughout the course of the badge, remind yourself and your sisters of your aspirations and encourage one another to achieve them.

2 CLAUSE TWO: LEARN ABOUT MENTAL HEALTH AWARENESS BY COMPLETING AT LEAST TWO OF THE ACTIVITIES LISTED IN THIS CLAUSE.

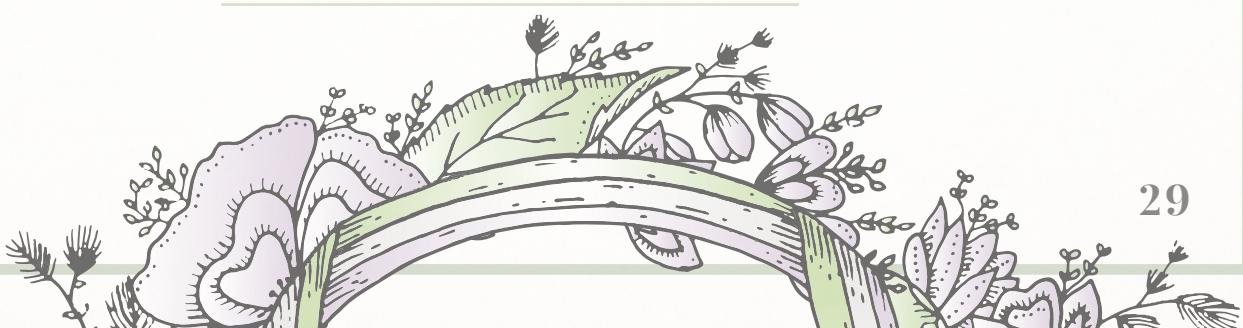
WHAT?

Whether we are aware of it or not, we have all seen or known some kind of mental illness. Whether it's anxiety, stress or depression, 1 in 4 people in the U.K. suffer from some kind of mental illness. That's a quarter of our population: when you put it like that, mental illness really is very normal indeed! Mental illness is nothing to be ashamed of, and as a society we are slowly learning how to accept mental illness. Nowadays, society is increasingly encouraging mental health practises to become part of our daily lives: whether it's meditation, talking to others about how we are feeling, deep breathing, or gentle exercise, these are all ways we can keep our minds healthy.

The activities in this section are designed to help you learn about mental health awareness. We have also provided you with practical ways you can support your own mental health.

WHY?

Mental health is hugely important to our overall wellbeing, and the more we talk about mental illness and normalise it, then the more we accept that mental health is an important part of being a happy and a healthy human.



ACTIVITIES

- 1** Invite a local mental health practitioner to run a workshop for your unit. This could be somebody who practises meditation, deep breathing, yoga or a counsellor. Your unit leader probably won't be qualified or able to give you a more specialised mental health workshop, but asking practitioners in your local area to join you is always worth a try!
- 2** Research Laura Darrall and her #itaffectsme campaign. Two years ago, Laura began a mental health awareness campaign called #itaffectsme, asking people to take a selfie of themselves with a post-it note on their forehead reading #itaffectsme to show the universality of mental illness. Now over 96 million people have been touched by the campaign. If you feel it appropriate, join the campaign by getting your unit to take a group selfie holding the #itaffectsme slogan and post to the campaign's social media pages. (P.S. Keep your eyes peeled for the group selfie of Egham Rangers and Laura Darrall.)
- 3** Using the debate tactics learned in section two of this pack, 'Speak Up, Speak Out', stage a debate on one of the following topic:
 - Should mental health be added to the school curriculum?
 - Does social media affect our mental health?
 - Is mental illness the same as physical illnesses?

3 CLAUSE THREE: EXPERIENCE 'SISTERHOOD' IN YOUR UNIT

WHAT?

The following two activities are all about putting that culture of sisterhood into practise, and experiencing what it feels like to be a group of girls who all respect, love and support one another.

WHY?

Whether you have known other members of your unit for a couple of weeks or for a couple of years, it's important to start using the group dynamic of your unit as a source of personal strength and support. Trust your sisters: allow yourself to feel vulnerable and open in front of them.

Did you know?

Some Suffragists were outcasts in society and were not supported by their friends and family, so they had to create their own support systems and sisterhoods with women in the movement.

HAND IN HAND

- Each member of the unit will need a piece of A4 plain paper.
 - On the piece of paper, she will need to draw around her hand and write her name clearly in the middle.
 - Sitting in a circle, the hand drawings now get passed to the girl seated on her left.
 - That girl can now write a positive affirmation or something they like about the girl in the hand.
 - The drawings go all the way around the circle and every girl needs to ensure that she has written something positive on everybody else's hands.
 - When the named hand returns to her owner, it will be full of positive and personal messages from her unit sisters.
-

POSITIVE BODY AFFIRMATIONS

As young women, we are often judged or objectified by our physical appearance. Although we know that a woman's worth is not defined by what she looks like, sometimes it is hard not to worry about what other people may think of our appearance. This activity is designed to encourage each unit member to look at herself with love, and to experience being lovingly looked at by others. Some unit members may find this experience difficult, and so it's important that this activity occurs in units where there is a strong sense of sisterhood in place before the activity begins.

- Unit members sit in a circle, and the unit leader hands one of the girls a mirror.
- The girl holding the mirror looks at her reflection and says something about her appearance that she likes, then passes the mirror to the girl to her left.
- The mirror can go around the circle multiple times. If a girl cannot think of something positive to say about her appearance, the unit leader or another unit member can say something for her.
- Once the mirror has been passed around enough it can be placed in the middle of the circle.
- Now the unit can either stay in one large circle or break off into smaller groups. Within the group, the girls take turns to say what they appreciate about another member's appearance, and why.

Some examples of these positive body affirmations are:

- I really like your smile, because when you smile you make everyone around you feel happy.
- I love how you always style your hair in a different way because it always looks unique and interesting.
- I love how strong and toned your arms and legs are because you are a sports woman.
- I love your eyes because blue is my favourite colour

TRUST CIRCLE

Get your unit to stand in a circle as close to one another as possible.

- If you have a large group, you may need to have two layers to your circle, as in order to work most effectively the circle should be no larger than 8 girls.
- If there is a second line to your circle, get those girls on the outside to place hands of support on the shoulders of the girls in front, so that they are still an important part of the circle's structure.
- Now, volunteer one girl to stand in the middle of the circle, with her arms crossed across her chest and eyes closed. She will need to be completely relaxed for this activity to work, and completely trusting of the circle.
- Slowly, begin to move the girl in the middle of the circle towards all areas of the circle. To do this, the girls in the circle will need to gently push and support the girl in the middle.
- Slowly build up enough momentum so that the circle is supporting the girl's body entirely, and she will experience not having to support her own weight whatsoever.
- Those girls that feel comfortable with this activity can stand in the middle and experience the support of the circle.

4 CLAUSE FOUR: CONSIDER, RESPECT AND EMBRACE DIVERSITY

WHAT?

In your unit, each of your Girlguiding sisters will be utterly unique. We think it's important that we understand and embrace diversity so that all girls can feel appreciated and empowered. This section is all about celebrating the diversity of your unit and your wider Girlguiding community.

These activities are designed to get you really thinking about how we can embrace diversity in our daily lives and encourage others to do the same.

WHY?

There are around 10 million members of Girlguiding in 146 countries around the world: what a big, beautiful diverse sisterhood we are! If we are able to understand, embrace and celebrate this diversity then we can begin to make real positive social change in our wider communities by showing others how and why we should embrace the diversity in any and all of our communities.



BLUE EYES / BROWN EYES / GREEN EYES

The purpose of this activity is to experience discrimination.

- The unit leader needs to divide their group up into those with blue eyes, those with brown eyes and those with green eyes.
- Those who have green eyes are asked to sit out. The Unit leader can choose not to tell the unit on what basis they are being divided up.
- The leader then favours one group over the others, after a time the leader swaps to favour another group, and then another.
- After each group has experienced both support and discriminative treatment from the unit leader, join back together and sit in a circle to discuss what it felt like.
- For older Guiding or Senior Section units this discussion could also include a consideration of reasons why individuals find themselves discriminated against in today's society.

THE UNFAIR DRAWING COMPETITION

Split the unit into four groups and give each group one of the following resources:

- A variety of crayons
 - One pencil
 - A limited supply of crayons
 - Nothing
- Ask the four groups to then draw the same image in timed conditions, a flower, for example, or a cityscape.
- Inform them that the group with the best drawing will win a prize.
- The winner of the competition will be clear from the beginning of the task as dependent on which resources the group have available to them, they will find themselves either easily capable of completing the task or not able to do it at all.
- After the task, sit in a circle and discuss the unfair experience.

For older Guiding and Senior Section units, this discussion can lead into a consideration of real examples of unfair advantage in society today.

To end this task, the leader can gift each of the groups with a small token, as a reminder that in this environment of Sisterhood, we are all equal and appreciated.



5

CLAUSE FIVE: A LETTER TO MY GIRLGUIDING SISTER

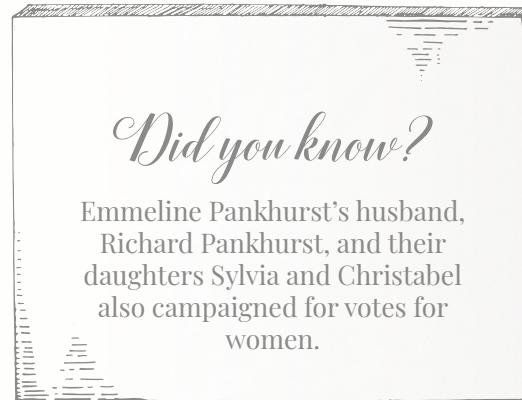
As part of the Libertea Badge, we want to create a Sisterhood that expands far beyond your own Girlguiding Unit. The more sisters we have, the better!

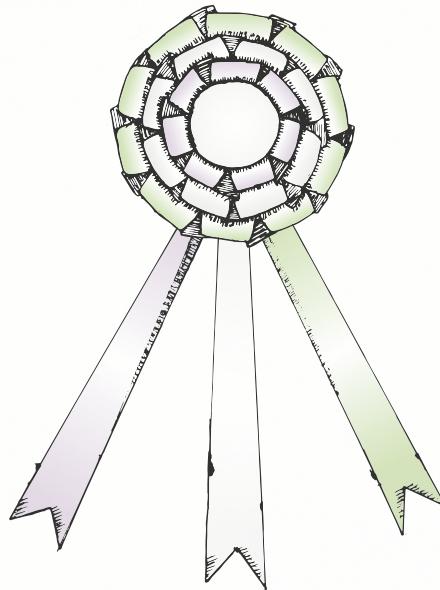
For this task, we want you to write a letter to another unit in the region that will also be completing the Libertea Badge: the letter needs to be for another unit of your age section. In this letter, you can write about something positive you have learnt from the Libertea Badge, and offer your Girlguiding sisters some positive, inspirational advice.

As well as writing the letter we would like you to design a small logo that represents the sisterhood of your individual unit.

Once you have written your letter and designed your logo, you can upload them to the Libertea Letters Map.

For instructions on how to do this go to www.eghamrangers.co.uk





Pretty Propaganda

One hundred years ago, when women were campaigning for their right to vote, the term ‘Suffragette’ was coined by the media as a way of creating an unflattering portrayal of the kind of woman who campaigned for the vote. ‘Suffragettes’, the media wanted society to believe, were bad mothers, spinsters, lunatics or all three of the above!

Instead of taking their newly acquired name as a damaging insult, the Suffragettes used it to further their fight. They began to use forms of propaganda themselves: placards, for example, were designed and painted with short snappy logos that helped them get their collective voice heard, and spread their message.

The Suffragist movements are now commonly remembered by the Suffragettes' colours of green, white and purple. Green represented hope, white represented purity and purple represented loyalty and dignity. These were the characteristics that the Suffragette and Suffragist Movements aspired to.

WHAT?

In this section we will be creating Suffrage-inspired craft as a way of continuing to learn about our female political history.

This section will also give you the opportunity to follow in the Suffragists' footsteps and create a placard that represents something you are passionate about, and want to speak up about. For Rainbows and Brownies you will need to complete at least two of the following activities; for Guides and Senior Section, you will need to complete four.

WHY?

Recreating some of the iconic artefacts associated with the Suffragist movements, such as the rosette and sash, will bring this part of our female political history back to life. And, as we learnt in the second section of this badge, 'Speak Up Speak Out', being able to stand up and speak out for what we believe in is important, so recreating these artefacts with a modern-day twist so that they represent you and your passions and beliefs is a fun way of spreading your message, whatever that message may be.

BUNTING

Craft Materials Needed:

- Material or paper in green, white and purple
- Scissors
- Pens or fabric pens in green, white and purple
- String
- Staplers

Using the above materials, each girl can decorate one or two triangles using the Suffragette colours. Once all the triangles have been decorated, they can all be connected to one piece of strong to create Suffrage-inspired bunting.



ROSETTE

Craft Materials Needed:

- Green, white and purple ribbon
- Double sided tape
- Small cardboard circles (1 per rosette)
- Large cardboard circles (1 per rosette)
- Safety pins
- Pens

Using the Suffragette colours, fold layers of each colour ribbon onto the smaller of the cardboard circles, using the double-sided tape to hold each layer of ribbon in place. You can be as inventive with your folding as you like!

Once all three of the colours have been used, use the larger cardboard circle to stick the ribbon securely in place. Write your name in this larger cardboard circle, and attach a safety pin to the back of the smaller cardboard circle.

SASHES

Craft Materials Needed:

- Strips of white cotton fabric (bedsheets can work for this)
- One premade stencil of an empowering statement ('Votes for Women', or 'Embrace Diversity' for example)
- One premade stencil of your unit name
- Purple, green and black paint slightly watered down for ease
- Paintbrushes
- Newspaper to cover work surfaces

Lay your white strip of material on newspaper and place your stencils on top of the sash, making sure they are evenly spaced out and fill the whole of the sash.

Then use the purple, green and black paints to paint over the stencils. Leave to dry for a minimum of four hours. Once dry, the sash can be worn over one shoulder, across the chest and pinned together with a rosette.

BOARD GAMES

Craft Materials Needed:

- Card: coloured and plain
- Scissors
- Pens
- Dice/counters

Create your own Suffragist-inspired board game. This could be a history-based design, using key events in the narrative of how women achieved the vote, or you could use various famous women from history as a way to inspire your design.

Arrange for a board game night, and share your game with other unit members.

PLACARDS

Craft Materials Needed:

- Card
- Pens
- Scissors

On a piece of card write in big bold letters one thing you love, one thing you want to change and the name of a person you find inspirational.

Fill in the rest of the card with bright colours and decorations so that it's really eye-catching.

Once everyone has made their placards, you could go on a walk through your local community holding your placards to experience what it's like to rally for something you care about.

BADGES

Craft Materials Needed:

- Card
- Pens
- Tape / blu tack/ drawing pins
- Corkboard

Using words and pictures fill a small square, circle or diamond piece of card with something that represents an achievement you are proud of.

Once the unit have all completed their badges, place them all on a corkboard as a celebration of personal achievements.





Tea Party

When the Suffragettes and Suffragists were campaigning for votes for women, they were at risk of being arrested and sent to prison where they would sometimes be subject to violence, police brutality and force-feeding. So, it was important that they could meet somewhere where they wouldn't be arrested and where it was socially acceptable for women to meet and be alone together.

Tearooms were perfect spaces for the Suffragists to meet, therefore! We will never know what was discussed in these tearoom gatherings, but what we do know is that the tearooms gave women a safe space to sit and share views over a slice of cake and a cuppa.

WHAT?

In this final section of the Libertea Badge we want you to create your own Suffrage-inspired tea party.

DECORATIONS

You will need to research what essential things were present in tearooms and bring the atmosphere of an early 1900s tearoom back to life by turning your meeting place into a tearoom for a couple of hours.

You will do this by creating the decorations (you can use some of the crafts listed in the ‘Pretty Propaganda’ section for ideas), playing 1900s music and designing outfits using the Suffragette colours of white, green and purple.

For Rainbows and Brownies, unit leaders could provide templates of teapots and cups to be decorated. For Guides and Senior Section, units could paint cups and teapots in the Suffragette colours to be used at the tea party.

CATERING

As a unit you will need to bake cakes and source tea to serve at your tea party, making sure that you take any food allergies into consideration. Squash, biscuits and hot chocolate are alternative catering options.

GUESTS

Most importantly, as a unit you will need to decide who you want to invite to your tea party. We want you to invite inspirational women to your party: for the younger units, this could be mums, sisters, or school teachers.

For the older units, we encourage you to research inspirational women from your area or beyond, design an invitation and invite them to tea.

Think about what questions or advice you would want to ask from an older woman: gaining a little insight from somebody who has experienced something differently will help you prepare yourself for tomorrow.

Similarly, you sharing what you have learnt during this badge to other women will help others learn some of the important lessons and history the Libertea Badge has shared with you.

Tip: Before the tea party, sit down and write down questions that you have for your guests. These could be specific things to do with your guest’s job or experience, or more broader questions.

Example questions are:

- What do you think the best thing about being a woman is?
- What is the hardest thing you have ever had to do?
- How do you care for your mental health?
- What is the one piece of advice you would give your fifteen year old self?

WHY?

The purpose of these tea parties is to firstly celebrate what you have learnt during your completion of the Libertea Badge. These parties are also an opportunity for you to seek first-hand advice from other women who you may not typically get the chance to meet and ask questions. This is really putting the notion of Sisterhood into practise: the more we gather and support one another, young, old and everything in between, the more empowered we will feel.

DID YOU KNOW?

At the first Libertea Tea Party hosted by Egham Rangers, the unit was joined by Samantha Baines (BBC broadcaster, comedian and feminist), Laura Darrall (mental health campaigner), Diane Atkinson (A Suffragettes historian), a successful female banker, a community activist and a youth mentor. Be brave and invite your female heroines: you never know, you may be surprised by how much these women want to support you!



Did you know?

The 1929 general election was known as the 'flapper election' because of the focus on appealing to young female voters.

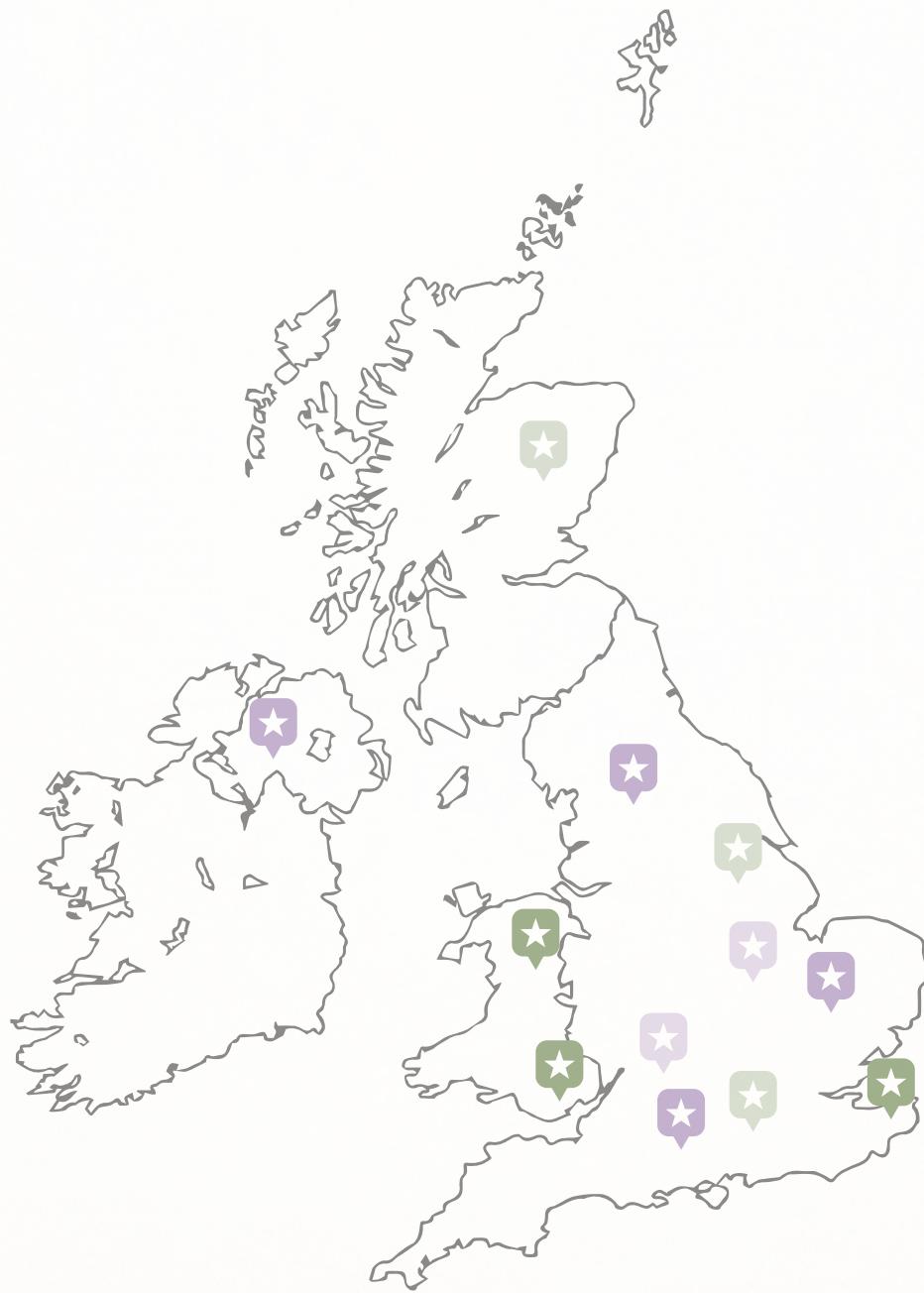
Libertea Map

We would love to see how far this project reaches and how many girls it reaches! If you complete the Libertea Badge we'd love to add you to our Libertea Map!

Please send your unit name and how many girls & leaders completed the badge with any photographs you may have taken to:

eghamrangers@gmail.com

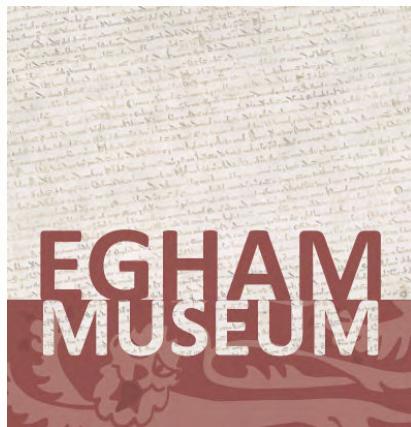
You can view the map at anytime at: www.eghamrangers.co.uk



Taking your Libertea further

If you are enjoying discovering more about the Suffragettes there are plenty of other resources in the LaSER region. During our own project we found some amazing people that helped us along our journey.

EGHAM MUSEUM



The Suffrage in Egham exhibition, exploring the impact and legacy of the Suffrage Movement.

Monday 11th June until Saturday 16th June at the United Church, Egham and Tuesday 19th June until November 2018 at the Egham Museum (located upstairs at The Literary Institute, 51 High Street, Egham)

See suffrage.eghammuseum.org for opening times and more information. Visits by community groups are welcome, private viewings are available by prior arrangement.



ROYAL HOLLOWAY, UNIVERSITY OF LONDON



The original series of Libertea workshops for Egham Rangers was funded by the University of Royal Holloway's Vote100 project, in conjunction with the Lottery Heritage Fund. Royal Holloway was the first university in the U.K built for female students, some of whom became the leading voices of the Suffragettes and Suffragists campaigns. For more information on the Suffragist history of Royal Holloway, visit their website at www.royalholloway.ac.uk



MUSEUM OF LONDON

Museum of London are running a fantastic exhibition on the Suffragettes until January 2019. The exhibition is free and great to walk around. The museum also offers lots more and you could spend a considerable amount of time here.

<https://www.museumoflondon.org.uk/museum-london/whats-on/exhibitions/votes-women>

HOUSE OF PARLIAMENT

Get in touch with your local MP they can arrange a visit to tour the Houses of Parliament – make sure you ask to see where Emily Wilding Davison hid during the census, to register her address as the house of parliament!



TEA HOUSE THEATRE



The tea house theatre in Vauxhall played host to the first ever Libertea Tea Party. They offer yummy cakes and tea, not to mention the two lovely cats so it's worth a visit if you're heading to London. They also host live debates and performance by all sorts of artists including poetry and dramatic readings.

<http://www.teahousetheatre.co.uk/>

LONDON TOWN WALKS

Ian is an expert on the sights in London that were important to the Suffragettes history. He gave an engaging and exciting tour of London.

[https://londontownwalks.com/our-walks-and-pricing/
Suffragettes-walk/](https://londontownwalks.com/our-walks-and-pricing/Suffragettes-walk/)

*London
Town
Walks*



*Thank
You*

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