

**COMIC  
RELIEF**

# Our girl



## TEACHERS' PACK

**PEER**Productions

  
**True  
Honour**

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# Introduction

**Our Girl** is a short animated film highlighting the devastating impact that forced marriage causes. The film aims to get communities talking and acting towards ending forced marriage in the UK. This pack contains copies of the film on DVD. You can also view the film here - <https://vimeo.com/100885525>

**Our Girl** is a national prevention and awareness campaign that is disseminated by specialist organisations in their work with communities, young people and professionals, as well as raising awareness that forcing someone to marry against their will is a breach of basic human rights.

As regional partners in the **Our Girl** campaign, Woking based youth arts charity **Peer Productions** and forced marriage charity **True Honour** have joined forces to disseminate the **Our Girl** campaign into local schools.

10 schools will have the opportunity to take part in our outreach programme. These schools will receive:

- A one day drama workshop designed by **Peer Productions'** Artistic Director Nina Lemon for 30 of their students (target age: Years 9 and 10) in which pupils will work with **Peer Productions'** actors to explore issues surrounding forced marriage in the broader context of healthy relationships, staying safe and gender based violence.
- Those 30 students will then present the **Our Girl** animation together with a short performance to an assembly of their peers.
- A comprehensive and detailed teachers' pack with copies of the **Our Girl** film for use in assemblies and PSHE lessons.
- An INSET training designed by Sarb Athwal - founder of **True Honour**.

This pack is designed to be used freely by schools that have received this outreach programme and for those that have not.

If your school would like INSET training, please contact **True Honour** at [contact@truehonour.org.uk](mailto:contact@truehonour.org.uk)

We understand that teachers and schools will have limited time and resources to explore this issue. The **Our Girl** film is only 4 minutes long so can easily be used in assemblies, PSHE lessons and form times.

The exercises in this pack are designed to be used as a mix-and-match and to be used in a cross curricular way with exercises that can work in PSHE, Drama, English and Art. They can be adapted to best suit the knowledge and ability of, and relevance to your students. Although many exercises are drama based, few require the teacher to have specific drama skills to facilitate these sessions.

## Our Girl Campaign - Funders

Comic Relief



A&BS Charitable Fund



Forced Marriage Unit / FCO

The Oakdale Trust



The Bromley Trust



# Our Girl Campaign - Partners

## **The Sharan Project - National Campaign Partner**

The SHARAN Project, is a leading UK charity that seeks to provide support, advice and create a forum for vulnerable women who have been disowned/ostracised by their families or communities, forcedly or voluntarily left home due to harmful practices such as forced marriage, honour based abuse, domestic violence and cultural conflict. The Sharan Project has been providing support for women and those at risk of or experiencing a forced marriage since 2008. Research shows that forced marriage prevalence is an issue within educational institutes. Often students are faced with the choice of having an education in exchange for marrying someone who has been chosen for them, making students aged 16 – 25 at the tipping point of being at risk of forced marriage. If you or someone you know can benefit from our assistance, please do not hesitate to contact us by **email** or call us on 0844 504 3231.



## **Our Girl Campaign Work**

The national campaign will focus on prevention campaigning and awareness raising in universities and colleges by developing awareness through workshops with students, creating a student led support network for those at risk or already affected by FM; deliver training to staff to spot signs and know where to go for specialist support and develop web based policies for institutions to embed in their safeguarding practice.

## **West Midlands Specialist Domestic Abuse Consortium**

The West Midlands Specialist Domestic Abuse Consortium are all specialist Violence against Women and Children (VAWC) organisations consisting of four core partners Birmingham and Solihull Women's Aid, Coventry Haven, Sandwell Women's Aid, and The Haven Wolverhampton. They work collaboratively together on fundraising, campaigning, lobbying and seek to improve and expand services for women and children affected by domestic violence and abuse across the West Midlands. They are all highly experienced in delivering FM/HBV support to victims and have the multi-agency partnership links to ensure victims are provided with a range of services to support them. This includes excellent local and regional links with Police, Children's & Adults Services, Housing, Law Centres, Courts, and other voluntary and statutory sector bodies. In 2015, 551 forced marriage and honour based violence cases went through specialist domestic violence agencies in the consortium. Partners in the consortium offer confidential help, advice and support. If you, or anyone you know, is in fear of a forced marriage please get in touch - Birmingham and Solihull Women's Aid 0808 800 0028; Coventry Haven 02476 444077; Sandwell Women's Aid 0121 552 6448; The Haven Wolverhampton 0800 0194 40.

## **Our Girl Campaign Work**

The **Our Girl** campaign will be disseminated throughout the region ensuring large scale awareness raising and impact. The consortium believe that the **Our Girl** campaign will inevitably lead to more victims and/or concerned individuals coming forward for support. The regional campaign will deliver a consistent message and a coordinated response working with schools, community groups, youth networks, and frontline professionals training alongside a media and communications campaign plus the dissemination of the **Our Girl** DVD and materials.

### **The Wish Centre – Blackburn & Darwen District Without Abuse - North West Region**

Blackburn & Darwen District Without Abuse (BDDWA) with the Wish Centre was formed in 1989. BDDWA provides a domestic abuse helpline, an Independent Domestic Violence Advisor service, which includes a specialist Sexual Violence Advisor, and a Floating Support service for householders who have been victims of domestic abuse and continue to feel vulnerable in their homes. They provide refuge accommodation



for victims and their children and also offer therapeutic programmes. BDDWA works collaboratively with schools and youth services to educate and raise awareness of issues relating to Domestic Abuse, Forced Marriage, Honour Based Abuse and Female Genital Mutilation. Blackburn and Darwen's population is diverse, with 13.4% of residents having Indian heritage and 12.1% Pakistani. The borough is also a dispersal area and has 350 properties to house individuals and families seeking asylum. The organisation delivers training as part of the local adult & children safeguarding boards on Honour Based Abuse, Forced Marriage & Female Genital Mutilation to professionals, people in the community and to young people via an education programme. For advice or support of any kind please call the helpline on 01254 260465/ 55111 (9am-5pm).

#### **Our Girl Campaign Work**

The campaign will focus on a peer mentor strategy as well as forming part of the already existing work delivering sessions on domestic abuse / healthy relationships in schools, colleges and universities. In addition they will engage with young people accessing youth services such as Youth Action / Youth Zone and will use the Our Girl DVD as a resource. They will also work in partnership with DV services Pan Lancashire and will raise the profile of the project at the Pan Lancs Honour Based Abuse, Forced Marriage and FGM steering group.

### **IKWRO (Iranian and Kurdish Women's Rights Organisation - London Region**

IKWRO was founded in 2002 and represents women and girls from Middle Eastern, North African and Afghan (MENA) communities at risk of "honour" based violence, forced marriage, child marriage, female genital mutilation (FGM), spouse abandonment and domestic abuse. IKWRO's advice team supports through advice and



advocacy in seven community languages plus English. IKWRO trains frontline professionals to understand and spot the signs of "honour" based violence, forced marriage, female genital mutilation (FGM) and other forms of gender based violence. IKWRO works closely with schools, colleges, and universities and engages young people to understand their rights, where to seek help, and to be advocates for positive change. Drawing on their direct work with survivors, they campaigns to improve laws, policies and practice and played a leading role in the criminalisation of forced marriage in 2014. IKWRO's unique research which provides the only national statistics on "honour" based violence, found that in 5 years (2010-2014) 11,744 cases were recorded by police. IKWRO has been involved in a number of creative projects including the BBC's ground-breaking film about forced marriage and "honour" killing, Murdered By My Father. For support or advice please call them on 0207 920 6460 (Mon to Fri 9.30-5.30) and For out-of-hours emergencies call Kurdish / Arabic/English: 07846 275246 Farsi / Dari / English: 07846 310157.



### **Our Girl Campaign Work**

IKWRO will use the Our Girl film and materials in their prevention work with schools across London and in their training for frontline professionals. Alongside this Our Girl will be clearly available on IKWRO's website and shared across IKWRO's wide range of beneficiaries and all the activities in the Our Girl campaign encouraging them to use the film and materials in their work. Our Girl publicity material ie cards/ posters will be given out to professionals and they will continue to use Our Girl both as a training and campaigning tool in all of their programming.

### **Luton All Women's Centre - East Region**

The Luton All Women's Centre is a woman only centre run by women, for women. They are a focal point for women's issues, campaigns, and programme a range of cultural, educational and recreational activities. LAWC specialise in a number of services including the domestic abuse service, a forced marriage/honour abuse service, parenting programmes, young women's support services, Polish women domestic abuse service and a counselling service. LAWC also provides information advice and one to one support to women. Luton All Women's Centre runs a dedicated Forced Marriage/ HBV Service that offers confidential support and information to victims of forced marriage and honour-based violence. They are experienced in dealing with cultural, social and emotional issues surrounding forced marriage. The project provides confidential service, 1-1 support, advice and advocacy, outreach work, group therapy, referral to legal advice and access to counselling. They also provide training on this subject to a range of agencies and work with schools to deliver workshops to 14 to 16 year-olds to raise awareness on forced marriage and honour-based violence and deliver surgeries in community settings. For support and advice please call the centre on 01582 416783.



### **Our Girl Campaign Work**

LAWC will run workshops in schools and raise awareness about forced marriage via the Our Girl campaign in the community and via faith groups in Luton that they have developed strong links with. Additionally the campaign will produce pocket sized lip balms featuring the Our Girl campaign logo and a bar code containing Luton All Women's Centre's telephone number. They will be distributing these lip balms to young people at all major events they attend, including school/ college events, conferences and other media events.

# Peer Productions & True Honour - South East Region

## Peer Productions

Our vision is to use theatre to genuinely change young people's lives. Founded in 2006, Peer Productions is an award winning youth arts charity specialising in combining high quality arts practice with peer education. Each year we reach 10,000 young people across the



South East of England, enabling them to change the way they think and to make positive life choices. Our work is made with, by and for young people and focuses on three interlinked strands of Identity, Crime Prevention, and Health. We have developed a unique approach whereby young people are at the centre of every stage of the creative process. We use peer education and theatre to empower three separate groups of beneficiaries: young peer educators, disadvantaged project participants and young audience members.

Peer Productions is led by Nina Lemon who is a playwright, director, facilitator and award winning social entrepreneur. She is an expert in building creative educational materials that teach young people about challenging social issues. Over the past ten years at Peer Productions, Nina has written twelve new plays for young people which have been performed to in excess of 100,000 young people. She has tackled a wide range of topics including mental health and self harm, substance misuse and addiction, sex, healthy relationships, and domestic abuse. She has worked with and designed educational materials for a wide range of hard to reach learners including those with learning disabilities, vulnerable young women, young carers and those involved in the criminal justice system. She is currently researching a practice based PhD exploring how theatre can change the way young people think and behave.

## True Honour

True Honour was established in 2015 with two clear aims – to stop abuse and save lives. They help and support all victims of Honour Based Violence (HBV), Forced Marriage (FM) and Female Genital Mutilation (FGM). Their mission is to engage with Police and other agencies to gauge a better understanding of victims, to meet the needs of South Asian Communities by providing training and raising awareness on hidden abuse, and by supporting them in a safe and an empowering way. They provide awareness raising training for Police forces, colleges, universities, schools, local authorities, GP surgeries and community organisations. So far they have reached over 5000 frontline professionals who now have a much better understanding of and are aware of these hidden crimes.



True Honour was founded by Sarbjit Athwal who is herself a survivor of Honour Based Violence. Sarbjit was just 19 when she got married and moved into the house of her husband's very strict family, which included her mother-in-law, her husband's brother and his wife. Her sister-in-law, Surjit, was more rebellious and was regularly beaten for her disobedience. When the family found out she was having an affair, drastic actions were taken. They took her to a family wedding in India, where her mother-in-law arranged for her to be drugged, strangled and thrown into a river. When Sarbjit found out what had happened to her sister-in-law, she was terrified and was told if she said a word, the same thing would happen to her. The stress nearly killed her and she was rushed into hospital. Living under threats for many years fear was her normality. Lying in hospital being told it was a matter of life or death, Sarbjit worked behind the family's back and became the Key Witness for the prosecution in the murder trial.



# Your Safeguarding Responsibilities

**Forced Marriage (FM) and Honour Based Violence (HBV) should be considered within the wider context of your school's statutory safeguarding responsibilities. Further information can be found in the Department for Education's Keeping Children Safe in Education (Part 1: Information for all school and college staff), which all school staff should have read. Salient points from this document are summarised below.**

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18
- School staff should be appropriately trained in safeguarding procedures, policies and practices.
- Schools should have a designated Safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- All staff should be able to identify children at risk and should know how to respond appropriately to disclosures of abuse.
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

# How to use this pack

It is our hope that you will be able to use this pack in a broad range of ways. By discussing the issue in a range of contexts you will be able to reach the widest range of students and ensure that your school becomes as safe as possible for those experiencing honour based violence or at risk of forced marriage.

We also understand that the issues discussed in this pack are just one of many important safeguarding issues and PSHE topics that you need to address in limited time. Please see below for some handy hints regarding how to make the most of this resource.

**I am a member of SLT keen to ensure that these issues are addressed in my school.**

You will find in this pack a comprehensive range of resources that can be used in assemblies, teacher training, PSHE, English, Drama and Art lessons. We would recommend showing the Our Girl film in assemblies and then ensuring all year groups have at least one follow up session in PSHE using exercises 1,2 and 3. Posters should also be displayed prominently. A deeper understanding can be gained by delivering the English, Drama and Art lessons as detailed in pack. Once you have ensured that all students and staff are aware of the issue, we would recommend embedding this scheme of work into your annual programme for Key stage 3.

**I am a PSHE teacher who has one lesson to cover this topic**

We would recommend that you show the Our Girl Film and deliver exercises 1 and 2 and ensure that your students know how to get help if they need to.

**I am a PSHE teacher who has 3 lessons to cover this topic**

We would recommend that you show the Our Girl Film and deliver exercises 1, 2, 3 and 5 and ensure that your students know how to get help if they need to.

**I am a drama teacher keen to use Our Girl as the starting point for devised work.**

We would recommend that you show the Our Girl Film and deliver exercises 1, 2, 4, 5, 6 and 7 and ensure that your students know how to get help if they need to.

**I am an English teacher keen to use Our Girl as a starting point for written work**

We would recommend that you show the Our Girl Film and deliver exercises 1, 2, 4, 5, 6 and 7 and ensure that your students know how to get help if they need to.

**I am an Art teacher keen to use Our Girl as a starting point for developing artwork.**

We would recommend that you show the Our Girl Film and deliver exercises 1, 2, 9 and 10 and ensure that your students know how to get help if they need to.

# Setting Ground Rules

Teaching PSHE is challenging. This is particularly true if the subject being tackled is culturally sensitive or outside of the teachers' usual remit or experience, as it often will be when teaching young people about Forced Marriage and Honour Based Violence (HBV).

It is also a subject in which inevitably students and teachers alike can end up talking about their own personal experiences. This has its uses and can make the subject feel less dry but can also be damaging as a group classroom environment is unlikely to be an appropriate space for a student to disclose upsetting and personal information.

It is worth taking the time to engage your students in creating their own set of ground rules for these lessons. You may even want to get your students to sign the rules to show that they agree to them and you can put them on display for future reference.

A good way to start the conversation regarding ground rules with your students would be to say something along the lines of:

*'In PSHE we will be having discussions about a number of issues that might affect you personally either now or in the future. These will include.... Bearing in mind we will be talking about these topics, what difficulties do you think that we might face as a class. For example if we are talking about sex, some people might feel embarrassed. In your pairs come up with a list of other problems that might occur.'*

You can then use these lists to generate a class discussion regarding what rules you need to have in place so that everyone feels comfortable.

**We are assuming that appropriate ground rules are in place before you engage in any of the activities recommended in this teachers' pack with your learners.**

# Example Ground Rules

There is an example list of rules below which were generated by a Year 9 group of students:

- Be honest.
- Be respectful of other people's opinions and experiences.
- Listen to each other and ask questions if you don't understand.
- Do not share with the group anything personal that you might find upsetting to talk about. If you need to talk to someone about a problem instead go to....
- Do not share anything personal about anyone else in the group or within the school in the class.
- Do not gossip about anything discussed in the class. Keep the conversation in the room.
- Keep anything shared in the group confidential UNLESS you are concerned for someone's safety or welfare. If you are concerned about someone in the group's safety or welfare speak to a teacher or trusted adult after/outside of the class.
- It is ok to pass. If someone doesn't want to answer a question or take part in part of the class respect that.

**Handy Hint:** You may find it useful to set up an anonymous questions box. This is a place where students can anonymously post their questions. This allows students to ask questions without feeling embarrassed or concerned about their peers' reactions and allows you as the teacher to have some time to consider how best to respond to their questions

# For Teachers

## Defining Terms

It is extremely important that you clearly define the following terms with your students early on when exploring this topic. You can do this before or after watching the [Our Girl](#) film.

By doing this effectively you will ensure that all your learners have appropriate language with which to discuss this sensitive topic and that potential cultural misunderstandings can be avoided from the outset. Please find below definitions for some of the key terms involved in this topic followed by an exercise to help your students come to grips with these topics. They are designed for you to use in conjunction with Exercise 1.

'Forced' and 'Arranged' marriages are two entirely different practices and should be treated as such. The terms are often used interchangeably which results in confusion over the distinction between the two and can lead to some communities or groups being understandably offended.

### Arranged Marriage

In an [arranged marriage](#) families play a leading role in finding a partner for marriage, but both parties are free to decline the proposal. This is key; the right to choose and refuse exists within an arranged marriage. Both parties give their **consent** to marry. Prior to the proposal they are encouraged to meet and find out if they are compatible. The [Our Girl](#) campaign is not about arranged marriage.

### Forced Marriage

In a [forced marriage](#) the right to refuse is taken away. Either or both parties are pressured or forced to enter the marriage against their will. Pressure can be subtle, and ranges from threats of violence to emotional blackmail. As soon as there is any pressure placed upon either one or both of the potential spouses to marry, it is a forced marriage.

### Honour Based Violence (HBV)

[Honour based violence](#) and abuse can take many forms, e.g. threatening behaviour, assault, rape, kidnap, abduction, forced abortion, threats to kill and false imprisonment committed due to so called 'honour'. Murders in the name of 'so-called' honour (often called Honour killings) are murders in which



predominantly women are killed for actual or perceived immoral behaviour which is deemed to have brought shame on the family. Some examples nationally of honour based murders have been for trivial reasons for example, dressing or behaving too westernised, falling in love with somebody not chosen by their family, rejecting forced marriage, or being LGBT.

## Domestic Abuse

Women's Aid defines **Domestic Abuse** as an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, by a partner or ex-partner. It is very common. In the vast majority of cases it is experienced by women and is perpetrated by men.

Domestic abuse can include, but is not limited to, the following:

- Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)
- Psychological and/or emotional abuse
- Physical abuse
- Sexual abuse
- Financial abuse
- Harassment
- Stalking
- Online or digital abuse

## Consent

**Consent** means simply to give permission. Sex without consent is rape and is a serious crime. In **forced marriage** one or both of the people getting married have not freely chosen to get married so have not given their permission or consent.

***Handy Hint:** If you are working with less able students or students with additional needs or learning difficulties, you may wish to simplify terms further. When facilitating this work with students with learning difficulties from The Park School, Woking we further broke down the definitions to include: violence, abuse and marriage to ensure all learners had an understanding of these concepts before moving onto HBV, forced marriage, arranged marriage and domestic abuse. This worked well and ensured all students were able to participate effectively.*

# Exercise 1 - PSHE

## Defining Terms

**Aim:** To ensure all learners understand the key terminology in this topic to enable them to discuss the issues confidently and respectfully.

Divide your class into smaller groups and give each group one of terms provided overleaf. Ask them to try and define the term or, if they are not sure what it means, to write down any words or ideas that they think are related to this topic. Give them 5-10 minutes to create a thought shower on their page.

After their allotted time, ask each group to feedback and open discussion to the rest of the class. At the end of each term provide them with the definition provided on the previous page of the pack and ensure that everyone has understood these key terms.

***Handy Hint:** Where possible try to make groups as mixed as possible in terms of both gender and ethnicity as this will lead to a more lively debate and the opportunity for peer learning.*



# Arranged Marriage

# Forced Marriage

# Honour Based Violence (HBV)



# Domestic Abuse

# Consent

# For Teachers

## Myth Busting - Is this true?

It is important that you work with your students to counteract some of the most prevalent myths people believe about forced marriage, HBV and gender based violence within ethnic minority groups. By doing this you will make it easier for learners from different backgrounds to speak openly and respectfully to each other and begin to provide all students with the tools they need to help someone if they discover their friend could be a victim. The myths and realities below will help you to achieve this.

**MYTH:**        **Forced Marriage & Honour Based Violence (HBV) only effects girls.**

**REALITY:**    Although forced marriage mainly affects women, last year in the UK 20% of victims were men.

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**MYTH:**        **Forced Marriage & Honour Based Violence (HBV) is an acceptable part of some religions.**

**REALITY:**    Although forced marriage is more prevalent in some cultures no major religion in the world advocates forced marriages.

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**MYTH:**        **Forced marriage happens when a woman or girl is abducted and taken abroad to be married against her will.**

**REALITY:**    In the majority of UK forced marriage cases the victim is taken abroad but in 25% of cases the marriages happens in the UK.

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**MYTH:**        **Women from ethnic minorities are more likely to experience domestic abuse.**

**REALITY:**    Domestic abuse affects women from all ethnic groups, and there is no evidence to suggest that women from some ethnic or cultural communities are any more at risk than others. However, it may be more difficult for victims from ethnic minorities to seek help as they may experience racism.

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**MYTH:**        **Forced marriage exclusively affects Pakistani/ Muslim/South Asian Communities.**

**REALITY:**    Forced marriage affects a wide range of communities, including Irish Traveller, Afghan, South Asian, Kurdish, Iraqi Kurd, Arab and some African communities. It affects men and women from all over the world, and across many cultural groups. The British Royal Family even has a history of it, as did many members of the British aristocracy in the past. It is important to understand that it is not limited to just a few cultural groups.

# Exercise 2 - PSHE

## Myth Busting - Is this true?

**Aim:** To ensure all learners understand that some of the most common myths about forced marriage and HBV are in fact false, thus enabling them to be better equipped to talk about and challenge the issue.

Divide your class into smaller groups and give each group a one of myths provided. Ask them to discuss as a group whether they think this is true or not.

Give them 5-10 minutes to create a thought shower on their page.

After their allotted time, ask each group to feedback and open discussion to the rest of the class. At the end of each myth provide them with the reality provided on the previous page of the pack.

***Handy Hint:** If you choose to do exercise 4 there is the opportunity to challenge some of the myths about forced marriage through use and thorough discussion of statistics.*



Forced Marriage &  
Honour Based Violence  
(HBV) only effects girls.



Forced Marriage &  
Honour Based Violence  
(HBV) is an acceptable  
part of some religions.

Forced Marriage happens when a woman or girl is abducted and taken abroad to be married against her will.

Women from ethnic minorities are more likely to experience domestic abuse.

Forced Marriage  
exclusively affects  
Pakistani/ Muslim/  
South Asian  
communities.

# For Teachers

## Preparing your students to watch Our Girl - Trigger Warnings

We would recommend you watch the **Our Girl** film in advance of showing it to your learners. It is 4 minutes long so this should not be too difficult. Copies are provided with hard copies of this pack or you can view it here - <https://vimeo.com/100885525>

When we talk about triggers we mean things that could trigger negative feelings or damaging behaviours. Obviously, as everyone's experience is unique, anything could potentially be a trigger. The film, as you will see, is far from graphic or explicit. However, if you have students who you know or suspect have been affected by Forced Marriage, Honour Based Violence or Domestic Abuse you should be aware that the film includes emotive although not explicit accounts of:

- Forced marriage to an older man
- Physical abuse within marriage
- A sister killing herself
- A young woman being murdered by her uncle.
- Being forced to go abroad
- Being forced to interrupt studies
- Early and unplanned pregnancy
- Leaving home and being estranged from family
- Being forced to give up career aspirations



# Exercise 3 - PSHE

## Our Girl - Areas for Discussion

The **Our Girl** film can have quite a powerful effect on the people seeing it.

It is a good idea to give learners a chance to unpack what they have seen so we would recommend pair or small group discussion on the following topics with the opportunity for discussion to then be opened up to the whole class.

We have deliberately made the areas for discussion quite open to ensure that they will allow learners to think freely about the topic. The questions are designed to enable the learners to develop empathy with victims of forced marriage and honour based violence.

We find that by initiating discussions within smaller groups less confident students are more likely to voice their opinions than in a whole class setting.

### Discussion Areas

What did you find most surprising in the film and why?

What was the most powerful moment in the film and why was this moment so effective?

In what way has the film changed how you think about forced marriage and honour based violence?

How do you think the young women in the film feel about what has happened to them?

If you felt worried or afraid about something that was happening in your home or community, who would you feel most comfortable talking to about it?

What would you do if you suspected that your friend might become a victim of forced marriage?

How did you feel at the end of the film?

# Exercise 4 - Drama/PSHE

## Tableaux & Statistics

Having had an opportunity to discuss the [Our Girl](#) film, learners can then work in small groups to develop some drama.

### Key Term - Tableau

*In a tableau, participants make still images with their bodies to represent a scene. A tableau can be used to quickly establish a scene that involves a large number of characters. Because there is no movement, a tableau is easier to manage than a whole-group improvisation – yet can easily lead into extended drama activities. It can be used to explore a particular moment in a story or drama, or to replicate a photograph or artwork for deeper analysis.*



Year 9 learners from Thamesmead School making a tableau.

In your groups discuss how the film made you feel and create three tableaux to express those feelings.

Once all groups have three tableaux, ask the groups to find creative and interesting ways to move between those tableaux to create a flowing piece of movement.

Then get each group to incorporate statistic(s) into their piece. You can do this, either by giving each group a specific statistic or providing all groups with all statistics and inviting them to choose the static or statistics that they found most interesting or shocking.

Get each group to show back to the class and receive feedback.

# Statistics about Forced Marriage

1. Every year over eleven million girls are forced to marry worldwide
2. Last year there were 1,220 known cases of forced marriage in the UK.
3. Last year 48% of forced marriage victims in the UK were aged 16 - 24 years.
4. Although forced marriage mainly affects women, last year in the UK 20% of victims were men.
5. In the majority of UK forced marriage cases the victim is taken abroad but in 25% of cases the marriages happen in the UK.
6. 1 in 4 women in Europe experience abusive relationships at some point in their lives regardless of race, ethnicity and religion.
7. Forced marriage has only been a criminal offence in the UK since 2014.

# Exercise 5 - PSHE/Drama

## Script Work

**Aim:** To enable students to think about how they might respond and help if they suspected that their friend could become a victim of forced marriage.

Begin by reading the script. The characters have been deliberately designed as genderless and of no specific ethnic origin. This will give students and teachers freedom with casting and the opportunity to discuss any assumptions made in the casting process.

Depending on the confidence and ability of the group reading the scene can happen either:

- In small groups sat at tables. (Ideally 4: 3 actors and 1 reading stage directions).
- By being acted out by small groups.
- By being acted out by a confident group in front of the class.

In those same groups then discuss the following questions.

**QUESTION 1 - What are the clues or warning signs in the dialogue and stage directions that suggest C might need help? Can you spot them all?**

**ANSWER -**

They are late.

They have stopped answering their phone.

They seem distracted and keep checking over their shoulder.

They lie about not having their phone.

They have a new phone and seem cagey about not wanting to show the phone to their friends.

They receive a number of texts that seem to make them anxious.

They flinch in pain when touched.

When questioned they deny anything is wrong.

They suddenly are unable to attend their friend's birthday.

They are going out of the country again and have no idea how long for.

They are leaving the country even though school exams are coming up.

**QUESTION 2 - Do you think A and B are good friends to C? What actions do they take to support your answer?**

ANSWER - Yes. They are good friends.

They call C to try and find out where they are.  
They ask C if everything is OK.

ANSWER - No. They are not good friends.

Rather than being concerned that C hasn't arrived A, in particular, is annoyed with C.

A calls C weird.

B accepts that C is fine despite seeing that they are in pain.

A is dismissive and disparaging of C's family and situation - 'They treat you like a baby.'

B seems more concerned that C is missing their birthday than whether C is OK.

They make assumptions about why C is leaving the country and give C no opportunity to explain - 'You are so lucky. I wish I was going on holiday.'

They dismiss the problems C is having as to do with their background and culture - 'Yeah. Its probably just how things are where they're from.'

They don't appear to tell anyone or ask for help.

QUESTION 3 - At the end of scene A and B seem to decide that it is not their business to intervene and that this behaviour is normal for people from C's background.

- A) Why do you think they reach this conclusion and what stops them from asking for help?
- B) Would they behave differently if C was from the same background as them?

ANSWER -

- A) A and B are reluctant to get involved as they think that this behaviour is normal for people from C's background. This might be because they lack the knowledge of how to get help or who to approach.
- B) It could also be that they are worried about appearing racist or against a particular religion. It is important to remember that everyone, from all different backgrounds and ethnicities, deserves to be safe and that no world religion sanctions false marriage.

# Script

A: They're late again!

B: I hope everything's alright. Should we text?

A: I already have. Nothing!

B: I'll call.

A: What's the point? They never pick up any more.

*B calls C.*

B: Answerphone.

A: There's a surprise.

B: Err hi. It's me again. Not sure if you got the time wrong but we're here and you're not here so...yeah...we just wanted to check if you're OK.

*C arrives. C seems distracted and keeps checking over their shoulder.*

A: Finally!

C: Yeah. Sorry I'm late.

B: We tried calling you.

C: Yeah I left my phone at home.

*C's phone makes a sound. C instantly picks it up and starts to respond to a text.*

A: Yeah looks like it.

B: Who's that?

C: It's my Dad.

B: Did you get a new phone?

C: Erm yeah.

B: Let's see.

C: (C puts phone in pocket) It's a just a temporary phone. I dropped mine.

A: You're acting really weird. What's the matter?

C: Nothing.

B: Are you seeing someone?

*B touches C's arm and C flinches in pain.*

B: What's happened? Has someone hurt you?

C: I'm fine.

B: Are you sure?

*C receives another text.*

C: I've got to go.

B: You only just got here!

C: Yeah but I need to go. My Dad wants me home.

A: Your parents need to relax a bit. They treat you like a baby.

C: They just need my help with something.

B: Ok. Whatever. You're still coming to the cinema on Saturday though right?

C: I'm sorry I can't.

B: But it's my birthday.

C: I know. I'm sorry.

B: You promised.

C: I know it's just it turns out I'm not going to be in the country.

A: You're going on holiday again?

C: Yeah

B: But you just got back.

C: I know.

B: How long are you going for?

C: I don't know.

A: You are so lucky. I wish I was going on holiday.

C: A few months.

B: But we've got exams coming up. What did the school say?

*C's phone pings again*

C: Look, if I don't go home, I'm gonna be in trouble.

B: Is everything ok?

C: Yeah. Bye.

*C leaves*

B: That was weird.

A: Yeah. It's probably just how things are where they're from.

B: Really?

A: Yeah. What would we know about it.



# Exercise 6 - PSHE/Drama

## Follow up - Script Work

### **Prepared Improvisation**

Having analysed the scene, ask learners to devise a new scene in which someone tries to confide in their friends about a problem with forced marriage or honour based violence.

Groups can either prepare one scene where the friends are more supportive and help the victim or they could prepare two scenes, one where the friends react in an unhelpful way and one where the friends react in a helpful way.

### **Forum Theatre**

Ask one group of learners to perform the scripted scene. Every time the group watching see something that they think shows the friend being unhelpful the group can shout stop/freeze or put their hand up.

Discuss how the friends could be more helpful and supportive and get the group to make recommendations to the actors on how they could change the scene to ensure that the person who needs help feels more supported. You can also ask for volunteers to come up and try out different ways of supporting their friend.

### **Forum Theatre Extension Task**

Ask learners to create their own scene in which friends are unhelpful or unsupportive to their friend who is trying to confide in them about a problem with forced marriage or honour based violence.

After viewing your learners' scenes ask them to create a new version where every time someone does something wrong they stop/freeze the action and explain to the audience what they are doing wrong.

***Handy Hint** - Learners might also enjoy doing this exercise where a victim is confiding in a friend who does everything wrong and then has to be corrected.*

# Exercise 7 - For Teachers - Drama/English True Stories

Divide your learners into small groups of between 3 and 5 learners.

As a whole class, watch some of the True Story films. Each lasts approx. one minute. There are 7 to choose from.

Assign each group to a film or encourage the groups to choose a film and then provide them with the transcript and image for that film to use as a reference guide whilst they complete any of the following activities of your choice.

## **Drama Activities**

- A. Using your case study as a starting point, ask learners to retell their girl's story in three still tableaux.
- B. Using your tableaux as a structure ask your learners to retell their girl's story through silent movement, consider how to bring out the emotional truth of the story.
- C. Using the words from your case study as your text, ask your learners to find a way to bring those words to life as a group. Learners should think about the feelings behind what their girl is saying and how they might add emphasis or theatrical impact by adding movement, choral/unison speaking or other theatrical techniques.
- D. Working in pairs (where applicable of mixed gender) ask learners to use the words from their case study as a monologue and prepare it for performance with one of them performing and the other directing. Together, they should then write a second monologue from the point of view of one of the other people mentioned in your case study and also prepare that for performance.
- E. Ask learners to imagine that they are friends with the girl in their case study and she has come to them to ask for their help. Create a scene in which the girl confides in her friends. Use the students' What Can We Do? sheet for reference.
- F. Ask learners to think about their girl's case study, what are the reasons why it would be/was difficult for her to leave her family or report those responsible? They should then write two lists - a) Reasons to stay b) Reasons to leave, and use these lists to create a scene showing the reasons why it is difficult to chose to leave.

- G. Ask learners to use their case study as a starting point to devise a naturalistic scene from the story told by their girl.

### English Activities

- A) Ask learners to write a letter from the girl in their case study asking for help. Make sure they think about who to write to and which pieces of information need to go in their letter.
- B) Ask learners to write a diary entry or entries written by the girl in their case study.
- C) Ask learners to write a diary entry or entries from the point of view of one of the other people mentioned in their case study.
- D) Ask learners to imagine that they are a lawyer representing the rights of the girl in their case study and research, write, and perform an argument in defence of their girl's rights.
- E) Ask learners to imagine that they are a journalist for the local paper and then write a news story based on their case study.
- F) Make a poster designed to educate people about Forced Marriage and Honour Based Violence.



## TRUE STORIES - My Sister's Wedding



<https://vimeo.com/181213203>

*“Mum told me and my sister that we don’t need education to be a wife. A wife must cook and clean and have children and just do whatever her husband tells her. When my parents told my sister that she must marry this man they found for her we never actually thought they’d force her to do it. She had no choice. Her wedding was like a funeral even with all the expensive dresses. The day after her wedding my sister killed herself. She was only 18.”*

## TRUE STORIES - I Had A Baby Before I Was Seventeen



<https://vimeo.com/181211338>

*“Out of the blue this man came into our house. He was old and my mum and dad had said that I had been promised to him when I was born. They started making arrangements. I cried and I screamed and I said I wouldn’t go through with it. They just locked me in my room. I found out later that my dad was using me to get a passport for one of his relatives. It happens a lot. And then my mum said that she would kill herself if I didn’t go through with it because she couldn’t bear the shame. So I did it. I had a baby before I was seventeen.”*

## TRUE STORIES - I Thought We Were Going On Holiday



<https://vimeo.com/181209573>

*“One minute I was doing my homework at home and the next thing I knew I was living in a strange country in the middle of nowhere and married to man I’d never even met before. It all happened so quickly. I just thought we were going on holiday. My Dad said, ‘this is your home now.’ After the wedding I was never even allowed out. My husband hit me, pulled my hair. I wanted to die.”*

## TRUE STORIES - And Why Do They Call It Honour?



<https://vimeo.com/181206762>

*“This man they wanted me to marry didn’t want to do it either but his parents and my parents had an agreement and they had to honour it. And if we didn’t want to go through with it that would be trouble. I still don’t believe this is happening, here now in the 21st Century. And why do they call it honour?”*

## TRUE STORIES - My Best Friend



<https://vimeo.com/181204151>

*“When my friend Meena disappeared, I keep phoning her house but her mum said that she had gone away to visit relatives. I never believed that she would go away without telling me. I was her best friend. I thought that she had run away because she refused to marry her cousin. But then they found her body and later her uncle was charged with her murder. I told my brother that I couldn’t believe all this was happening. Do you know what he said to me? He said she deserved to die because she had brought shame on her family. And that the same would happen to me if I refused when my time came. I can’t sleep. I can’t eat. I’m so scared that the same could happen to me.”*



## TRUE STORIES - I'm A Good Girl



<https://vimeo.com/181201793>

*"I keep telling them I'm too young. Who wants to get married at my age? My Dad says I'm his property and that I shouldn't interfere. It's my own life. It's him interfering in my life. I mean I'm only a kid. I just love to sing and dance and chat with my friends. It's not like I'm gonna do something bad or dishonourable. They keep saying they don't trust me. I've done nothing wrong. I just want to finish my studies and become a grown up. I'm a good girl."*

## TRUE STORIES - Leaving Home



<https://vimeo.com/181199045>

*“Honestly, I never thought something like this was gonna happen to me. Yeah, my parents are traditional but I thought they loved me more than their traditions. I mean, I was studying for a computer degree and then suddenly they said I had to get married to this guy. They said they couldn’t get out of their contract. What am I supposed to do kill myself? No way. I left home but I know I’ll never see my parents again and I miss them.”*

# Exercise 8

## Our Girl - Drama

### Using Movement

*Handy Hint: These exercises are designed to be used in the context of a drama or dance class.*

Using movement can be an excellent way of enabling learners to respond to the emotional intensity of the stories in the Our Girl film and additional resources without needing to use words.

This exercise can be a useful follow on from Exercise 4 and a longer sequence of movement can be created by stringing together Exercise 4 and the outcomes from the exercises below.

**Exercise A** - With learners working in pairs ask them to label themselves A and E. A stands for aggressor and E stands for escapee. A and E should face each other. Together they should build a sequence of eight beats that consists of a series of interactions between the pair. E's motivation is to escape. A's motivation is to keep E in the relationship/situation. A is more powerful than E. Learners can experiment with more literal or abstract movement.

*Handy Hint: Be mindful of students' cultural differences. Some students may feel uncomfortable touching someone of a different gender to themselves. This exercise can work with same sex partners or can be adapted to involve no contact but each performer reacting as though they have been touched.*

Why not try:

- Experimenting with different tempos.
- Extending or heightening the movement. How does this change the piece?
- Using facial expressions in different ways.
- Using different types of music to see how this changes the sequence.
- Repeating the sequence multiple times and each time becoming more frenetic.
- Experimenting with a version of the sequence where E becomes increasingly stronger and is actually able to achieve their aim and escape.

**Exercise B** - Working with the whole class or a large group decide on the key moments from one of the stories in the Our Girl film or make your own story up using the information you have learned about forced marriage. You should end up with a sequence that looks something like this.

**Example - My Sister's wedding**

1. Two sisters enjoy being at school.
2. Their Mum makes them stay home and clean instead.
3. Their Mum and Dad bring a strange man to the house and say that the older sister must marry him.
4. The older sister says no.
5. The older sister is forced to marry against her will.
6. The older sister kills herself and the younger sister mourns.

As a whole group get learners to build a different tableau for each moment in the story. Get the group to practice transitioning between tableaux as slickly as possible. Once they can run the sequence with ease get them to find imaginative ways to move between the different tableaux to enhance the story. Try setting the sequence to music or getting the learners to add their own sound effects or key words.

# Exercise 9

## Our Girl - Art

### Making a poster

Inspired by the Our Girls Graphic Novel

Material supplied by Ruth Beni of Animate Films

*Handy Hint - This exercise should follow Exercise 1 so that all students understand what forced marriage and honour based violence are. You should also show your students the Our Girl film if they have not already seen it.*

In small groups look at the graphic novel of Shazia's story. This story is based on true stories of real people and in some cases the stories are written in the words of the survivors themselves.

Ask each group to consider the following questions:

- What was happening in that story?
- Why do you think this is happening to her?
- What is going on in the perpetrator's head (Shazia's father)
- How does the artist use their drawings to show us how Shazia is feeling?

Ask each group to share their thoughts.

In the story Shazia's friend raised the alarm but only after Shazia had been forced to move to another country and get married and have a baby.

Ask the group what kind of warning signs they think Shazia's friends might have noticed before she left the country. Then provide the students with the Warning Signs list on Page 51 and ask them to create a poster outlining the warning signs.

Ensure that you finish the lesson by making it clear how students can get help if they are worried that they or someone they know could become a victim. See Where To Get Help sheet on Page 52.

# Exercise 10

## Our Girl - Art

### Making a graphic story

#### Inspired by the Our Girls Graphic Novel

*Handy Hint - This is an exercise that would suit more able students who are interested in art, comics and graphic novels and would enjoy and benefit from working on a longer form task. Students who approach this task should already have an understanding of what forced marriage is. (See Our Girl Film and Exercise 1).*

Give your students copies of Pages 40 - 46 with true stories from women who were the victim of forced marriage and, if you have the resources, play them the short films. They are approx. 1 minute each.

Ask them to choose one of the true stories and to make their own graphic story bringing it to life.

Students may like to look at Shazia's story (Art Appendix) in its entirety for inspiration.

You will also find examples of different styles of graphic story telling in the Art Appendix.

You can view the full graphic novel here -

[http://ourgirl.co.uk/wp-content/uploads/2016/09/our-girls\\_final3.pdf](http://ourgirl.co.uk/wp-content/uploads/2016/09/our-girls_final3.pdf)

# Warning Signs

May become withdrawn.

Self harm.

Eating disorders.

May start to perform poorly in school.

Absences from school or work.

May be signs of physical abuse, bruising etc.

Increased surveillance from home e.g. having to report constantly to siblings or parents.

## Where to get help

Speak to a teacher immediately.

Find out who the Child Protection Officer is in your school.

Call a helpline for advice: 020 7008 0151.

Visit [ourgirl.co.uk](http://ourgirl.co.uk) for more information.



# What can we do? - Whole School

**Raise Awareness** - Display posters and leaflets about forced marriage prominently in school in places where students and parents will see them. Also place literature in discrete places where pupils can pick up information without being seen by others e.g. Toilets. Advertise the discrete Forced Marriage App from The Freedom Charity widely. Include information about Forced Marriage in assemblies and invite local specialist services or charities to deliver age appropriate presentations.

**Train your staff** - Ensure staff at all levels and responsibilities understand Forced Marriage and how best to proceed if they are concerned about one of the pupils.

**Empower your pupils** - Victims are more likely to confide in a friend so use this pack to empower your students so that they know what to do if they are concerned about their friend.

**Include Forced Marriage in your policies** - Name forced marriage specifically in your Child Protection policy and include information regarding how to proceed if you suspect forced marriage.

## What can we do? - Teachers

### 1) Be aware of the Warning Signs including:

- Persistent absence from school
- Request for extended leave of absence and failure to return from visits abroad
- Fear about forthcoming school holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

### 2) Talk to your students about Forced Marriage and HBV.

By making your position against these Forced Marriage and Honour Based Violence very clear you are signposting vulnerable students to you as a person who wants to help and can be trusted.

### 3) Don't be afraid to speak out, intervene or take action.

Forced Marriage is a crime and young people who are victims suffer long term and serious consequences. Any suspicions should be escalated to your child protection lead and action should be taken to ensure the potential victim is safe.

### 4) Do not involve the family or other community members in resolving the issue.

In cases of forced marriage, involving the family and the community may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage. Also ensure that you do not use family or community members as interpreters.

### 5) Share information as quickly as possible with other agencies that can support that young person.

Even if you are not sure your initial suspicions are correct you should share your concerns with social services and police in the first instance.

### 6) Contact the Forced Marriage Unit (FMU).

The FMU can advise on how best to proceed including giving advice regarding all aspects for Forced Marriage including legal remedies.

### 7) Understand government guidelines.

Familiarise yourself with your schools' safeguarding policies and the government statutory guidelines - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

# What can we do? - Students

## Do

- Listen to your friend and encourage them to confide in you.
- Tell someone you trust who can help - a teacher, social worker, police officer etc.
- Try and make sure your friend has access to a phone/sim card that will, in an emergency, will work abroad
- Make sure that they have a specific code so that you know that it is them texting or contacting you rather than somebody else using their phone
- Make sure your friend has the number of the Forced Marriage Unit in their phone and ask them to memorise it.

## Don't

- Blame your friend if they are not able to spend time with you.
- Gossip about the situation or seek help from lots of friends as rumours could put your friend in more danger.
- Confront the people who you think are the perpetrators yourself as you might put yourself at risk.
- Keep it a secret even if they made you promise. Forced Marriage is a crime and you need to get help for your friend.

# Useful links

## [Our Girl](#)

<http://ourgirl.co.uk/>

## [Forced Marriage Unit](#)

<https://www.gov.uk/guidance/forced-marriage>

<https://www.gov.uk/stop-forced-marriage><http://againstforcedmarriages.org/criminalisation/forced-marriage-act>

## [Campaign Partners](#)

<http://www.sharan.org.uk/>

<http://ikwro.org.uk/>

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

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

<http://www.lutonallwomenscentre.org.uk/>

<http://bswaid.org/>

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

<http://www.havenrefuge.org.uk/>

<http://www.bddwa.org.uk/>

# Useful Numbers

Police 999

Childline 0800 1111

[Forced Marriage Unit \(FMU\)](#) +44 (0) 20 7008 0151

Foreign and Commonwealth Office (FCO) 020 7008 1500

[Mankind Initiative](#) 01823 334244 male victims

[National Domestic Violence Helpline](#) 0808 2000 247

[NSPCC Helpline](#) 0808 800 5000

# Forced Marriage DESTROYS LIVES



If you are worried that you or someone you know might become a victim of forced marriage you can talk to any teacher at this school and they will help you.

The teacher at this school who is in charge of your safeguarding is



Or you can call the Forced Marriage Helpline

020 7008 0151



# Forced Marriage

**You have a right to choose**



If you are worried that you or someone you know might become a victim of forced marriage you can talk to any teacher at this school and they will help you.

**The teacher at this school who is in charge of your safeguarding is**



Or you can call the Forced Marriage Helpline

**020 7008 0151**



# OUR GIRLS

**True Stories About Forced Marriage**

## **About the Book** **By Ruth Beni**

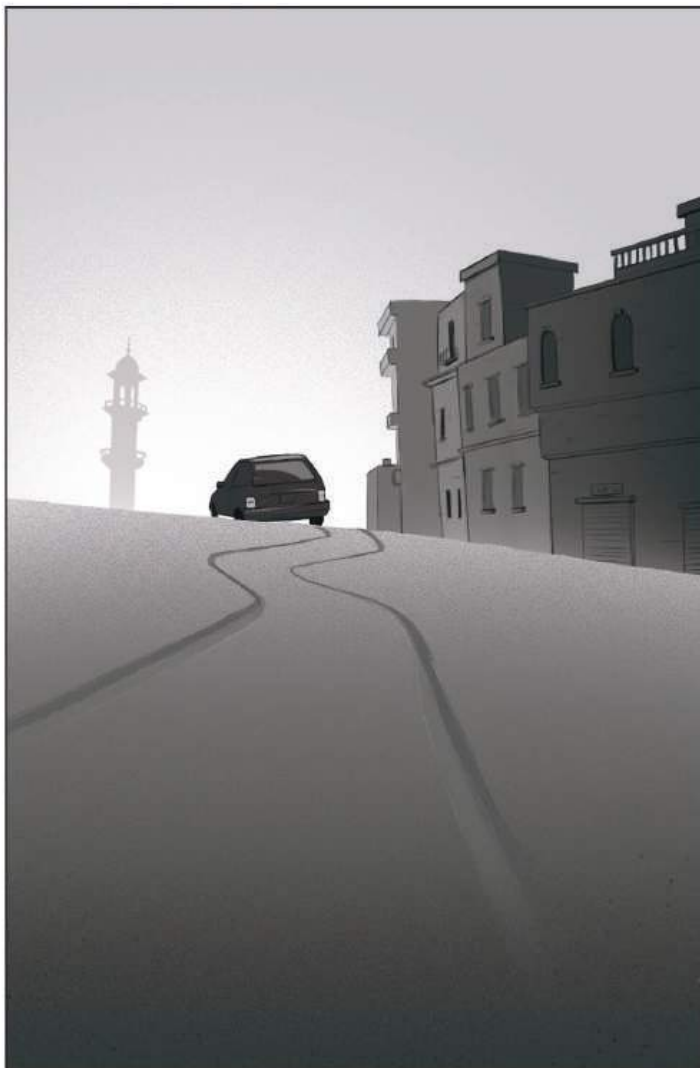
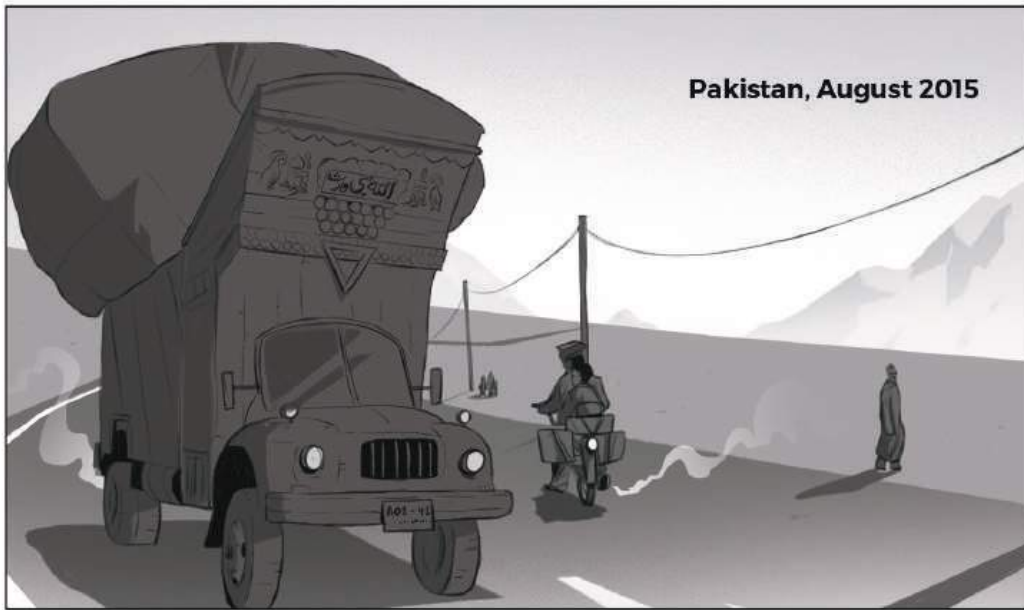
**Director, Animage Films**

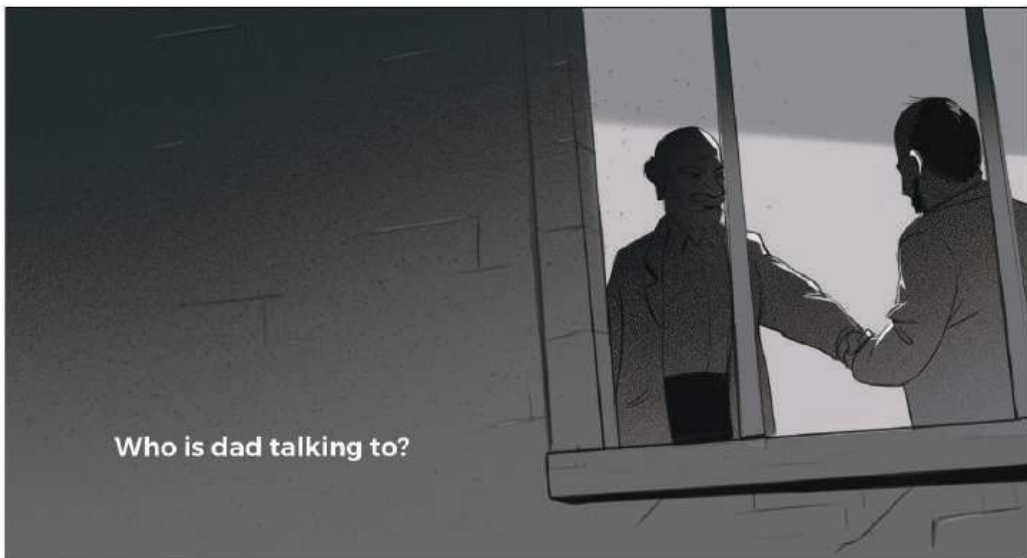
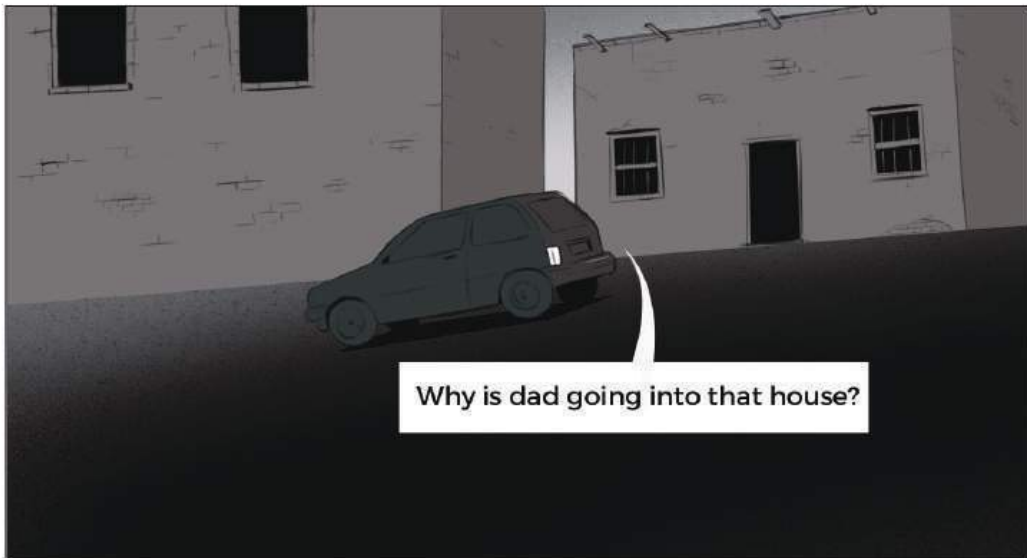
Forced marriage transcends more than one culture and its practice can be found in Asia, Africa, China, the Middle East and the Americas. Alarming, forced marriages have also been prevalent in the UK for many years.

For most of us it is hard to believe that young people in the 21st Century are still being subjected to the cruel abuse of forced marriage. I have come across many heart-breaking stories of young women and girls whose lives have been ruined by this cruel practice. In this book we have portrayed just four of these stories. These are all actual case histories, only the names have been changed.

I hope that by continuing to expose the magnitude of what is essentially a global hate crime against women and girls this brutal abuse of human rights will eventually cease to exist.



















Rapunzel was my favorite fairy tale  
when I was little.

You know the story?  
About a girl locked up in a tower?

In my darkest days...  
I wanted to kill myself.



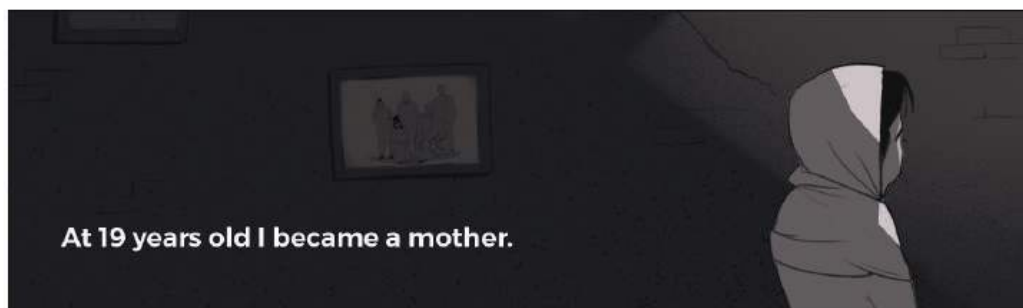
Living in this awful nightmare with this horrible man, I dreamt that someone would come and rescue me, and that it's only a matter of time!



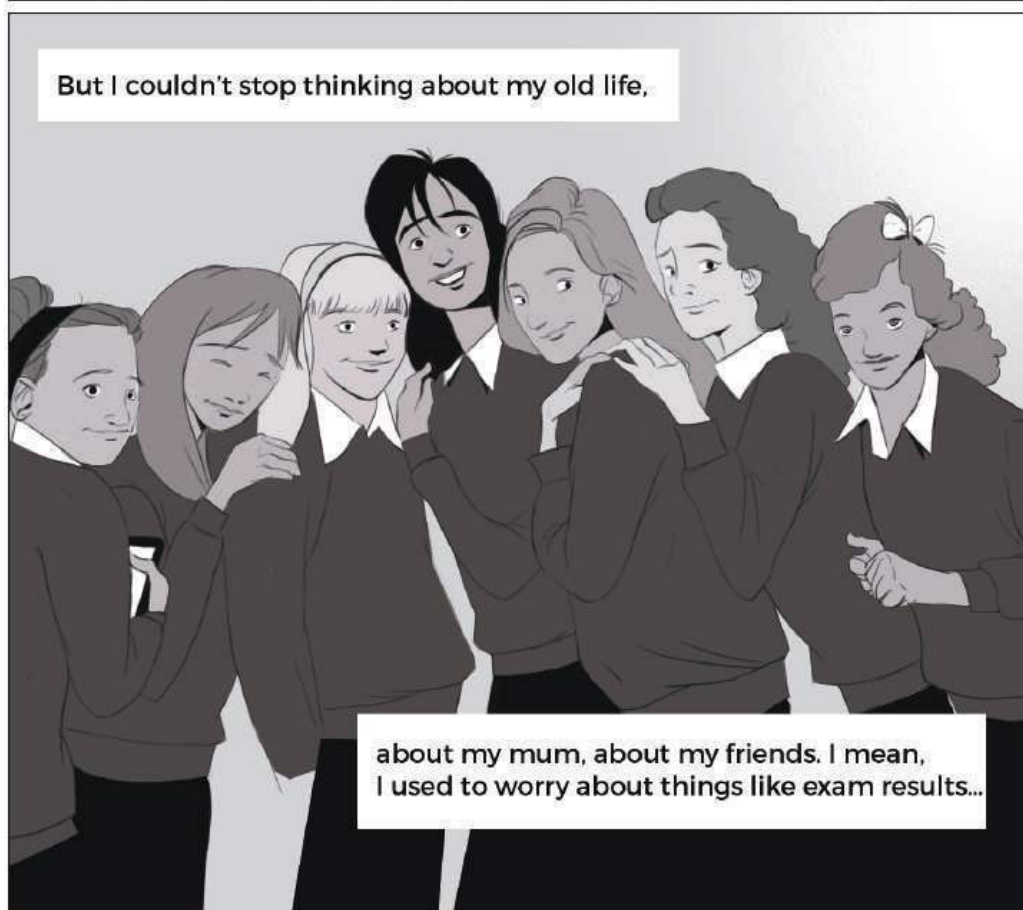
I couldn't bear to take one more single breath in that place...







At 19 years old I became a mother.



But I couldn't stop thinking about my old life,

about my mum, about my friends. I mean,  
I used to worry about things like exam results...

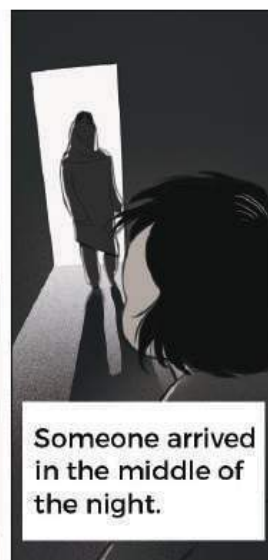


Now I worry if my husband will beat me.

I thought of escaping but my father took my passport.



But then, one day...



Someone arrived  
in the middle of  
the night.

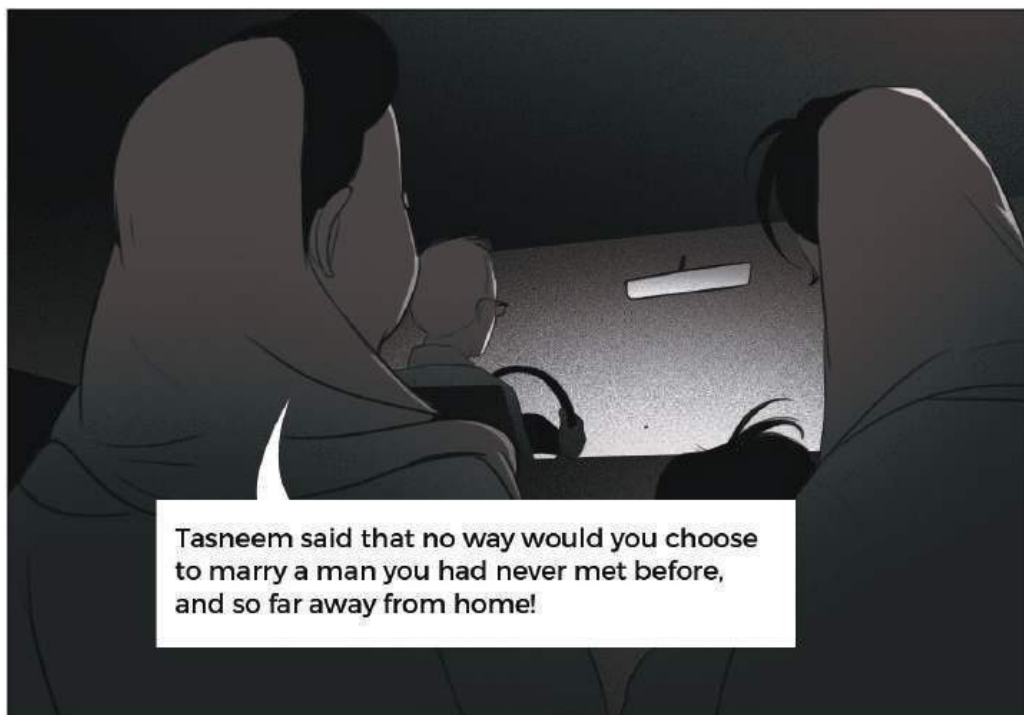
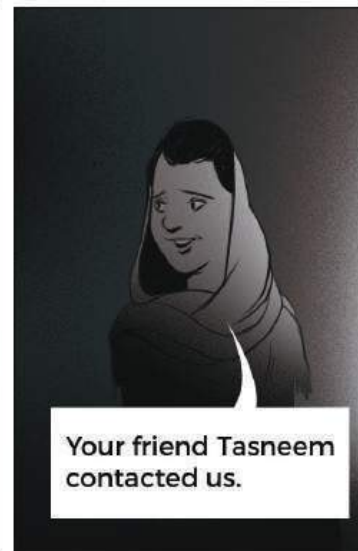
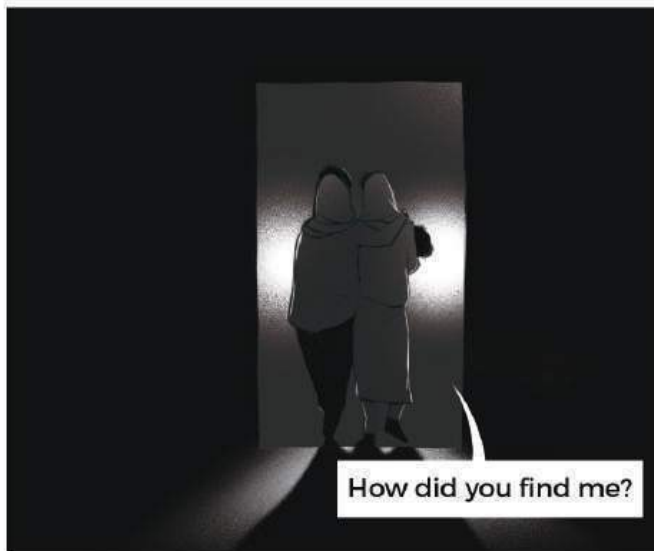


I was scared for me and my baby...



We are from the British Embassy. Shazia is a British Citizen and we have reason to believe that she is here against her will. It is our duty to protect her. We are taking her back to England.









**we're safe now.**

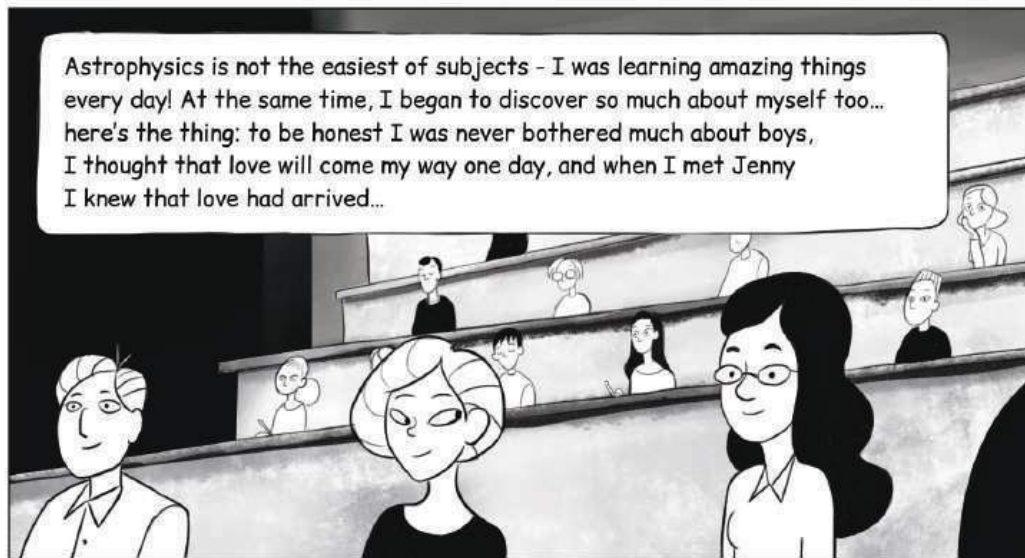


That was 20 years ago...

and I am doing really well now,  
I finished my education  
and got a job.

...And now I work for a charity  
that helps other women and girls like me  
whose only crime is to want to choose the  
lives they live...

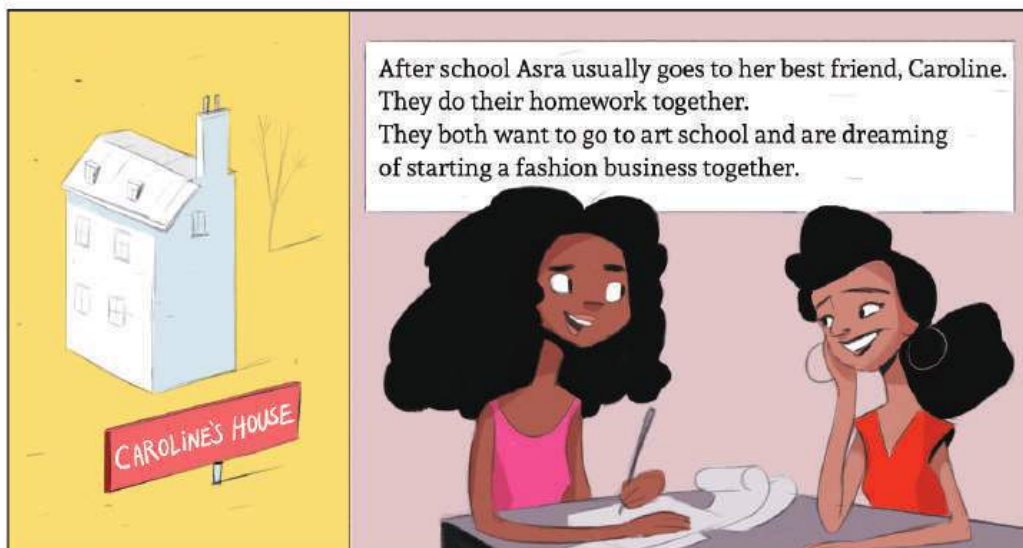
I sometimes think...  
if I had not left home,  
I would not be here today!  
I still miss my family and I know  
I had to pay the ultimate price  
for my freedom...  
**JUST FOR BEING A GIRL!**



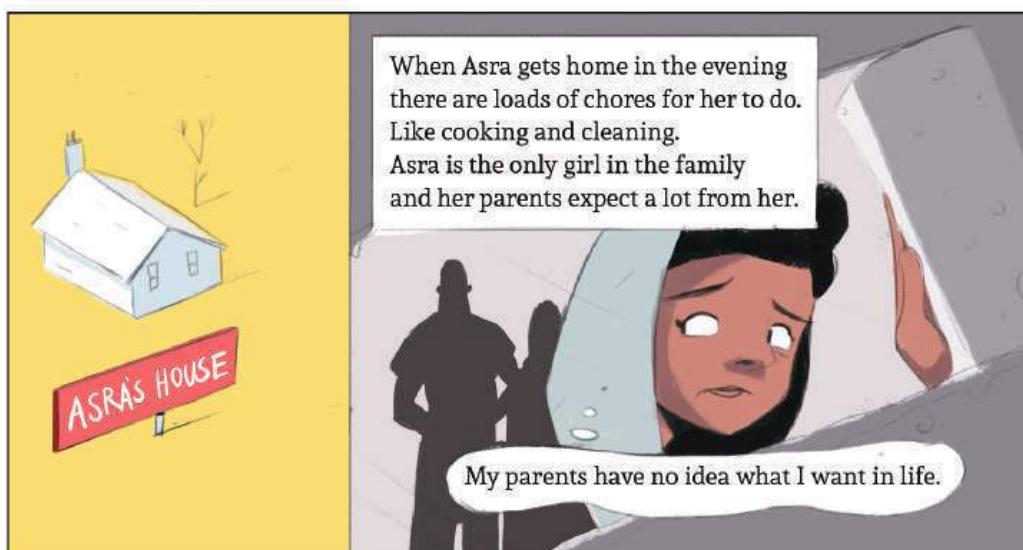




Every morning Asra leaves home early so she can change her clothes on the way to school.



After school Asra usually goes to her best friend, Caroline. They do their homework together. They both want to go to art school and are dreaming of starting a fashion business together.



When Asra gets home in the evening there are loads of chores for her to do. Like cooking and cleaning. Asra is the only girl in the family and her parents expect a lot from her.

My parents have no idea what I want in life.