

# She Was Walking Home

Countless Journeys  
33 Real Testimonies  
4 Women  
1 Call to Action

## Schools and Youth Groups Engagement Pack

# About This Pack

**Suggested age range Key stage 4 and above to adults (14+)**

**She Was Walking Home is a series of monologues created from the testimonies of over 30 women living, working and studying in York.**

**This pack offers you a way to explore these experiences with groups of young people or adults to raise awareness of the how women feel when walking alone and what the impact of harassment or abuse might be.**

**The pack invites you to explore what we can all do to support women to feel safer when walking alone and to prevent gender-based violence.**

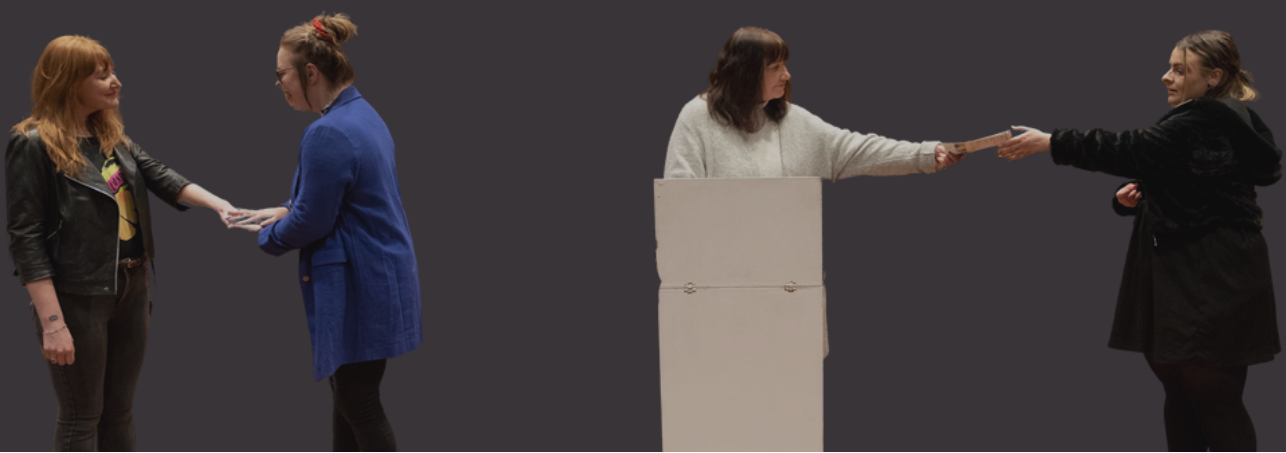
**The film is around 45 minutes long and covers the stories of four characters.**

**They can be watched together and discussed afterwards (skip to end of the activity guide for a short activity to a suit single lesson or session length) or each film can be watched separately.**

# About Disclosures

**We find that watching these films can bring up people's experiences that might be similar to the characters'. In these cases we suggest finding ways to redirect or delay those conversations to a safer, more private setting and to follow your safeguarding procedures should anything require following up.**

**There is a trigger warning that the films contain stories about harassment and sexual violence. It would be beneficial to share this with those you are working with, prior to using the films. It is a good idea to also explain that anyone affected can come and let you know if they'd like support following the films.**





# Discussion Points and Activities for Each Film

For each film there is a list of discussion points and then an invitation to think about changes you'd like to see.

The discussion points could be written down individually or discussed as a whole group.

You might also wish to split your groups by gender, we recommend being very open about this if you do and being aware to avoid excluding trans and non-binary people when doing this. It's important to share and reflect on these discussions as a whole group at the end.

Fact checks can support you to explain to your group why the films are relevant.

For the changes section of the activity it would be useful to split into two smaller groups to discuss lots of ideas then feedback to each other at the end.



## Accessing the Films

All films can be accessed via:

[www.nextdoorbutone.co.uk/She-Was-Walking-Home-Pack](http://www.nextdoorbutone.co.uk/She-Was-Walking-Home-Pack)

# Millie

Millie is a young woman on her way to work early one morning.

We get to hear all the thoughts that go through her head, and all the things she has been told about walking on her own.

Watch the film first.

## Discussion Points

- What happens to Millie in this scene?
- How is she feeling?
- What is she worried about happening to her?
- What made Millie feel worse?
- What helped her?
- Could Millie change what is happening to her?

## Structural Changes

- What could organisations (the bus company, the local council, her employer) do differently?

## Individual Changes

- What could she or the people around her (her mum, her boss, the man running behind her) do differently?

### Fact Check

**32% of British women don't feel safe walking alone at night - compared to just 13% of men.**

**(European Social Survey 2021)**



# Cate

Cate has just got home after a night out.

She tells her housemate all about what happened to her.

Watch the film first

## Discussion Points

- What events made Cate feel unsafe on her night out?
- What did she think about doing to keep safe?
- What did the police tell her she should do to keep safe?
- Cate feels quite strongly that it's not just her responsibility to stay safe, what do you think?
- Do men have similar pressures? Why is it different for them?
- Whose responsibility is it to prevent violence and harassment of women? Why?

## Structural Changes

- What could organisations (the bar, the local council, the university, the police) do differently?

## Individual Changes

- What could she or the people around her do differently? Think about all the different characters in the scene.

### Fact Check

It is estimated that over 4 million women and 2 million men have been victims of stalking.

(ONS 2020)



# Jackie

Jackie has gone to the police station to report an incident. Her friend , Mags has come with her.

Watch the film first

## Discussion Points

- What incident is she reporting?
- She talks about 'not being a victim' and she is reluctant to be there. Why do you think that is?
- How has the incident affected her?
- Why doesn't she tell her family what happened to her?
- What changes does she want to see to make her feel safer in the future?

## Structural Changes

- What could organisations (the local council, schools, the police) do differently?

## Individual Changes

- What could the other boys , in the group that Jackie encountered do to stop their mates from doing what they did? Would they need any support to do that?

### Fact Check

**71% of women of any age said they had experienced sexual harassment in public spaces.**

**(APPG UN Women UK Report 2021)**

**Only 4% of women report incidents of sexual harassment, while an overwhelming 96% remain dubious about the UK authorities' capacity to handle an incident like this.**

**(APPG UN Women UK Report 2021)**



# Joanne

Joanne is talking about her experience of sexual assault in a school assembly, at an all boys school, to raise awareness.

Watch the film first.

## Discussion Points

- Joanne asks for a show of hands about who feels safe walking alone in the streets. How many in the group feel safe when walking alone in the evening? Why is that?
- Joanne says that while the attack is happening, she thinks, 'Everyone knows the role of the dog walker is to find the body the next day.' What does this mean? What is she thinking or feeling will happen?
- Is there anything anyone could have done to change what happened to Joanne?
- What do you think motivated her attackers?
- How has the assault affected Joanne?
- What does Joanne want us to do or change?

## Structural Changes

- What could organisations (the local council, the police, employers) do differently?

## Individual Changes

- What could the passers-by who didn't stop have done differently and what could Alex, Joanne's girlfriend have done differently?
- What was good about the support Joanne received from her family and other services?

### Fact Check

**About IDAS (Independent Domestic Abuse Services):**  
Their services include refuge accommodation, community-based support, peer mentoring, group work and access to a free, confidential out of hours' helpline for all genders. They have teams of accredited specialist workers (IDVA's and ISVAs) who support people through the criminal justice system in addition to providing emotional support and safety planning advice.



[www.idas.org.uk](http://www.idas.org.uk)

# Short activity to finish or if watching the films together

These stories aren't just from 4 women, they are written based on the experiences of over 30 women in York. These experiences happen to women everywhere.

We know that time can be short, if you need to fit the film and discussion into a single lesson or session, here's an activity that would work for you.

After the film, introduce the activity with these facts:

In 2021, for the first time, The Office for National Statistics (ONS) released data on how safe people feel in different public settings. One in two women felt unsafe walking alone after dark in a quiet street near their home, or in a busy public place and two out of three women aged 16 to 34 years experienced one form of harassment in the previous 12 months. And behind every one of these statistics is a true story of harassment, abuse, rape or even murder - a life changed forever.

Give everyone three sticky notes each and ask each person to write an answer for each of the following questions. Use a board or large pieces of paper with the questions on to stick the answers to.

- What change would you like to see to make women feel safer?
- What one thing can you do to improve things for women's safety when they're walking alone?
- Whose job is it to make sure women can walk alone safely?

If there's time invite the group to read each other's responses. The answers could then be discussed briefly at the end or during another session or lesson.

**'I think you're all capable of doing something amazing... The challenge now is to not walk out of here and forget all about it, I'll leave that choice with you.'**

**Joanne, She was Walking Home**



# About Next Door But One

**Next Door But One is an award-winning, LGBTQ+ and disability-led theatre company based in York, promoting creative skills and encouraging community cohesion, particularly with those who face barriers to accessing theatre.**

**Our established programme focuses on workshops and performances for and with cohorts of the community with disabilities, mental ill health, girls and young women, those experiencing bereavement, those who are carers and individuals from the LGBTQ+ community.**

**Our mission is to connect people to their creativity and community through the theatre we make and the stories we tell.**

**Our vision is for the arts to play an integral role in unleashing the true potential of every community; to tell every story, to hear every voice and champion the contribution every person makes.**

**Through theatre we can show a world where everything is possible!**

**For further information visit:**

**[www.nextdoorbutone.co.uk](http://www.nextdoorbutone.co.uk)**

## **Cast**

**Fiona Baistow, Anna Johnston, Emma Liversidge-Smith, Mandy Newby**

## **Team**

**Writer: Rachel Price**

**Director: Kate Veysey**

**Production: Matt Harper-Hardcastle, El Stannage, Amy Mcmorrow,  
Joshua Goodman, Paul Gowland, James Drury and Paul Veysey**