








The Advocacy Action Award is a badge Guide Units of any age can work on each year during the October – December period. To earn the badge you must complete one clause from each of the three headings: Educate, Speak Out and Take Action. Activity suggestions are included in this kit.






EDUCATE

Set aside a unit meeting to educate your girls on one of the following UN Action Days:

-  International Day of The Girl Child (Oct 11th)
-  International Day for the Eradication of Poverty (Oct 17th)
-  International Day for the Elimination of Violence Against Women (Nov 25th)
-  World Aids Day (Dec 1st)
-  Human Rights Day (Dec 10th)







SPEAK OUT

Provide your girls the chance to use the knowledge and messages they have learnt from your 'action day celebration' to speak out and share the key messages to a group wider than your Unit:

-  Make a presentation to their class or speak at an assembly
-  Make posters to display in the local community or your Guide meeting place
-  Make some 'action day celebration' cards to hand out to their friends/family, other Units etc.
-  Contact local media to highlight the need for action on a certain issue
-  Write for a newsletter

TAKE ACTION

Provide your girls with the chance to take action on their issue of concern:

-  Add your voice for WAGGGS stop the violence campaign- video, audio, written message, commit to an action, send in a pledge card (visit www.wagggsworld.org for activity ideas)
-  Sign a petition and encourage your non Guide friends to do the same
-  Raise money for an organisation/project which matches your cause
-  Start working on your WAGGGS Aids Badge / GAT Badge / Food Security-Climate Change Badge
-  Volunteer to raise awareness for a cause (i.e. selling white/red ribbons)
-  Get involved in an advocacy project in the community that matches one of the listed UN Days

International Day Of The Girl Child (Oct 11th)

THE KEY MESSAGES:

- Girls have barriers to overcome.
- We must use our voice to help girls.
- Around the world girls are treated unfairly in areas such as: education, work, safety.
- Girls can help bring communities out of poverty.

Activity Suggestions

	5-7	7-9	9-12	12-14	14-17
Beating Barriers	★	★	★	★	★
Using Your Voice	★	★	★	★	★
Equality Bingo	★	★			
Watch a Girl Effect video			★	★	★
The Girl Effect Revolution			★	★	★
The Girl Effect Toolkit					★

BEATING BARRIERS

Split the girls up into teams, and tell them their aim is to get from one side of the meeting place to the other, getting through all barriers put in their way. The barriers could be physical, or could require a certain answer to get through. Each must require the teams to work together to get to the other side. Discuss the conclusion of the game: any difficulty of getting somewhere - e.g. school - can be overcome if people work together.

USING YOUR VOICE

Play this game to get girls used to using their voices to affect the world around them. Create an obstacle course around your meeting place and put girls into teams of three. One in each team is blindfolded, and the others must guide her with their voices only - they cannot touch her! The winning team is the one who gets round the course in the fastest time.

EQUALITY BINGO

Use the following list and/or graphics to help create bingo sheets on the theme of equality. For younger girls it may be easiest to print a picture sheet out for each child and ask them to cut and paste 9 of them into a bingo board. Older girls may wish to draw their own picture for each area of inequality onto a 9 square bingo card.

<p>1. Going to school</p> 	<p>2. How much they get paid</p> 	<p>3. Being allowed to vote</p> 	<p>4. Being a Boss</p> 
<p>5. Part of the government</p> 	<p>6. Owning Land</p> 	<p>7. Working more hours</p> 	<p>8. Violence against them</p> 
<p>9. Deciding who to marry</p> 	<p>10. Finishing school</p> 	<p>11. Making own decisions</p> 	<p>12. Seeing doctors</p> 
<p>13. Able to read and write</p> 	<p>14. Choosing a job</p> 	<p>15. Illnesses</p> 	<p>16. Manage their money</p> 



WATCH A GIRL EFFECT VIDEO

The Girl Effect is a movement dedicated to showing how girls are the solution to bring communities out of poverty. They have produced a number of great videos which we suggest you show to your Unit and then ask them to discuss. These videos are great discussion starters or girls over the age of 12. We suggest you watch the videos first to ensure they are appropriate for the girls in your Unit.

The Girl Effect: http://www.youtube.com/watch?v=WlvmE4_KMNw&feature=plcp

The Clock Is Ticking: <http://www.youtube.com/watch?v=1e8xgF0JtVg&feature=relmfu>

THE GIRL EFFECT REVOLUTION

The Girl Effect Revolution helps us understand how the answer to bringing communities out of poverty is a 12 year old girl. The poster included on the following page is just one of many which provide insightful information to help our Girl Guides delve further into the topic of poverty.

To find more facts, figures, posters and resources on the Girl Effect Revolution visit:

<http://www.girleffect.org> This information will help your Guides start to learn about the barriers that girls in developing countries face- which also helps provide ideas on what we can do to fix this situation. Then you can challenge them to create a display to educate others in your meeting place.

THE GIRL EFFECT TOOLKIT

The Girl Effect Toolkit is a resource fully loaded with videos, talking points, posters, buttons and even t-shirt designs. Everything you need to get your Girl Effect campaign up and running! We suggest that this kit would be a great place for Guides 14-17 to use to develop their understanding of girls and poverty and to help them plan how they can be part of the solution.

http://www.girleffect.org/uploads/documents/5/Girl_Effect_Tool_Kit.pdf

THE REVOLUTION WILL BE LED BY A

12-YEAR-OLD GIRL

IF YOU WANT TO END POVERTY AND HELP THE DEVELOPING WORLD, THE BEST THING YOU CAN DO IS INVEST TIME, ENERGY, AND FUNDING INTO ADOLESCENT GIRLS. IT'S CALLED THE GIRL EFFECT, BECAUSE GIRLS ARE UNIQUELY CAPABLE OF INVESTING IN THEIR COMMUNITIES AND MAKING THE WORLD BETTER. BUT HERE ARE 10 THINGS THAT STAND IN THEIR WAY:

1 LET'S SEE SOME ID
Without a birth certificate or an ID, a girl in the developing world doesn't know and can't prove her age, protect herself from child marriage, open a bank account, vote, or eventually get a job. That makes it hard to save the world.

2 ILLITERACY DOES NOT LOOK GOOD ON A RESUME...
70% of the world's out-of-school children are girls. Girls deserve better. They deserve quality education and the safe environments and support that allow them to get to school on time and stay there through adolescence.

4 THE FACE OF HIV IS INCREASINGLY YOUNG AND FEMALE
When girls are educated about HIV, they stand a better chance of protecting themselves. But education is not enough. Girls need to be empowered and supported to make their own choices.

3 ...AND PREGNANCY DOESN'T LOOK GOOD ON A LITTLE GIRL
Child marriages are the norm in many cultures where girls' bodies aren't considered their own property. Pregnancy is the leading cause of death for girls 15-18 years old. Girls have a right to be able to protect their health and their bodies.

5 A NICE PLACE TO WORK WOULD BE NICE
If girls have the skills for safe and decent work, if they understand their rights, if they are financially literate and considered for nontraditional jobs at an appropriate age, if they get their fair share of training and internships, they will be armed and ready for economic independence.

7 ADOLESCENT GIRLS AREN'T JUST 'FUTURE WOMEN'
They're girls. They deserve their own category. They need to be a distinct group when we talk about aid, education, sports, civic participation, health, and economics. Yes, they are future mothers. But they actually live in the present.

6 THE CHECK IS IN THE MAIL, BUT IT'S GOING TO YOUR BROTHER
LESS THAN TWO CENTS of every International aid dollar is directed to girls. And yet when a girl has resources, she will reinvest them in her community at a much higher rate than a boy would. If the goal is health, wealth, and stability for all, a girl is the best investment.

8 LAWS WERE MADE TO BE ENFORCED
Girls need advocates to write, speak up, lobby, and work to enforce good laws and change discriminatory policies.

9 SHE SHOULD BE A STATISTIC
We won't know how to help girls until we know what's going on with them. Hey, all you governments and NGOs and social scientists: You're accountable! We need an annual girl report card for every country so we can keep track of which girls are thriving and which girls are not.

10 EVERYONE GETS ON BOARD OR WE'RE ALL OVERBOARD
Boys, girls, moms, dads. If we don't all rally to support girls, nothing is going to change. Not for them, and not for us. Change starts with you. So get going.



girlleffect.org

International Day for the Eradication of Poverty (Oct 17th)

THE KEY MESSAGES:

- We need to help to break the circle of hunger.
- Poverty changes someone's future.
- Everyone has the right to live free of poverty.
- Girl Guides need to take action on the Millennium Development Goals.

Activity Suggestions

	5-7	7-9	9-12	12-14	14-17
Break the Circle of Hunger	★	★	★		
Our Future	★	★	★	★	★
We all have Equal Rights	★	★			
MDG Messages	★	★			
A-Z of Right to Food			★	★	★
Shop Below the Line			★	★	★
GAT General Activity Sheets			★	★	★
Plan your GAT Badge					★

BREAK THE CIRCLE OF HUNGER

1. Divide the group into two equal teams. One team represents poor people and the other one represents poverty and hunger.
2. Draw a circle on the floor or the ground. The “poor people” team stays within the circle. The “poverty and hunger” team stays outside the circle.
3. At your signal (clap, whistle or shout), the players inside the circle try to break out of it. The players outside the circle try to keep them in.
4. Once a player breaks out of the circle, he becomes a “helper” and tries to help people inside the circle to break out of it. If no one breaks out, select one or two people to be “helpers”.
5. Continue the game for a few minutes, then change sides and play a second round.

Reflection

How easy is it for a person who is poor and hungry to get out of the circle of hunger and poverty? In which ways can people be supported to break out of hunger and poverty? Can the players identify similar situations in real life?

OUR FUTURE

1. Ask the participants to draw a picture of a girl or a boy in the middle of a sheet of paper.
2. On the left-hand side of the paper, they should draw what the child's life would be like in ten years time if he/she drinks clean water, eats a variety of foods, lives in a good house, goes to school and receives health care. On the right-hand side, they should draw what would happen if the child doesn't have these essentials.
3. Display all the drawings and allow some time for the group to study them.

Reflection

What is life like when you do not have food, clean water and a roof over your head?

What is life like when you do not go to school?

What needs to happen for someone born into a poor family to get out of poverty?

Tip

Alternatively, ask the participants to work in small groups and make up a song or write a story about the difference that access to adequate food and basic services can make in a child's life.

WE ALL HAVE EQUAL RIGHTS

1. Ask the participants to choose a short game they would all like to play (a relay, a race, hide-and seek, musical chairs, Tug-o-War).
2. Divide them into three groups: the "well-off", the "poor" and the "authorities".
3. Give the "well-off" group six counters per person, the "poor" three counters per person, and the "authorities" ten counters per person.
4. Now say that only those who have at least six counters are qualified to play.
5. Play the game only with the qualified players. The rest should be observers.

Reflection

How did the participants feel being treated unequally? Was it fair?

Has anyone realized that the "authorities" had enough counters to allow all to play?

What could the "authorities" have done to enable everyone to play?

What could the "well-off" group have done?

What could the "poor" group have done?

Can the players identify similar situations in real life?

What can be done to make things fairer?


MDG MESSAGES


Use The MDG Messages image to create an MDG puzzle or MDG memory game for your Guides!

You could also introduce the MDG Messages to your Guides through:


- * whispers game
- * codes
- * treasure hunt to collect the 8 messages
- * a Scouts Pace challenge


MDG MESSAGES:




girls worldwide say 
“together we can
end extreme poverty
and hunger”


World Association of Girl Guides and Girl Scouts



girls worldwide say 
“education opens
doors for all
girls and boys”

World Association of Girl Guides and Girl Scouts




girls worldwide say 
“empowering
girls will change
our world”


World Association of Girl Guides and Girl Scouts




girls worldwide say 
“together we
can save
children’s lives”


World Association of Girl Guides and Girl Scouts




girls worldwide say 
“every mother’s life
and health is precious”


World Association of Girl Guides and Girl Scouts




girls worldwide say 
“we can stop the spread
of AIDS, malaria
and other diseases”


World Association of Girl Guides and Girl Scouts



girls worldwide say 
“we can save
our planet”

World Association of Girl Guides and Girl Scouts



girls worldwide say 
“we can create
peace through
partnerships”

World Association of Girl Guides and Girl Scouts

A-Z OF RIGHT TO FOOD

Ask your Guides to think about the important right to food issues and call out the first words that come to their minds when they think about the right to food. Write down their ideas next to the corresponding letter. You may need to prompt them by using some of the suggestions below:

A is for **a**ccess to food

B is for **b**alanced diet

C is for **c**lean water

D is for **d**ignity

E is for **e**quality

F is for **f**arming

G is for **g**ood governance

H is for **h**ealth

I is for **i**ncome

J is for **j**ob opportunities

K is for **k**nowledge, education and training

L is for **l**and

M is for **m**edical services

N is for **g**ood **n**utrition

O is for **o**bligation

P is for **p**overty

Q is for **q**uantity and **q**uality of food

R is for **r**esponsibility

S is for **s**afe food

T is for **t**aking action

U is for **u**nemployment

V is for **v**ulnerable people

W is for **w**omen

X is for **x**erophthalmia*

Y is for **y**oung people

Z is for **z**ero hunger

*xerophthalmia, also called "dry eyes", is a disease of the eye that can be caused by insufficient vitamin A.

SHOP BELOW THE LINE

Divide the Guides into groups and give each group a collection of supermarket catalogues. Challenge the girls to plan a menu for 5 days for only \$10. Hold a Unit discussion about the people in the world who live on less than \$2 a day.



GAT general activity sheet

girls worldwide say



“together we can change our world”

These activities will help you begin to find out about the MDGs in general. Do one or two of these activities before moving on to the activity sheets for each MDG.

1 Group Activity...

Choose **three or more MDGs**. One person represents each MDG with a string joining them. Discuss with your group what connects them together. Write connections on notes and pin them onto the strings.

2 Group Activity...

Elections: Candidates speak on an issue affecting your community that is linked to an MDG topic.

3

Choose two MDGs that affect your country and write a **5 minute radio talk** about them. What connects them? How can the problem be tackled? Try to broadcast your talk on a local radio station or perform it to your group.

4

Make postcards and post or deliver them to your community. Messages could include statistics from fact sheets in the GAT Badge curriculum, other NGOs, your government or information from the UN, e.g. 'Every day 5000 children die of water-related diseases' (UNICEF). Give the receiver an opportunity to reply to your message.

5

Develop a **computer game or paper-based game** (for example: Hangman) where players must guess MDG topic words or phrases.

6 Group Activity...

Play Kaleidoscope: In teams, agree on how to depict several MDGs by mime, movement, dance when the leader says 'start', show the first one; on 'scene change' the performers change to another MDG while the other team guesses which MDG was depicted and why.



GAT general activity sheet *continued*

7 Bingo!

On a 3 x 4 grid, write different GAT topics and messages. The leader calls out the phrases and you cross them off. If you have a complete line crossed off, shout 'Bingo!' to win the game.

8 Make a **giant jigsaw** using *girls worldwide say "together we can change our world"* and other GAT messages then decorate it with your own pictures. Cut it up and ask the group to put it together.

9 Design a **badge or piece of jewellery** or a friendship bracelet using the eight MDG colours from the GAT Badge. Draw a picture of the item or make it and show it to your group.

10 **Sit in a circle.** To start the game, whisper GAT message or topic in your neighbour's ear. Ask the girls to pass the message around the circle. The final player should tell the group what she has heard. Is it the same as the message at the beginning? Try again!

11 Make a **word puzzle** using the GAT topics and test it with your group.

12 Choose a GAT topic and find out all you can about it. Make a **poster** using recycled materials and display it in your community.

13 Choose an MDG topic and make a **scrapbook** using relevant newspaper articles, drawings, photos and your own wishes and ideas.

14 Make **flash cards** of each MDG and GAT message. Make a corresponding card showing a picture or phrase associated with the topic. Flash card sets could have a single word or phrase to depict the MDG. Play a game like Snap! to match the pairs. Older members could make sets for younger members.

15 Research newspapers, magazine articles on one or several GAT topics. Compare the different articles and **write a short article** summarising your findings and share it by email or send to a local newspaper.

16 Older Members...

Hold an **event** to promote the GAT. Invite community members and others with influence in your community to discuss your plans.

17 Older Members...

Stage a **mock interview** for younger girls to explain the GAT and how it links to the MDGs.

18 Older Members...

Design, promote, produce and sell a pin badge or ribbon of a chosen GAT topic (promote to younger members with three GAT activities).

19 Older Members...

Learn about **advocacy** through the WAGGGS Advocacy Toolkit (page 15) and plan a local advocacy campaign.

START PLANNING YOUR GAT BADGE

The GAT Badge Syllabus is available here: <http://www.waggsworld.org/en/resources/document/view/20082>

International Day for the Elimination of Violence Against Women (Nov 25th)

THE KEY MESSAGES:

- Girls should be: safe, respected, heard, protected, included and free.
- 6 in 10 girls worldwide experience violence in their lifetime.
- We need to speak out to stop violence against girls and women.
- Girl Guides should promote the International Day of Elimination of Violence Against Women.

Activity Suggestions

	5-7	7-9	9-12	12-14	14-17
Ban the Bullies	★	★	★	★	★
Helping Hands	★	★			
Fruit Salad	★	★	★	★	
Girls Should Be			★	★	★
Healthy Relationships					★

BAN THE BULLIES

Sit down the girls and ask them to think very hard of some round rules that everyone in the Unit will sign and promise to keep. The ground rules should be a way of ensuring that no one is ever bullied and should include protection from all kinds of bullying. When the rules have been agreed, get the girls to create colourful posters to display in your meeting place all the time. When new members join the Unit you can show them the rules and help them explain that Guides is a bully free space.

Older girls may wish to discuss bullying in more details and come up with tactics to deal in a bullying situation. This could be achieved through discussion, role play, songs etc.

HELPING HANDS

Get each Guide to trace both of her hands. Challenge her to think of ten people or places she could go for help if she needs to talk, ask advice or get assistance to feel safe.



FRUIT SALAD

Ask the girls to brainstorm different ways of being violent (i.e. hitting, name calling, kicking). Play a game of fruit salad where each pair takes the name of one of the violent actions. After everyone has had a go stop and discuss what non violent actions would make the game sound more peaceful- then continue play with each pair taking the name of one of the non violent actions (i.e. hugging, laughing, playing).

GIRLS SHOULD BE

The World Association of Girl Guides and Girl Scouts believe that all girls should be: safe , respected , heard, protected, included and free. Discuss with the Unit what it means to be each of these things. Then challenge them to create an advertisement for each of these rights- either by writing a newspaper add a radio add or performing a TV add. Share these adds with the Unit. You could even film them and share them with WAGGGS!

HEALTHY RELATIONSHIPS

The 'Choose Respect Community Action Kit' provides great information for adults about approaching the topic of healthy relationships with teens. The kit also has handouts and quizzes. You can find a copy of the kit at:

http://www.unajauladeoro.com/cd/manuales/choose_respect_action_kit.pdf

The Centre for Young Women's Health has great information to share with your Guides and to act as a starting point for discussing healthy relationships:

Healthy Relationships: http://www.youngwomenshealth.org/healthy_rel.html

Safety in Relationships: http://www.youngwomenshealth.org/safety_in_rel.html

The 'Love Is Respect' website offers many excellent resources on this topic:

<http://www.loveisrespect.org>

Use these resources to encourage your Guides to discuss the idea of a healthy relationship and what to do if they, or their friends, are faced with an unhealthy or violent relationship.

Healthy vs. Unhealthy Relationships

People in healthy relationships respect each other. They can talk honestly and freely to each other and share power and control over decisions. They trust and support each other and respect each other's independence. In contrast, an *unhealthy relationship* is unbalanced. One partner (a person in the relationship) tries to control the other.

Table I. Healthy vs. Unhealthy Relationships

Healthy Relationships	Unhealthy Relationships
Equality —Partners share decisions and responsibilities. They discuss roles to make sure they're fair and equal.	Control —One partner makes all the decisions and tells the other what to do, or tells the other person what to wear or who to spend time with.
Honesty —Partners share their dreams, fears, and concerns with each other. They tell each other how they feel and share important information.	Dishonesty —One partner lies to or keeps information from the other. One partner steals from the other.
Physical safety —Partners feel physically safe in the relationship and respect each other's space.	Physical abuse —One partner uses force to get his/her way (for example, hitting, slapping, grabbing, shoving).
Respect —Partners treat each other like they want to be treated and accept each other's opinions, friends, and interests. They listen to each other.	Disrespect —One partner makes fun of the opinions and interests of the other partner. He or she may destroy something that belongs to the other partner
Comfort —Partners feel safe with each other and respect each other's differences. They realize when they're wrong and are not afraid to say, "I'm sorry." Partners can "be themselves" with each other.	Intimidation —One partner tries to control every aspect of the other's life. One partner may attempt to keep his or her partner from friends and family or threaten violence or a break-up.
Sexual respectfulness —Partners never force sexual activity or insist on doing something the other isn't comfortable with.	Sexual abuse —One partner pressures or forces the other into sexual activity against his/her will or without his/her consent.
Independence —Neither partner is dependent upon the other for an identity. Partners maintain friendships outside of the relationship. Either partner has the right to end the relationship.	Dependence —One partner feels that he/she "can't live without" the other. He/she may threaten to do something drastic if the relationship ends.
Humor —The relationship is enjoyable for both partners. Partners laugh and have fun.	Hostility —One partner may "walk on egg shells" to avoid upsetting the other. Teasing is mean-spirited.

The information in the above table has been adapted from the Liz Claiborne-sponsored web site www.loveisnotabuse.com, Youth Resource www.youthresource.com/our_lives/healthy_relationships, and the Center for Young Women's Health at www.youngwomenshealth.org/healthy_relat.html.



World Aids Day (Dec 1st)

THE KEY MESSAGES:

- Good hygiene helps stop diseases.
- Diseases can be spread in different ways.
- Access to vaccinations and nurses/doctors can help stop diseases.
- Girl Guides should promote World AIDS Day.

Activity Suggestions

	5-7	7-9	9-12	12-14	14-17
Hygiene Cartoon	★	★	★		
Swat the Mozzie	★	★	★	★	
Mosquito Tag	★	★	★	★	
Unhealthy Handshake	★	★	★		
Red Ribbons				★	★
Scarecrow Tiggy	★	★	★		
WAGGGS AIDS Badge				★	★

HYGIENE CARTOON

Good hygiene prevents the spread of disease. Draw a funny cartoon to highlight the importance of washing your hands. Cover it in protective plastic and display it in a bathroom or kitchen in your community.

SWAT THE MOZZIE

Each player should wear a paper hat with a picture of a mosquito on it. Each player is given a long sock or stocking with a sponge in the toe. The players must try to knock each other's hats off using their sponge 'bat'. The last player still wearing her hat wins the game!

MOSQUITO TAG

Give two players some red-coloured sticker spots. Give one player some green sticker spots. These players are the mosquitoes. The other players must run around trying not to get 'stung' by the mosquitoes. The mosquitoes try to stick the spots on the other players. After a few minutes, stop the game. Tell the players that all those with green spots have been stung by the mosquito infected with malaria. Discuss the different ways to prevent the spread of malaria

UNHEALTHY HANDSHAKE

Give three players some small pieces of paper. This is the virus. Everyone must go around and shake each other's hands. The players with the virus must secretly slip a piece of paper into the hand of every person they shake hands with. Each person who receives a piece of paper must pass it on. After several minutes, everyone who has touched a piece of paper must sit down. Discuss the ways that HIV can be passed from one person to another and how to prevent this. Make sure everyone knows that HIV cannot be passed by shaking hands!

SCARECROW TIGGY

Play a game of scarecrow tiggly. The girls who are 'it' are the mosquitos. Select a few girls to be the Doctors/Nurses. If someone is tagged by a mosquito they stop and stand in scarecrow style. Only one of the Doctors/Nurses can free them by crawling under their legs. Slowly add more Doctors and Nurses to the game. After the game discuss how important it is to have access to medical assistance (Doctors and Nurses) and also how important it is to have access to medication and vaccinations.

WAGGGS AIDS BADGE

The [AIDS Badge Curriculum](#) is an important WAGGGS project, undertaken in partnership with ICASO and UNAIDS. The AIDS badge helps girls and young women to learn about HIV and AIDS by doing a number of activities especially designed for the age ranges within Girl Guiding/Girl Scouting.

Earning the AIDS Badge

The activities form a challenging curriculum that addresses the following aspects of HIV and AIDS awareness:

- **Prevention** through change in behaviour Girl Guides/Girl Scouts demonstrate that they understand some of the ways in which HIV is transmitted (and therefore can be prevented) and that they have disseminated that information successfully to their peers.
- **Discrimination.** Girl Guides/Girl Scouts successfully complete a task that educates others as well as themselves about the facts on HIV and AIDS, with the aim of eliminating discrimination.
- **Care and support.** Girl Guides/Girl Scouts learn how to care for and support members of their community who are living with HIV/AIDS. This will include caring for and supporting Girl Guides/Girl Scouts who are living with HIV and AIDS.

To earn a badge, complete six activities including at least one fundraising activity. You can purchase fabric badges from the WAGGGS shop.

Age Range: 10 years to 15 years

Human Rights Day (Dec 10th)

THE KEY MESSAGES:

- Everyone in the world has rights.
- All rights come with responsibilities.
- We all need to work together to live in peace.
- We all have the right to be our self.

Activity Suggestions

	5-7	7-9	9-12	12-14	14-17
Right Old Journey	★	★			
Riddle Me This	★	★			
Cups of Peace	★	★	★	★	★
Elements of Peace	★	★	★	★	★
Rights and Responsibilities			★	★	★

RIGHT OLD JOURNEY

As the Unit to imagine they are on a boat journey around the world to deliver rights to all the world's children. But there is a problem: there was a storm overnight and the ship has sprung a leak! Water is pouring in, and the ship is starting to sink. To make it lighter, the crew need to start throwing rights overboard.

Divide the Unit into smaller groups and give each group a set of Rights Cards or pictures. Ask the groups to choose the right that is least important to them and throw it overboard! Ask them to keep choosing one right at a time which they can throw overboard. The aim is to end up with just one right left- the right which the group feels is most important. This right can go into the lifeboat with the crew and be saved. Bring the Unit back together to discuss the rights that were left at the end of the game.

RIGHTS CARDS

CLOTHES	WATER	PRIVACY	OWN CHOICE
MONEY	PEACE	EDUCATION	FAMILY
OWN CULTURE	SHELTER	RELIGION	HEALTH SERVICES
FOOD	TRANSPORT	SAFETY	PLAY

RIDDLE ME THIS

Explain to the girls that they are going to create a 'Who Am I?' riddle. Each girl should write four or five statements about herself such as 'I like riding my bike', 'My hair colour is..', ' My favourite TV program is..'. Younger Guides may choose to draw pictures of the things they like rather than writing. The last line should be the question 'Who Am I?' While they are doing this they should try to keep their riddles out of sight of the other girls. After the riddles have been finished the leader can collect them, number them and stick them up around the room. Now the girls can go round the room reading the riddles and trying to guess who is described in each one.

CUPS OF PEACE

Divide the Unit into 7 small groups and give each group an instruction card. Place paper/plastic cups in the middle of the hall. Explain that no one is allowed to talk and everyone should follow their group's instruction card. Allow the groups 5-10 minutes to try to complete the activity.

At the end of the game ask each group to share what their instruction card said. Was it possible to achieve more than one instruction? Would it be possible to complete all the tasks? Ask the girls to think about whether the game reflects reality. What problems did the teams face? Did any groups make attempts to work together? How did people react to the conflict caused by the activity?

Close by discussing how conflict can be resolved by working together.

INSTRUCTION CARDS:

1. Put all the cups in a straight line
2. Put all the cups in a circle
3. Collect all the cups
4. Turn all the cups over
5. Keep all the cups the right way up
6. Have one cup in your hands at all times
7. Stack all the cups in one pile

ELEMENTS OF PEACE

For younger Guides: Explain to the group that a brother and sister are having an argument about sharing toys. Read out the words cards and ask the group to make a pile of the helpful words and a pile of the unhelpful words. When they have done this read out all the helpful words and ask the group to pick the three words that would be the most helpful of all.

LOVE	HAPPINESS	CRYING	KINDNESS	TRUST
UNDERSTANDNG	RESPECT	SHARING	PULLING FACES	PATIENCE
LISTENING	SHOUTING	FIGHTING	SULKING	SAY SORRY

For older Guides: Split the Unit into smaller groups of about 6 and explain that each group is a Nation. Give each group the list of words below. Ask each group to discuss the words and choose 15 that they feel are necessary for a peaceful society.

When this is done ask all the Nations to come together for a 'summit' to decide on the final list of 10 words. All Nations must agree on the words.

FRIENDSHIP	TOLERANCE	UNDERSTANDING	LISTENING
HELPING OTHERS	TIME	EMPATHY	RESPECT
JUSTICE	CONSIDERATION	HOPE	TRUST
FAITH	PATIENCE	OPEN MINDS	NO MORE WAR
CULTURALLY AWARE	COOPERATION	TOGETHERNESS	DIPLOMACY
DIFFERENCES	LOVE	SHARING	CONCILIATION
HAPPINESS	ACCEPTANCE	MEDIATION	FAMILY
FAIRNESS	COMPRMISE	INTEGRATION	COMMON AIMS
POSITIVE THINKING	HUMILITY	DISCUSSION	COMPASSION
PERSPECTIVE	NON VIOLENCE	FREE EXPRESSION	EQUALITY

RIGHTS AND RESPONSIBILITIES

Explain that, according to the Oxford Dictionary:

- A 'right' is a 'moral or legal entitlement to have or do something'
- A 'responsibility' means 'an obligation to do something'

Ask the girls if they know that rights and responsibilities are connected. Could they have all rights and no responsibilities - or only responsibilities and no rights? Why not? Are rights and responsibilities equally valued by people? Why?

Divide the Unit into smaller groups. Give each group a set of 'right and responsibility cards'. Ask them to match the correct responsibility to each right. When they have finished ask each group to share their conclusions with the rest of the Unit.

RIGHT AND RESPONSIBILITIES CARDS

<p>Right: to food</p>	<p>Right: not to engage in work that threatens health, education and development</p>	<p>Right: to protection from abuse and neglect</p>	<p>Responsibility: to care for and value all people</p>
<p>Responsibility: To look after the environment</p>	<p>Responsibility: To go to school, study, concentrate</p>	<p>Responsibility: To listen to other people</p>	<p>Responsibility: not to take, sell or make illegal drugs</p>
<p>Right: to access health and medical services</p>	<p>Right: to education</p>	<p>Right: to protection from using or producing illegal drugs</p>	<p>Responsibility: to respect the religious beliefs of other people</p>
<p>Right: to be free from discrimination</p>	<p>Right: to voice your opinion</p>	<p>Responsibility: not to discriminate against others</p>	<p>Responsibility: to look after your health through diet, habits and exercise</p>
<p>Right: not to be involved in armed combat</p>	<p>Right: to choose and practise any religion</p>	<p>Responsibility: to follow employment rules and value education</p>	<p>Responsibility: to work towards creating world peace</p>

The ADVOCACY ACTION AWARD BADGE



This badge can be worn on the special events area of the sash for 1 year.
The badge can be purchased through Girl Guide retail shops.

Activities from this kit have been taken from:

- WAGGGS 'GAT Curriculum' 2009
- WAGGGS 'AIDS Badge'
- WAGGGS 'World Thinking Day Activity Pack' 2009
- WAGGGS 'World Thinking Day Activity Pack' 2011
- WAGGGS / FAO 'The Right To Food: A Window On The World' 2006
- Girlguiding UK 'Right Now' Activity Kit 2006

Along with various websites (as stated in the activity suggestions)

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