



GIRL GUIDES  
AUSTRALIA  
VICTORIA



# ‘Education’



Girl Guide Change-Makers: Because I am a Girl!



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# About Plan in Australia....



## Child Centred Community Development

Plan has a vision of a world in which all children realise their full potential in societies that respect people's rights and dignity. Children are at the heart of everything we do. Our work focuses on children who are living in poverty, children who are excluded and marginalised, and children affected by conflict and disasters.

Our work is guided by the United Nations Convention on the Rights of the Child, which spells out the human rights of all children. Listening to what children have to say about their rights and concerns is critical to how we do things. We encourage children to take part in decisions that affect their lives, to speak out and have their voices heard.

We work from the perspective that all children hold equal rights so protecting children from discrimination - including gender discrimination - is a key principle of Child Centred Community Development. We're committed to working for, with, and on behalf of children to claim their rights and to hold duty bearers, such as governments to account, to respect these rights.

## Because I am a Girl



### From Poverty to Opportunity-

Faced with the daily realities of widespread poverty, violence and discrimination, one in every three girls is denied the education she's entitled to. Every day, young girls are missing from education, isolated from their friends, forced into marriage and subjected to violence. We have identified eight barriers that prevent girls from gaining quality education and skills for life.

**Because I am a Girl** aims to break down these barriers so millions of girls can move from poverty to opportunity.

- 1) Child Marriage
- 2) Gender Based Violence
- 3) Girls Education
- 4) Health and Nutrition
- 5) Domestic Work
- 6) Poverty at Home
- 7) Reproductive Health
- 8) Gender Discrimination in School



Girl Guide Change-Makers: Because I am a Girl!

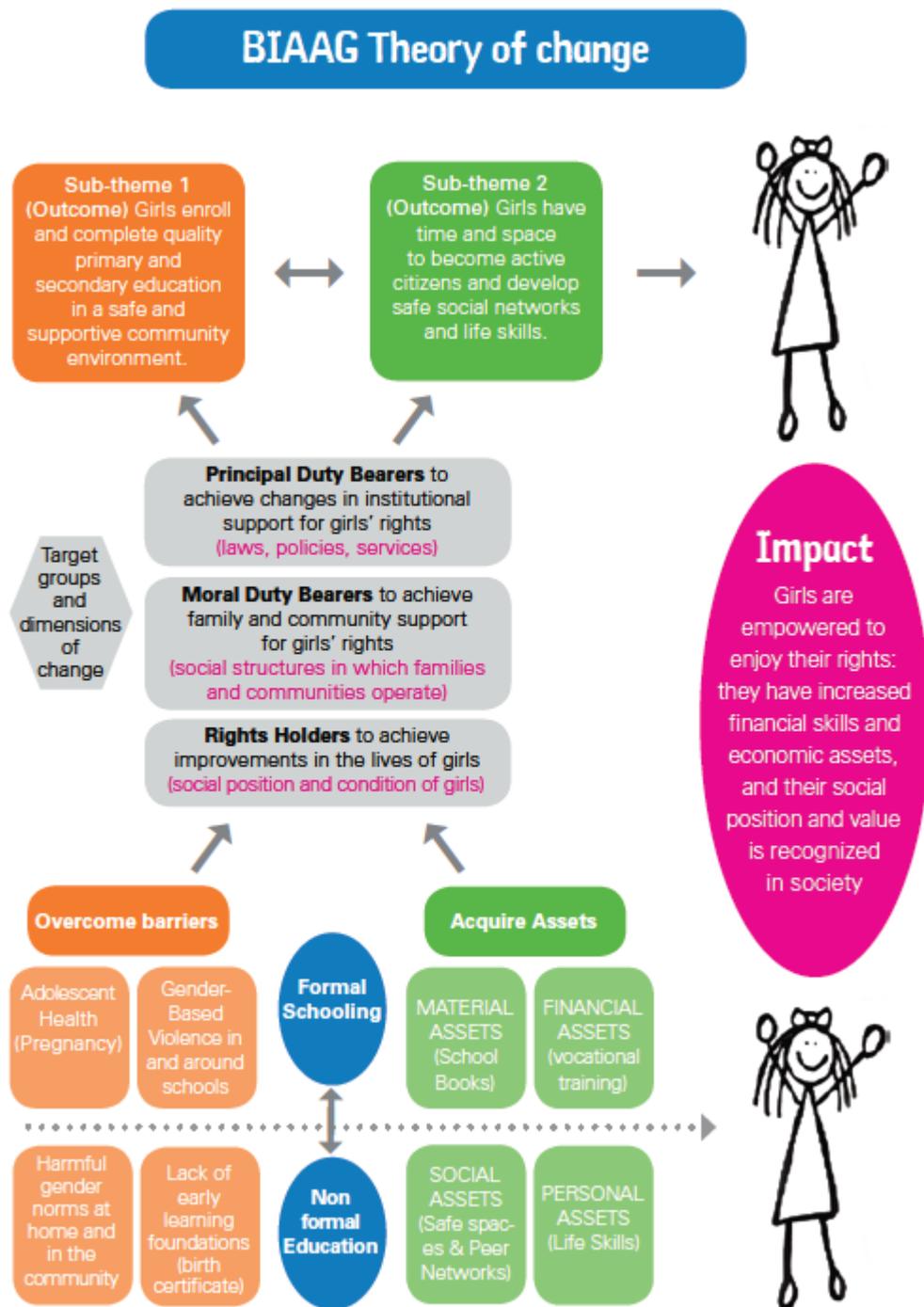


## These are shocking facts, but it's not the whole story!

Despite the challenges girls face, they also have amazing potential to create change and influence the lives of those around them. When girls are healthy, educated and know their rights they can work hand-in-hand with women, boys and men to change the world! A girl who makes it through both high quality primary and secondary education is:

- More likely to be literate, healthy and survive into adulthood, as are her children
- More likely to reinvest her income back into her family, community and country
- Less likely to experience violence or marry and have children whilst she is still a child
- More likely to understand her rights and be a force for change.

Do you see how important education is when it comes to unleashing the power and potential of girls?



# Contents...



Introducing 'Change-Makers'	1
The 'Because I am a Girl' project and how to earn the project badge	1
Activity summaries	2-3
Notes for Leaders	4
Definitions	5
Activity Outlines	6-12
Meeting resources	13-15
Take Action Options	16

## Section 1: Educate Others:

### What's the story?

Activity 01: The story of a girl who dreams of going to school

Activity 02: The story of a girl who works 14 hours a day instead of attending school

### What's the problem?

Activity 03: My human rights and education

Activity 04: My human rights and education

Activity 05: My human rights and education

### What's being done?

Activity 06: Plan's work to help girls worldwide access rights and education

## Section 2: Speak Out

### What can I say?

Activity 7: Key messages

Activity 8: International Day of the Girl

### What do you think?

Activity 9: What do you think about 'Because I am a Girl'

Activity 10: What do you think about 'Because I am a Girl'

## Section 3: Take Action

Fundraise for Plan OR Awareness Raise for Plan OR JOIN GGV Feature Project

# Introduction to the project

## Change-Makers

Change-Makers is a special project for Victorian Girl Guides of all ages. Through the project our Girl Guides will be challenged to explore some of the issues facing girls and women globally and introduced to the great work of organisations who work in this area. Change-Makers projects will help our Girl Guides to 'Educate Others', 'Speak Out' and 'Take Action' to help improve the lives of girls and women everywhere.

Three Change-Makers activity kits are available and we encourage every Guide Unit to give one a go during the year. Each project comes with its own badge which can be ordered from the Guide Shop and worn for one year on the back of the sash.

***Let's become Change-Makers!***

## Project Summary- Because I am a Girl!

The 'Because I am a Girl' project explores the role that girls' education plays in reducing poverty. It looks at the work undertaken by Plan in communities all over the world which is focussed on *The Convention On The Rights Of The Child*. In particular the project focuses on the 'Because I am a Girl' campaign which looks at breaking down 8 barriers to girls' education.

The 'Because I am a girl' campaign focuses on the topic of Education.

## What can I expect to learn?

You will learn about what life is like for a girl living in poverty. By reading her story you will come to understand some of the issues that stop her from getting a good education. You will hear about what Plan does to help girls and women living in poverty and you will discover how you can take action on this important issue.

## How do I complete the project and earn the Change-Makers 'Because I am a Girl' badge?

You will earn the 'Because I am a Girl' badge by taking part in activities within your Guide Unit- and maybe even some of your own challenges at home. You must complete an activity from the six areas below:

What's the story?

What's the problem?

What's being done?

What can I say?

What do *you* think?

Take Action

You can use the developmental star shown next to each activity to decide which activity to do for each area- the star will tell you what developmental stage the activity is best suited for.



Girl Guide Change-Makers: Because I am a Girl!



Help your Unit to decide which activities they would like to complete to earn the badge:

## Section 1: Educate Others

Activity	Description	Developmental Stages
<b>ACTIVITY 1: What's the story?</b>	This story gives an example of a girl who dreams of attending school and asks our Guides 'is this fair?'	
<b>ACTIVITY 2: What's the story?</b>	This story gives an example of a girl who dreams of attending school and asks our Guides 'is this fair?'	
<b>ACTIVITY 3: What's the problem?</b>	Through games, group work and an obstacle course, Guides will explore: what human rights are; why school is important; and what stops girls from getting to go to school.	
<b>ACTIVITY 4: What's the problem?</b> -Fight or Fright	Through games, group work and an obstacle course, Guides will explore: what human rights are; why school is important; and what stops girls from getting to go to school.	
<b>ACTIVITY 5: What's the problem?</b>	Through brainstorming, role play and resource making girls will explore human rights and the benefits of and barriers to girls' education.	
<b>ACTIVITY 6: What's being done?</b>	Guides will explore what groups and organisations are doing to help girls get their human rights including their right to education.	

## Section 2: Speak Out

Activity	Description	Developmental Stages
<b>ACTIVITY 7: What can I say?</b> -Key messages	Guides will explore the key messages of the Because I am a Girl campaign.	
<b>ACTIVITY 8: What can I say?</b> -United Nations Action Day	Guides will explore the United Nations Action Days relevant to this campaign- in particular the International Day of the Girl.	
<b>ACTIVITY 9: What do you think?</b>	Guides will discuss what they think about human rights and education.	
<b>ACTIVITY 10: What do you think?</b>	Guides will discuss what they think about human rights and education.	

## Section 3: Take Action

Activity	Description	Developmental Stages
<b>ACTIVITY 11:</b>	Feature Project	
<b>ACTIVITY 12:</b>	Raise Funds	
<b>ACTIVITY 13:</b>	Raise Awareness	

# Leaders' notes

**1 Preparing for the meeting:** Use this kit and the resources available on the Advocacy Hub and iGGi to familiarise yourself with this kit and with the 'Because I am a girl' campaign. Chat with your fellow Leaders about how you will run your Unit meeting plan as a part of this badge. If you have any questions regarding the activities please email [advocacy@guidesvic.org.au](mailto:advocacy@guidesvic.org.au)

**2 Use a Unit meeting:** We suggest that the best way to assist your Unit to earn this badge is to use the activities in this pack to form the plan for one Unit meeting program. In your Unit meeting you should run one activity from each of these areas:

What's the story? What's the problem? What's being done? What can I say? What do *you* think?

These activities will help introduce your girls to the topic and educate themselves on the issues and the work that is being done to help fix these issues. They will also help your girls to form their own understanding of the topic and to practise speaking out about this issue.

**3 Deciding how to take action:** At the end of your meeting- or at the following meeting, you should set aside some time to discuss the issue with your girls and begin thinking about what your Unit can do to take action on the issue. At this time you can suggest participation in the Feature Project, suggest any other opportunities you have discovered and ask your girls if they have any great ideas or have heard of any other ways the Unit could take action. All girls in the Unit do not have to take action in the same way- there are many different options around and girls should take action that is meaningful and interesting to them.

**4 Registering your action:** Once your girls have decided how to take action it is time to register your Unit action/actions. Remember that you can update this information at any time as plans and actions change.

**5 Registering for the focus event:** If you have youth members or Leaders choosing to do the Feature Project they will be required to register in order to take part. For further information, forms and processes please refer to the Feature Project Leader's Kit (found in the Advocacy Hub).

**6 Unit fundraising projects:** If girls or Leaders from your Unit have decided to run their own fundraiser for Plan we ask that you collect and bank the money raised into your own Unit bank account. After the money has been banked we ask you to use the 'Girl Guides Victoria - Plan Australia Fundraising Form' to provide us with your Unit Details and the total amount of funds raised. We will bank all funds raised for Plan into the GGV bank account. To transfer your funds raised into the GGV account please use the 'Girl Guides Victoria - Plan Australia Fundraising Form' to either provide credit card details, direct deposit details or attach a Unit cheque to and send to Girl Guides Victoria. Twice a year (in May and November) Girl Guides Victoria will donate all the funds received from Unit fundraising projects directly to Plan in Australia.

**7 Buying the badge:** All girls who complete the 6 areas have earned their Because I am a girl - Education badge. You can purchase this badge from the Guide Shop at any time of year.

## A few definitions

These are definitions to some of the words that will be useful to understand in order to support the girls in taking part in this project. This dictionary is taken from the Plan USA 'Educators Toolkit'.

1. **Arranged Marriage** is when the parents or family members decide whom their son or daughter will marry.
2. **Assets** are skills, knowledge, capacities, and material items that help individuals remain stable and secure when they experience a crisis or disaster.
3. **Domestic Labour** is work that takes place within a home and generally includes caring for children, cleaning, cooking and other household responsibilities. Girls often perform this work in another person's home in order to make money.
4. **Dowry** is generally a gift in the form of money, livestock, jewellery, or land that the family of a bride presents to the potential husband (or his family) at the time the marriage is proposed. In many countries, the dowry can be interpreted in different ways; it can also be a gift given to the bride's family by the potential husband at the time of proposal. For poor families, a low dowry can be an incentive for parents to marry their daughter early—sometimes as young as 12.
5. **Early Marriage** is when a boy or girl is married before he or she turns 18.
6. **Head of Household** is an individual who takes care of family members, makes all the decisions, and provides financial support.
7. **Life Skills** are skills, knowledge, and attitudes developed throughout a person's life that promote healthy behaviours like critical thinking, decision making and financial literacy.
8. **Missing at Birth** is a phenomenon taking place in developing countries where girls are not valued as highly as boys. Girls may be aborted or abandoned at birth because they are perceived to be a burden to the family.
9. **Vulnerable Employment** is any type of work that puts a person in danger, pays so low that a person is not able to meet his or her basic needs, or fails to provide job security

## ACTIVITY RUNNING SHEETS- What's the story?

<b>ACTIVITY 1: What's the story?</b>	This story gives an example of a girl who dreams of attending school and asks our Guides 'is that fair?'	
Set up: NILL	Run time: 10 minutes	Supplies: The story

**STORY:** Hap is 11 years old and lives in a country called Vietnam. She lives high up in the mountains and her family is very poor. She wants to go to school just like her brothers- but there are so many things that have to be done for her family. In her community people think it is the job of girls to work for their family.

While her brothers go off to school she spends her day working hard. She helps her mother prepare the food for the family and do the housework. Then she goes into the field to cut grass for their buffalo and feed their pig, goat and chickens. After this she has a long hike up the mountains to collect firewood and when that is done she walks down the mountains and uses the wood to build a fire to cook dinner for the family. Hap loves her family very much but she wishes she could go to school and help out her family at the same time.

Have a think- does this sound fair to you? Should things be different for Hap just because she is a girl?

<b>ACTIVITY 2: What's the story?</b>	This story gives an example of a girl who dreams of attending school and asks our Guides 'is the fair?'	
Set up: NIL	Run time: 10 minutes	Supplies: The story

**STORY:** Hi, my name is Rangamma and I am 12 years old. I live in a country called India and my family is very poor. I have always wanted to go to school but other things stop me from getting to do that. When I was younger, instead of going to school it was my job to look after my younger siblings because my mother had to work. Now I am 12 I work too. My day starts at 6am when I get up and wash the dishes and then I make lunch for my father. At 9am many other children are heading off to school but this is not something I get to do. Instead I go to work with my father at the stone quarry. My job is to take the big stones and break them into smaller stones. First I dig for the stones, then I break them and then I fill as many baskets as I can with the smaller stones. It is really hard work and my father and I don't get home until 11pm! Together we only earn \$20 for our work

Have a think- does this sound fair to you? Should things being different for Rangamma just because she is a girl?

## ACTIVITY RUNNING SHEETS- What's the problem?

<p><b>ACTIVITY 3: What's the problem?</b> We all have rights- including the right to go to school- but many girls don't get the chance to go to school.</p>	<p>Through games, group work and an obstacle course, Guides will explore: what human rights are; why school is important; and what stops girls from getting to go to school.</p>	
<p><b>Set up:</b> Decide what items you will use for your obstacle course and set them up ready for the activity.</p>	<p><b>Run time:</b> 45 minutes</p>	<p><b>Supplies:</b> Activity running sheet, poster paper, writing supplies, obstacle course items.</p>

### 1) Outline the problem to the Guides:

**PROBLEM-** even though boys and girls are meant to have the same human rights- there are millions of girls who don't go to school.

### 2) Ask the Guides what they think all people have the right to:

The key concepts are that everyone has the right to: freedom, equality, safety, making choices, protection, free movement, marry, own things, believe what they want to believe, vote, work, go to school. Highlight the right to go to school.

### 3) Play a game of 'Run for your rights':

Explain to the Guides that they are going to play a game of fruit salad called 'Run for your rights'. Ask girls to form pairs and sit with their feet touching. Assign each pair a 'right'- use the rights discussed above for this game. The Leader is to call out a right and the girls are to jump over the other girls' legs touch a designated point and run back over their legs to their place.

### 4) Ask the Guides what is their favourite thing about going to school . In small groups make a poster sharing your favourite things about school and then share with the Unit.

Encourage the Guides to think about how school helps them.

### 5) Explain that there are many things that can stop girls from getting to go to school- these things are called 'obstacles'. Set up a quick obstacle course style relay for your Guides.

Use any items and space you have to create a quick obstacle course for your girls to do.

### 6) Discuss some of the obstacles that stop girls going to school:

Some basic obstacles to girls' education are: there is no school nearby; it is too hard to get to school; the family needs the girl to work so they have money to live; the parents both work and need the girl to look after her little brothers and sisters; it is not seen that girls going to school is important.

## ACTIVITY RUNNING SHEETS- What's the problem?

<p><b>ACTIVITY 4: What's the problem?</b> We all have rights- including the right to go to school- but many girls don't get the chance to go to school.</p>	<p>Through games, group work and an obstacle course, Guides will explore: what human rights are; why school is important; and what stops girls from getting to go to school.</p>	
<p><b>Set up:</b> Decide what items you will use for your obstacle course and set them up ready for the activity.</p>	<p><b>Run time:</b> 45 minutes</p>	<p><b>Supplies:</b> Activity running sheet, poster paper, writing supplies, obstacle course items.</p>

### 1) Outline the problem to the Guides:

PROBLEM- even though boys and girls are meant to have the same human rights- there are millions of girls who don't go to school.

### 2) Ask the Guides what they think all people have the right to:

The key concepts are that everyone has the right to: freedom, equality, safety, making choices, protection, free movement, marry, own things, believe what they want to believe, vote, work, go to school. Highlight the right to go to school.

### 3) Play a game of 'Run for your rights':

Explain to the Guides that they are going to play a game of fruit salad called 'Run for your rights'. Ask girls to form pairs and sit with their feet touching. Assign each pair a 'right'- use the rights discussed above for this game. The Leader is to call out a right and the girls are to jump over the other girls' legs touch a designated point and run back over their legs to their place.

### 4) In Patrols the girls will undertake an 'Alphabet challenge'.

Give each Patrol 10 minutes to complete an alphabet of 'Things we get to do at school'. Encourage them to think about the types of things they get to learn, the opportunities they have at school to do other activities and meet other people etc.

### 5) Explain that there are many things that can stop girls from getting to go to school- these things are called 'obstacles'. Set up a quick obstacle course style relay for your Guides.

Use any items and space you have to create a quick obstacle course for your girls to do.

### 6) Discuss some of the obstacles that stop girls going to school:

Some basic obstacles to girls' education are: there is no school nearby; it is too hard to get to school; the family needs the girl to work so they have money to live; the parents both work and need the girl to look after her little brothers and sisters; it is not seen that girls going to school is important.

# ACTIVITY RUNNING SHEETS- What's the problem?

<p><b>ACTIVITY 5: What's the problem?</b> We all have rights- including the right to go to education- but many girls in the world are stopped from going to school or finishing school.</p>	<p>Through brainstorming, fact hunting and resource making girls will explore human rights and the benefits of and barriers to girls' education.</p>	
<p><b>Set up:</b> Print any useful fact sheets or handouts from the websites listed below.</p>	<p><b>Run time:</b> 45 minutes</p>	<p><b>Supplies:</b> Activity running sheet, rights cards, writing supplies, step forward cards and instructions.</p>

## 1) Outline the problem to the Guides:

**PROBLEM-** even though boys and girls are meant to have the same human rights- there are millions of girls who don't even get to go to school.

## 2) Explore human rights through the 'Right old Journey' game:

Ask 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. Challenge the girls with just 10 minutes to choose the right they wish to save.

Bring the Unit back together to discuss the rights that were left at the end of the game.

## 3) Explore the benefits of education and create two posters.

Break the Unit into two groups and give each group material to make a poster. One group is to make a poster of what life looks like for a girl who has been educated. The other group is to make a poster of what life looks like for a girl who has not received an education.

## 4) Play the 'Step Forward' game.

Place yourself in another girl's shoes to see how your human rights might be met or not met.

# ACTIVITY RUNNING SHEETS- What's being done?

<b>ACTIVITY 6: What's being done?</b> Organisations like Plan are working to help all girls receive and education.	Guides will explore what groups and organisations are doing to help girls get their human rights including their right to education.	
<b>Set up:</b> Familiarise yourself with the work of Plan.	<b>Run time:</b> 10 minutes	<b>Supplies:</b> Writing and recording tools (board, paper etc)

## 1) Do a brainstorming activity:

Ask the Guides to tell you any groups, organisations or services they are aware of which work to help people around the world to get their human rights. Record these.

## 2) Do a brainstorming activity:

Ask the Guides to think about specific things that organisations like Plan would do to help girls around the world to live happier, healthier lives and go to school. Record these.

You could try to lead the discussion based around Plan's areas of work:

- Child Development
- Education
- Emergencies
- Food and Families
- Making a Living
- Reducing Risks
- Rights in the Community
- Water, sanitation and hygiene

## ACTIVITY RUNNING SHEETS- What can I say?

<b>ACTIVITY 7: What can I say?</b> -Key messages	Guides will explore the key messages of the Because I am a Girl campaign.	
<b>Set up:</b> NIL	<b>Run time:</b> 10 minutes	<b>Supplies:</b> The list of Key Messages

### 1) Remind the Guides of the problem:

PROBLEM- even though boys and girls are meant to have the same human rights- there are millions of girls who don't go to school.

### 2) Introduce the PLAN 'Because I am a Girl' campaign:

Using the information given at the start of this pack explain that Plan is trying to do something to help people learn that all girls deserve an education. As Girl Guides we think the best way to do this is by doing **ADVOCACY**. Advocacy is when you: educate others about the problem; speak out to say girls deserve an education; and take action to help girls receive their human rights all around the world.

### 4) Discuss the key messages:

Use the 'Key messages' sheet to help your Guides discover what they could say.

<b>ACTIVITY 8: What can I say?</b> -United Nations Action Day	Guides will explore the United Nations Action Days relevant to this campaign- in particular the International Day of the Girl.	
<b>Set up:</b> NIL	<b>Run time:</b> 10 minutes	<b>Supplies:</b> The summary of relevant UN Action Days

### 1) Introduce the Guides to the United Nations:

Explain that the United Nations are a group made up of 191 countries who work together to make sure the world is a safe and fair place for everybody.

### 2) Introduce the United Nations Action Days:

Explain that the United Nations sets special days aside to help people think about important things. Some examples are: World Environment Day, World Water Day, International Day of the Girl. Use the information from the 'United Nations Action Day' sheet to talk about the relevant Action Days.

## ACTIVITY RUNNING SHEETS- What do you think?

ACTIVITY 9: What do you think?	Guides will discuss what they think about human rights and education.	
Set up: NIL	Run time: 10 minutes	Supplies: NIL

### 1) Have a sharing circle:

Sit in a circle and invite each Guide to share her thoughts about 'Because I am a Girl'. Explain that in the coming weeks you will explore what your Guide Unit can do to Take Action on this issue.

This concludes your 'Because I am a Girl' themed meeting.

ACTIVITY 10: What do you think?	Guides will discuss what they think about human rights and education.	
Set up: NIL	Run time: 10 minutes	Supplies: NIL

### 1) Have a sharing circle:

Sit in a circle and invite each Guide to share her thoughts about 'Because I am a Girl'. Explain that in the coming weeks you will explore what your Guide Unit can do to Take Action on this issue.

Challenge each girl to come up with a list of people she will tell this week about how we need to help make sure all girls around the world receive an education.

This concludes your 'Because I am a Girl' themed meeting.

# Activity - Step Forward

**Materials:** Role cards and open space

**Prep:** Print the role cards below and hand one out to each participant. If needed, facilitators can give out multiple copies of the same role.

**Activity:**

You are a 14-year-old girl who was born and raised in Alice Springs.	You are a 5-year-old girl born and raised in Tanzania.
You are the daughter of the Prime Minister of Australia .	You are a 5-year-old boy born and raised in Tanzania.
You are a 15-year-old girl who was born and raised in Melbourne.	You are a 10-year-old girl born and raised in Haiti.
You are a 10-year-old boy in Rwanda attending primary school.	You are a 15-year-old girl born and raised on a farm in Vietnam.
You are a 17-year-old girl married to a man with HIV/AIDS. You and your child also have HIV/AIDS.	You are a 12-year-old girl living in Burkina Faso who is married and is pregnant with a child.
You are an 11-year-old girl living in El Salvador who walks two hours each way to fetch water for her family instead of going to school.	You are a 4-year-old girl living in India without a toilet or access to clean drinking water.
You are a 14-year-old girl living in Guatemala with the measles.	You are an 8-year-old girl living in Kenya. Your younger siblings died before reaching age 5.

## Role cards for Activity #2: Step Forward

1. Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and to not show it to anyone else.
2. Ask the group to line up against a wall. Make sure there is plenty of open space for them to be able to step forward.
3. Tell the participants that you will read a list of situations or events.  
Every time that they can answer “yes” to the statement they should take a step forward. Otherwise, they should not move.
4. Read out the statements below, allowing time between each one for people to step forward.
5. At the end, invite everyone to take note of their final positions. Use the questions on the following page to debrief.

## Situations for Activity #2: Step Forward

- You have never encountered any serious financial crisis.
- You know where to go when you are sick.
- You have the confidence to make independent financial decisions.
- You have personal documentation, such as a birth certificate.
- You have a mentor.
- You have gotten all of your immunizations.
- You are never hungry after a meal.
- You know where the nearest hospital or clinic is.
- You believe you have the same opportunities as boys in your community.
- You have adequate housing with running water and electricity.
- You have a television and telephone line.
- You believe that your language, religion, and culture are respected in the society where you live.
- You are not afraid of being stopped by the police.
- You have never felt discriminated against because of your age.
- You have never felt discriminated against because of your gender.
- You know how and when to wash your hands properly.
- You will attend college.
- You believe you can study and follow the profession of your choice.
- You can vote in national and local elections.
- You are not afraid for the future of your children.
- You can marry the person of your choice.
- You can use and benefit from the Internet.

## Debrief for Activity #2: Step Forward

- How did you feel stepping forward or not stepping forward?
- For those who stepped forward often, at what point did you begin to notice that others were not moving as fast as you were?
- Did anyone feel that at times their basic human rights were being ignored?
- Can you guess one another's roles? (Let people reveal their roles during this part of the discussion.)
- If the same role was given to multiple people, how did their movement compare?
- How easy or difficult was it to take on the role of the person on your card?
- How do you think this game represents people in Australia and people in developing countries?
- Which human rights are at stake for each of the roles?
- What first steps could be taken to address the inequalities in society?

## Activity – Right Old Journey

Use the ‘rights cards’ below - provide a set to each Patrol or group.

Freedom of speech
Equality
Safety
Make own choices
Protection by the law
Free movement

Marry when ready
To own things
Your own beliefs
Vote
Work
Go to school

### ‘Because I am a Girl’- KEY MESSAGES

- Human rights are for everyone- and it is everyone’s responsibility to make sure they are upheld - we can make this happen!
- Education helps people lead happier, healthier lives- we can fight for girls to receive an equal education to boys!
- Girls are the most discriminated against group in the world- this must change!
- Plan is helping to change the future for girls- and we can help them!
- Girls and boys should be treated equally - and we can remind people of this fact!
- Girl Guides want to promote the rights of girls - and we can advocate for this!

### ‘Because I am a Girl’- UNITED NATIONS ACTION DAYS

The United Nations has set October 11<sup>th</sup> each year as the *International Day of the Girl*’. This special day is one of the newest UN Action days and was first celebrated in 2012. The day is a chance for governments, businesses and organisations (such as WAGGGS and Plan) to speak out about the rights of girls around the world and to send the message that all girls deserve human rights.

# Take Action

## Unit discussion:

Take the time as a Unit to discuss the ways you can 'Take Action' on this issue. Explore the three actions (Feature Project, Raise Funds, Raise Awareness) and plan your own Unit Action based on any or all of these activities.

ACTIVITY 11:	Feature Project	
<p>Girl Guides Victoria's feature project focuses on the Plan 'Because I am a Girl' campaign. It provides a structured way for Guide Units to: Speak Out, Educate Others and Take Action to promote the rights of girls. For further information on this project see the "Because I am a girl"- Feature Project" kit. Discuss this project with your Unit and if they choose to take part you can follow the instructions in the kit to start.</p> <p>For any assistance please contact: <a href="mailto:advocacy@guidesvic.org.au">advocacy@guidesvic.org.au</a></p>		
ACTIVITY 12:	Raise Funds	
<p>Now that you are more aware of the other groups and organisations working towards the gender equality you might choose to raise funds for them. As a Unit you should explore the different groups you could raise funds for and vote to decide which one you will choose. Once you have chosen it will be up to your Unit to plan, carry out and evaluate your fundraiser. For any extra assistance please contact: <a href="mailto:advocacy@guidesvic.org.au">advocacy@guidesvic.org.au</a></p>		
ACTIVITY 13:	Raise Awareness / Advocate	
<p>Now that you are more aware of the other groups and organisations working towards the elimination of gender based violence you might choose to raise awareness for them. As a Unit you should explore the different groups you could raise awareness for and vote to decide which one you will choose. Once you have chosen it will be up to your Unit to plan, carry out and evaluate your advocacy activity.</p> <p>For any extra assistance please contact: <a href="mailto:advocacy@guidesvic.org.au">advocacy@guidesvic.org.au</a></p>		