



**#TEAMGIRL
2018**

INTERNATIONAL DAY OF THE GIRL

WELCOME TO #TEAMGIRL 2018

With the strength of 10 million Girl Guides and Girl Scouts, #TeamGirl makes amazing things happen.

But there's still more for us to do. #TeamGirl must work together and take action on the Sustainable Development Goals (SDGs). With our combined power, we can fight gender inequality. We must promise to do our best. Together we can change the world.

WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?

In 2015, World Leaders made an historic agreement to tackle the challenges facing our world. The 17 United Nations' Sustainable Development Goals aim to end extreme poverty, inequality and climate change by 2030.

Each of the 17 Goals have targets which apply to every country. Governments, the UN, charities, businesses, individuals Girl Guides and Girl Scouts must all play a part to achieve these goals.

The World Association of Girl Guides and Girl Scouts (WAGGGS) aims to help every girl realise her potential, make a difference in her community and the wider world. There are 10 million Girl Guides and Girl Scouts around the world together we can help achieve the Sustainable Development Goals.

5

GENDER EQUALITY



FIVE WAGGGS THEMES

WAGGGS has worked with young people and Member Organisations to focus our work around the SDGs. We grouped the 17 goals into five core areas to ensure:

- every girl is healthy and thriving
- every girl is safe and respected
- every girl can develop skills and have opportunities
- every girl can enjoy and inherit a liveable planet
- every girl can raise her voice and be heard

We take action on these five themes through our programmes, campaigns, projects and events.



Explore thegoals.org

TheGoals.org is an online learning platform open to Girl Guides and Girl Scouts aged 13+. It offers a non-formal programme, based on the Sustainable Development Goals. It is designed to work on simple online devices and connects learners around the world to explore global challenges and take local action. You can explore a demonstration of the tool by visiting main.thegoals.org/sneakpeek. If you would like to find out more, ask your leader to sign up as a coach by visiting waggs.thegoals.org or contact waggs@waggs.org.

INTRODUCING SDG5 FOR LEADERS

THIS YEAR'S #TEAMGIRL PACK IS FOCUSED ON SDG5: ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS.

We know every girl is powerful. She can lead, learn, innovate and make change. Yet across the world women and girls face barriers, discrimination and inequality. Despite international and national commitments to gender equality, there is no country in the world where women and men are equal.

Taking action on SDG5 will help to break down these barriers, end discrimination and create a more equal world for every girl. SDG5 is also necessary to achieve the other SDGs, from reducing poverty to improving the health and wellbeing of girls and boys.

For each of the 17 SDGs, official targets have been developed. These are all important, but most of WAGGGS' work focused on three targets.

The #TeamGirl activities offer a simple, fun introduction to SDG5. They will help your group learn about the SDG5 targets most relevant to Girl Guiding and Girl Scouting. They will explore how they can take action to achieve gender equality.



OUR THREE PRIORITIES FOR #TEAMGIRL:



**END
DISCRIMINATION:**
End all forms of
discrimination
against all
women and girls
everywhere



**EQUAL
OPPORTUNITIES:**
Encourage women
and girls to have
equal opportunities
to be heard and
to have real
opportunities to
participate in all
political, economic
and social spheres



**STOP THE
VIOLENCE:**

- 1. Eliminate all forms of violence against all women and girls in the public and private spheres. This includes trafficking and all other types of exploitation.**
- 2. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.**

HOW TO EARN YOUR BADGE

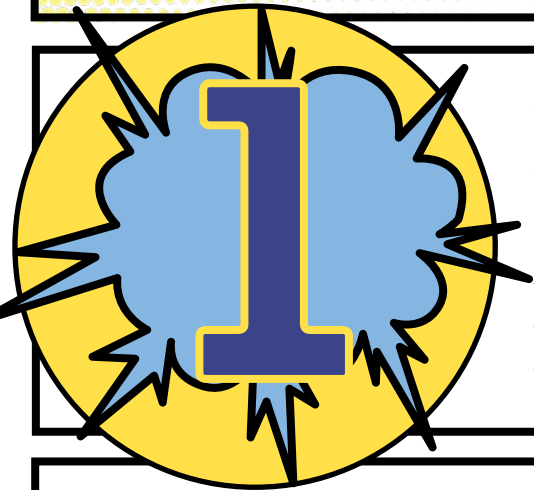
You can earn the #TeamGirl badge by completing the introduction activity and at least one activity from priority areas one and two. Groups 14+ should also complete an activity from area three and the Take it further activity.

Don't forget to buy your #TeamGirl badges from the WAGGGS online shop:
www.wagggs.shop.org

This pack is designed for all of our members to use: girls, boys, women and men. All of us have a part to play towards achieving gender equality. Whether you work with a single-sex or co-educational group, you can enjoy our #TeamGirl pack.



PRIORITY ONE - END DISCRIMINATION



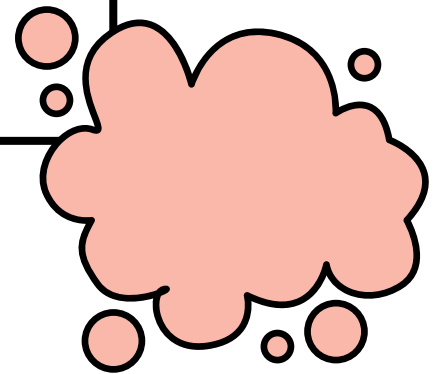
TEAM GIRL HAVE THE POWER TO HELP END ALL FORMS OF DISCRIMINATION AGAINST WOMEN AND GIRLS

Here you will explore some stereotypes, discrimination and barriers which hold girls back around the world. To earn your #TeamGirl badge you should complete this short starter activity and one other activity from this section.

Starter activity: DISCRIMINATION IS HOLDING GIRLS BACK

Time: 2 minutes

Age :5+



Instructions:

Before starting this part of the pack, consider this question:

'Do you think girls face any barriers in your community which boys don't face?'

In pairs, think of an example and create a freeze frame. Use your bodies and facial expression. Show your freeze frame to the group. Once everyone has guessed the examples shown, discuss the question together.

CHANGE PLACES

ALL

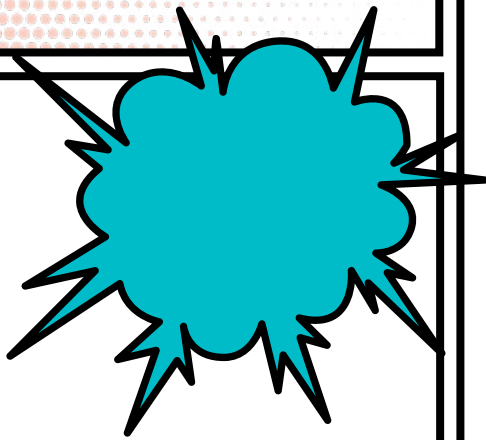
Time: 20 min

Learning Outcome:

- Understand and recognise what gender stereotypes are.

Materials:

- A circle of chairs or mats. You should have one fewer than the number of people in your group.



Introduction: Gender stereotypes are common, fixed ideas about girls and boys. While these may change for different communities, gender stereotypes exist everywhere. Stereotypes lead to discrimination and inequality. They can lower people's confidence, limit aspirations and stop people from reaching their potential. In this session you will think about and challenge gender stereotypes.

Instructions:

1. Ask one participant to sit or stand in the middle of the circle. Ask everyone else in the group to sit on a chair, mat or place marker.
2. The person who is in the middle reads one of the statements aloud. The players who agree with the statement stand up and change places with someone else in the circle. The person who was in the middle should try to take a seat from one of the other players. If the person in the middle is successful and steals a seat, another person will now be standing in the centre of the circle.
3. Ask group members they agree with the statement.
4. The person left in the middle reads the next statement. Repeat the previous steps and play until each statement has been read.
 - All people are born equal
 - Boys and girls can wear pink clothes
 - Housework (cleaning, ironing, cooking ...) are chores for both men and women
 - Both women and men can play football
 - Both men and women can dance ballet
 - Men are good at caring for children and other family members
 - Girls can do anything they want to do
 - Equality makes all people happier
 - Girls are strong
 - Girls can be soldiers
 - It's ok for boys to cry in public
5. Once complete, ask the group to divide into smaller teams of five or six people. Ask them to share stories of times these statements proved true.
6. Bring the group back together for a discussion. Consider these questions:
 - Do you think everyone believes these statements?
 - Have you ever heard people disagree with these ideas?
 - Why do you think this is?

Note to leaders: Explain when people disagree with these ideas, it is often because they believe, or are influenced by, gender stereotypes. Read out the introduction text to help your group understand what is meant by gender stereotypes.

7. Continue your discussion with the follow questions:
 - What does this tell you about stereotypes?
 - What effect do you think stereotypes have on people?
 - How do you think we can challenge stereotypes?

Take it further: For older ages, leaders can start with these statements then encourage players to come up with their own statements. These should help challenge common stereotypes, ideas and misconceptions in their communities.

UNFAIR ORANGES

ALL

Time: 25 min

Learning Outcome:

- Understand what discrimination is and discuss how it feels to be treated differently.

Materials:

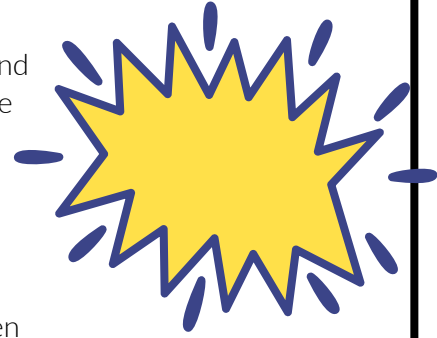
- Printed oranges, enough for 10 each
- Scissors
- Crayons or colouring pencils

Introduction: This activity aims to help groups think about discrimination. You may want to write down a definition of discrimination and reveal this to the group after the session. Discrimination: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age or sex.

Instructions:

1. Split the group in half, label one half 'A' and the other 'B'. You may want to use a game or challenge to do this.
2. Give the groups a few minutes to talk to each other. What do they think is special about their group? Can they see any differences or similarities between the groups?
3. After two minutes split the group into teams of five or six people.

Note: These teams should have a variety of ages and different numbers of 'As' and 'Bs'.
4. Ask each team to sit down together. Explain they will have ten minutes to colour in as many oranges as they can.
5. Hand out an equal number of orange images to each person. Give half of the groups a pair of scissors. Explain to the groups without scissors they can nominate one 'A' from their group who is allowed to borrow and use the single pair of scissors at the front of the room.
6. The 'Bs' can collect their own crayon or colouring pencil and colour in their oranges where ever they like. The 'As' must come to the front of the room to share a crayon or colouring pencil. They can only bring one orange to the front at a time.
7. After five minutes move people between groups. Ensure some groups are mostly 'As' and others mostly 'Bs'.
8. After a further three minutes ask all 'As' to sit down. They can no longer help with the task. End the game after two more minutes.
9. Ask each group to share how many oranges they have coloured.
Discuss together:
 - How did it feel to have different resources?
 - How did 'As' feel to have less resources and how did 'Bs' feel to have more?
 - Do you think the rules of the game were fair? How would you change them?
 - What do you think this activity shows us about men and women?





Time: 20 min

Learning Outcome:

- Participants will understand the terms gender equality, empowerment, equal opportunity and discrimination.

Materials:

- Flip chart paper
- Coloured markers, pens or pencils

Instructions:

1. Have the group sit in a circle around four big sheets of flip chart paper on the floor. Write these terms in large letters on each piece:
 - Gender equality
 - Empowerment
 - Equal opportunity
 - Discrimination.
2. Divide the group into four smaller teams. Assign each team a piece of paper. Ask the team to work in silence and write down everything they can think of about the term on the piece of paper. They can also add to another person's comments. They can make connections and ask questions, but everything needs to be written down. No one can speak.
3. After a few minutes, ask the teams to switch papers and write around the next term.
4. After each team has added to each team, bring the group back together. Begin a verbal discussion, considering one item at a time until the group comes to a common understanding of each term.

Note to leaders: For younger groups consider changing these terms to concepts like **'being equal'**, **'treating people fairly'** and **'boys and girls'**. Encourage them to draw or write down words they associate with these ideas.

Introduction: This activity is designed help groups begin discussing key terms related to gender equality. Take a look at the definitions before running the activity to ensure you're comfortable with each concept.



Time: 20 min

Learning Outcome:

- Explore how opinions differ between the group, share ideas and listen to others.

Materials:

- 12-15 discussion questions

Instructions:

1. Ask participants to run around the room or play some music. Encourage them to dance. When you clap your hands, they should form groups the same size as the number of times you clapped.
2. After the group has danced or run for 20 seconds clap your hands three times. Once they have formed groups of three, read the first discussion question. Ask each group to spend one minute discussing the topic.
3. Ask the group to start moving again. After another 20 seconds, clap four times and read out another discussion question. Continue this process, varying the size of groups, until all questions have been asked. Different groups should be encouraged each time.
4. You may want to offer group members the chance to pose their own questions.
5. Once all questions have been asked, bring the group together to discuss:
 - Was it easy to answer the questions?
 - Did you discover anything about your personal limits?
 - How did it feel when people had different ideas or opinions to you?
 - Would you change anything about your own way of thinking or your attitude as a result of this activity?

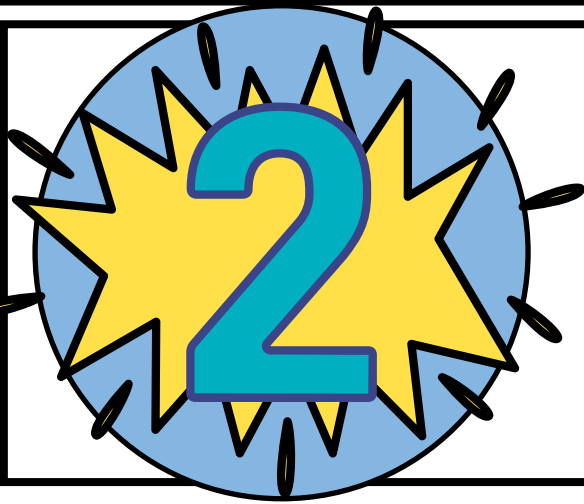
Suggested discussion questions:

- Do you think appearances matter? Why or why not?
- Are women treated equally in your community?
- Do you think there are any jobs women cannot do? If so, why not?
- Can sexist jokes ever be funny?
- Should domestic or family care roles be paid? If so, how much?
- What is the impact of stereotyping people? Can stereotypes be harmful?
- How can technology make a difference to gender equality?

Introduction: In this session, your group will discuss gender stereotyping and discrimination. It is important to help the group feel comfortable sharing opinions and experiences. You may want to set 'ground rules' before this session to ensure the group have agreed to be respectful of each other's opinions.

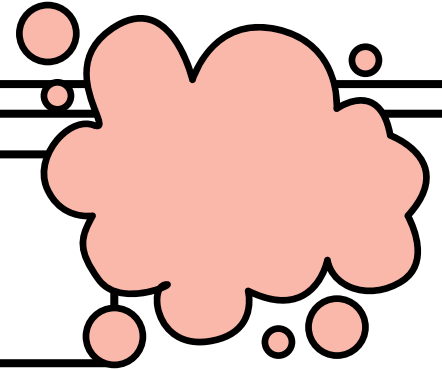


PRIORITY TWO



WAGGGS WANTS WOMEN AND GIRLS TO HAVE EQUAL OPPORTUNITIES TO BE HEARD. WE WANT WOMEN AND GIRLS TO HAVE REAL OPPORTUNITIES TO PARTICIPATE IN ALL POLITICAL, ECONOMIC AND SOCIAL SPHERES.

This section is focused on the power of every girl to reach their potential. You will think about girls' roles as leaders and recognise girls can do anything.



Starter activity: IMAGINING AN EQUAL WORLD

Time: 2 minutes

Age :5+

Instructions:

Before starting this section, consider this question:

'Imagine a world where all girls and boys are equal. What would be different?'

Each person could write down or draw their answers. You could also go around the group and take turns saying one thing aloud.



FROM A PICTURE TO A STORY

ALL

Time: 30 min

Learning Outcome:

- Think about your own hopes and ambitions for the future.

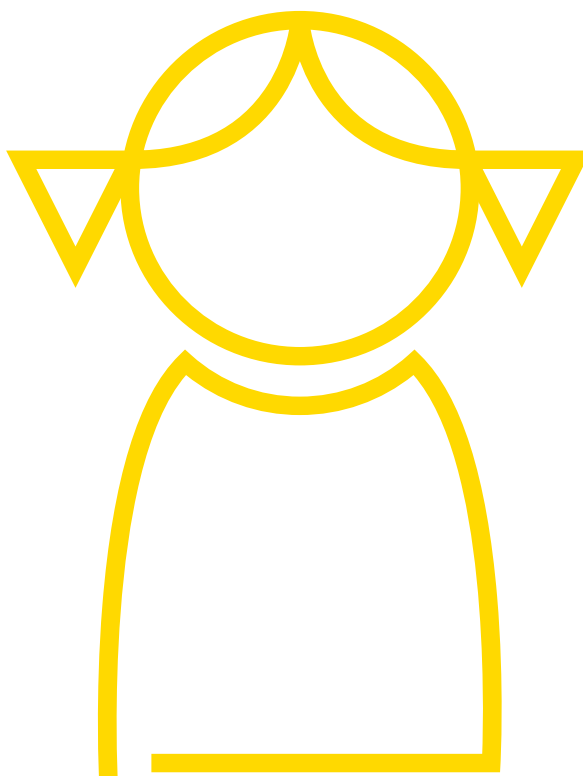
Materials:

- Picture of Girl Guide, Ana (line drawing below)
- A selection of images. You can use the ones in the pack, or select additional images from magazines, newspapers etc. These images should not be of people but they could be of buildings, animals, food, places in the world; anything. Have enough for double the size of the group.

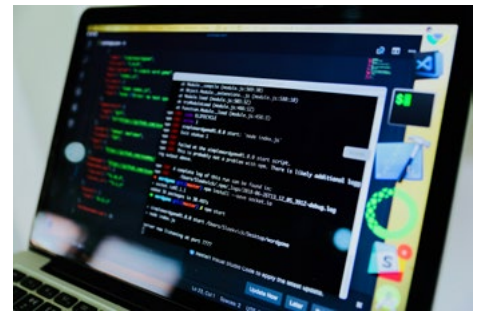
Introduction: “In this activity, we are going to work together to tell a story and imagine a bright, unlimited future for Ana; a Girl Guide just like us. As we’re telling the story, we should imagine we’re in a world free from gender stereotypes and discrimination. There is no limit to what the girl in our story can do!”

Instructions:

1. Split the group into small groups. Each group should sit in a circle.
2. Place a selection of pictures in the middle of each circle. Ask everyone to pick a picture that most inspires them. Encourage them to choose an image that links to their own personal dreams – maybe a job they would like when they’re older, a dream to travel somewhere or a hope for the future.
3. Show each group the picture of Ana. Explain that Ana is a 10 year old Girl Guide and we are going to use the images to make up a story of her life.
4. Invite one person in each group to begin by making up a story for Ana, based upon the picture they’ve chosen. After a few sentences this person stops and a next person takes over, linking the story that was just said to their own image.
5. After a few sentences the second person stops and the third takes over. The process goes on, until all have contributed to the story.
6. Once each member of the group has inputted into the story, ask each group to feed back – what did Ana achieve? What jobs did she have? What exciting things happened in her life?
7. Ask the group to consider what the different stories show about Ana’s potential. Do they think that girls in their community can do all the things that Ana does in these stories? Do they have any personal role models, who inspire them to achieve their dreams?



Note to leaders: In this story there is no right or wrong. However, the leader should ask questions to make the group think about how and why they chose certain things. Be sure to challenge any stereotypes that emerge with questions like: “why do you think that?”. Make sure the stories stay positive and encouraging.





TEAM GIRL WORD CLOUD

10+

Time: 20 min

Learning Outcome:

- Challenge traditional ideas around women and leadership.

Materials:

- Example word cloud
- Newsprint or large sheets of paper.
- Smaller pieces of paper, enough for one per person
- Marker pens.

Instructions:

1. Divide your group into small teams. Give each team a large piece of paper and the example word cloud. A word cloud is a way to display information with the most important words written larger.
2. Each group should brainstorm words they associate with being a good leader. Once they've agreed on these words, they should give them rank them to decide the most important qualities. The group should then draw a word cloud onto their paper with higher priority words larger.
3. Bring the groups back together to share their word clouds. Discuss the following:
 - Do you think the words you've chosen are traditionally seen as male or female attributes?
 - Do you think there are differences between how men and women lead?
 - Where do we get ideas about male and female roles?
 - Do you think these ideas about male and female roles impact your life choices?
 - Do you think leadership is only for people in powerful roles?
 - Do you have a role model?
 - Name some leaders who inspire you?
4. After your discussion play some music to the group. Ask them to move or dance around your meeting space.
5. After a minute, stop the music. Each person should shout out loud something they think makes them a good leader, "I'm a good leader because..." Start the music again. After another minute, ask the group to form pairs and share another quality.
6. If you're in a co-educational group, discuss whether boys and girls gave different answers? Why do you think this is? If you're in a single-sex group, discuss whether people think boys would give the same answers?

Take it further: Our 2019 World Thinking Day pack is all about Leadership. Explore the pack for more activities and leadership focused games.



Introduction: Women and girls need equal opportunities to have their voices heard. Gender stereotypes, discrimination and inequality are barriers which stop this from happening. For women and girls to fully participate fully they need opportunities to lead at every age. This session will help your group think about their own leadership skills.

Time: 20 min

Learning Outcome:

- Recognise your own strength and power to make a difference.

Materials:

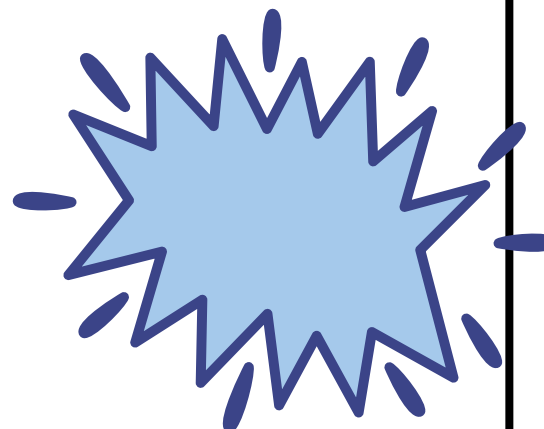
- Paper
- Colouring pens or pencils
- A selection of recycled materials, this could include newspaper, plastic bags or string

Introduction: Research from Girlguiding UK shows 75 per cent of girls aged 11 to 22 believe women are judged more on their appearance than their ability. In this activity you will be creating SDG superheroes. Throughout the session make sure to focus on the abilities, characteristics, power and strength of the superheroes – not how they look.



Instructions:

1. This session you group will be creating their own SDG5 superheroes.
2. Using pens and paper, each person draws and describes their own superhero. The pictures should show or explain the following:
 - What is the superhero called?
 - What powers do they have?
 - What messages do they want to share with the world?
 - How do they help to empower women and girls?
 - What issues relating to women and girls are they trying to change?
3. After ten minutes, gather the group and share superheroes. Each person should share one thing they think their superhero needs to create a more equal world.
4. As a whole group, or in small teams of five or six people, everyone works together to create a superhero outfit for one team member. They use the recycled materials, pens and paper. This should incorporate all of the ideas about what a superhero needs to create a more equal world.
5. Finish this session by explaining to the group they really are superheroes too. Each of them has the power to make the world more equal for girls and boys. At the end of this session each person should write a pledge. This is one step they will take to help promote gender equality.



Time: 15 min - 1 hour

Learning Outcome:

- Hear from inspiring women succeeding in traditionally male fields.

Materials:

- Paper
- Pens
- Either:
 - Computer, tablet, laptop or phone with internet access
 - Short videos by or about inspiring women from your country
 - Or:
 - One set of printed quote and profile cards, cut up

Introduction: Last year, we ran a global poll, over two thirds (66 per cent) of girls felt restricted based on their gender. This affected their confidence and stopped some from following their dreams. You may have heard the phrase, “you can’t be what you can’t see”. Role models help to inspire girls, motivating them to follow their dreams and participate in all political, economic and social spheres.

Instructions:

1. Split the group into six small teams. Each team has three minutes to draw a person working in one of these roles:
 - Superhero
 - Politician
 - Doctor
 - Scientist
 - Mechanic
 - Hairdresser
2. Bring the group together to share the drawings. Ask what they notice about their work? Have they drawn men or women for each profession? Why?

There are two ways to do this part of the activity, depending on your access to technology:

OPTION ONE: video messages

1. Show the video messages you have found from inspiring women in your country.
2. Ask the group what they thought about the videos? Do they know any women who work in a role that is traditionally seen as male? Do they know any men who work in roles traditionally seen as female?

OPTION TWO: match the quotes

1. Scatter the quote cards around the room and divide the inspiring women profile cards among your group
2. Ask everyone to race around the quote cards, reading them all, and guess the quote from their inspiring woman.
3. Ask the group to read out their quotes and profiles to everyone. Who do they find the most inspiring? Do they know any women who work in similar areas to these women? Do they know any women who work in a role that is traditionally seen as male? Do they know any men who work in roles traditionally seen as female?
4. Finish the session by asking each person to share someone who inspires them.

Take it further: Help your group understand women can take on any role. Invite someone from your local community to talk about their job. The group should prepare questions they can ask the person. These could include, why did they go into this role? Is it hard being one of few women or men in this role? What advice do they have for a young person who would like a similar role?

GLORIA STEINEM

American journalist and social political activist, leader of American feminist movement in 1960s and 1970s

“WITHOUT LEAPS OF IMAGINATION, OR DREAMING, WE LOSE THE EXCITEMENT OF POSSIBILITIES. DREAMING AFTER ALL, IS A FORM OF PLANNING”

GUO PEI

Chinese fashion designer. Listed as one of the worlds 100 most influential people in 2016 Time Magazine

“I DON’T FOLLOW TRENDS OR TRY TO COMPETE WITH ANYONE. EVERYTHING I DO STEMS FROM FOLLOWING MY PASSION AND MY LOVE FOR DESIGN”

MEG WHITMAN

American business executive, political activist and philanthropist. She has been CEO of companies like eBay and HP computers

“RUN TO THE FIRE, DON’T HIDE FROM IT”

MALALA YOUSAFZA

Pakistani activist for female education and the youngest Nobel Prize winner. Known for human rights advocacy and leader of an international education movement

“I RAISE UP MY VOICE NOT SO I CAN SHOUT BUT SO THAT THOSE WITHOUT A VOICE CAN BE HEARD...WE CANNOT SUCCEED WHEN HALF OF US ARE HELD BACK”

ZHOU QUNFEI

Chinese business woman, who started as a migrant factory worker but built her own business and now runs 32 factories making scratch proof smartphone screens for Apple, Samsung, LG, Microsoft and Nokia

“ALL I WANTED IS TO CHANGE MY DESTINY WITH MY OWN EFFORTS”

NDIDI NWUNELI

Nigerian social entrepreneur. Founded LEAP Africa, a non-profit that provides social entrepreneurs, young people and small business owners with leadership training

“IF WOMEN WILL GO FAR, THEY NEED TO GO TOGETHER”

SUSAN MURABANA

Kenyan astronomer and co-founder of The Travelling Telescope, a company that connects people with the wonders of the night sky

“IN KENYA, AND IN AFRICA, ASTRONOMY AND SCIENCE EDUCATION IS NOT WELL-REGARDED AS A CAREER, BUT I WAS LUCKY TO MEET A GROUP OF PEOPLE WHO ARE DOING OUTREACH AND I FELL IN LOVE WITH THE SCIENCE I ONCE LOVED IN SCHOOL. THAT’S WHAT I’M TRYING TO EXPOSE KIDS TO NOW”

MARWA MOAZ

Egyptian co-founder of Bamyan Media, a social enterprise that creates cross-platform media content to tackle social challenges

“MY DREAM IS TO REVOLUTIONIZE THE TV INDUSTRY. WE DON’T EVEN HAVE THE WORD “ENTREPRENEUR” IN THE ARABIC LANGUAGE. WE’RE STILL NOT THERE YET, BUT IT’S COMING.”



BE ROLE MODELS

14+

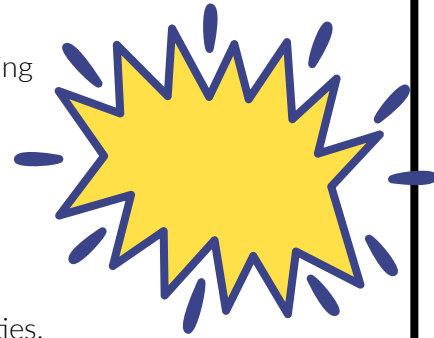
Time: 30 mins

Learning Outcome:

- To inspire younger girls and help them recognise opportunities they can achieve.

Instructions:

1. In small groups, prepare an activity evening for a younger group. It should give them the chance to see, experience and discuss opportunities for girls they may not know about. For example:
 - Plan an evening of fun experiments, problem solving games and STEM activities. Finish by sharing your own interests and dreams around how you hope to use STEM skills in your future.
 - Plan and run a storytelling campfire. Each of your small teams prepare games, stories and short plays. These tell stories of inspiring female role models, leaders, innovators and change makers.
 - Take the group for a visit to a local community organisation or business where they can speak to women working in roles more commonly occupied by men.



Introduction: Around the world, leadership and service are important parts of the Girl Guiding and Girl Scouting experience. While they may not realise it, every Girl Guide and Girl Scout is a role model. They are supporting younger children, inspiring others and speaking out to make a difference in their communities. In this session your group will practise inspiring younger groups and showing them girls can do anything.

PRIORITY THREE

TEAM GIRL CAN END ALL FORMS OF VIOLENCE AGAINST ALL WOMEN AND GIRLS, INCLUDING TRAFFICKING AND SEXUAL VIOLENCE AND OTHER TYPES OF EXPLOITATION.

This section of the #TeamGirl pack is a brief introduction to WAGGGS' work aiming to end violence against women and girls. You can find out more by reading our Stop the Violence campaign and Voices Against Violence curriculum here: www.stoptheviolencecampaign.com

Violence can feel like a big topic to talk about with young groups but this is an issue affecting girls of all ages. There are ways to work with young children to engage them appropriately in this topic, within a safe and supportive environment. This section of the pack is taken from the Voices against Violence curriculum and has been designed for both younger and older groups. The Voices against Violence curriculum is a co-educational resource. It focuses on helping children to think about gender roles, norms and stereotypes which surround them in children's books, the toys they play with and general society. The programme gently introduces forms of violence like child abuse, sexual bullying, female genital mutilation and domestic violence. Children learn about girls' right and how to access support. They can explore what it means to be themselves while building respectful and supportive friendships.

Violence may seem like too strong a word for children to understand. You can make the topic age appropriate for your group. For example you might talk about this section of the pack being about girls and young women being hurt or upset by others. Your group can think about different forms of violence by thinking about different ways girls can be hurt or upset.

Starter activity:

Time: 2 minutes

Age :5+

Instructions:

1. Ask everyone to find a partner. One person in each pair should hold up their hand and make a fist. Their partner's task is to find ways of opening the fist. Give them one minute to do this.
2. Stop the action. Ask for some examples of what the second person did. You'll probably find most people tried to open the fist physically when they could have just asked their partner to open it.

Discuss with the group: Why did so many of us try physical ways of solving this problem first? Does this also happen in real life? Can people also be harmed by words?

Finish the activity by introducing the definition of violence:

"... violence occurs when someone uses their strength or their position of power to hurt someone else on purpose, not by accident. Violence includes threats of violence and acts, which could possibly cause harm, as well as those that actually do. The harm involved can be to a person's mind and their general health and well-being as well as to their body"¹

One of the topics explored in this year's Team Girl pack is gender discrimination. One of its consequences is violence against women and girls.

¹ United Nations study on violence against children adapted for children and young people, 2006, UNICEF
http://www.unicef.org/violencestudy/pdf/Study20%on20%Violence_Child-friendly.pdf



PARCELS OF HURT

7+

Time: 30 mins

Learning Outcome:

- To become aware of different forms of violence girls face in their communities and identify solutions.

Materials:

- Paper and pens
- Copies of the forms of violence tool
- Paper to wrap the parcel and tape for pass the parcel.

Instructions:

Wrap up a small bag of treats for the group to share at the end. Around this parcel, wrap a layer of newspaper. Then add another layer of newspaper. Stick one of the forms of violence to it. Add another layer of newspaper and another form of violence. Continue adding layers of wrapping to the present until all forms of violence are used.

HEART HURTING INSIDE

Someone saying something nasty to you, making you feel upset or controlling you.

Body hurt can also cause heart hurting (or emotional harm).

BODY AND HEART HURTING

Such as being hit or physically hurt by someone (physical violence) or someone touching you somewhere private when you do not want them to (sexual violence). These forms of violence also hurt children emotionally.

TAKING FROM YOU

Someone taking all your money or controlling how you spend it.

BULLYING

Someone your own age hurts you by name-calling or spreading nasty rumours.

NOT ALLOWED

Girls not having the same chances as boys.

SCARED OF BEING HURT

Someone saying that they will hurt you.

Note to leaders: Don't forget in your explanations and activities to convey that violence is not only physical. It can also be emotional, physical, economic or sexual.



PARCELS OF HURT CONTINUED

Instructions continued:

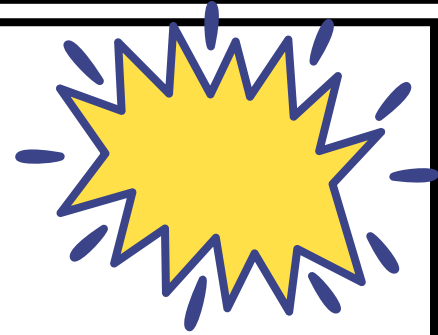
Part 1. Pass the Parcel - What hurts?

Learning outcome: To identify what hurts girls and young women.

Play a song, or ask the group to sing. While the music is playing pass the parcel around the circle while sitting on the ground. After the parcel has passed around a few people, depending on the size of the group, the leader pauses the music or blows a whistle to stop the singing.

Whoever is holding the parcel when the music stops unwraps a layer of paper. They read the form of violence to the group. After each ask the group if they agree with the definition.

The game continues until all the statements have been read.



Part 2. Circle interviews

Learning outcome: Identify what makes girls feel safe and unsafe in their community and to think about ways to stop violence.

Give participants a number, one or two. All the 'ones' sit or stand in a circle, facing outwards. All the 'twos' sit or stand in a circle around the 'ones'. Each 'one' should be facing a 'two'. If there is an odd number, the extra person can be paired with the group leader.

The group leader asks a question about violence in the community. Use questions listed below. It may be helpful to remind people of the definitions of violence. These could be printed out and placed in the centre of the circle for everyone to see. After each question the pairs discuss, then people in the outer circle step one place to their left and face a new partner. The next question is read. Questions should include:

- Where are places in the community you don't feel safe? Give reasons. Are these places different for girls and boys? Why?
- Do you think women and girls in your community experience violence?
- What do you think are reasons for violence in your community?
- How do you think violence in your communities impacts girls? And boys?
- What kinds of actions do you think would be helpful to stop violence in your community?

Repeat for several questions. Stop the activity and ask the group if there are any ideas they would like to share about violence in the community, particularly actions to stop it. Record these for everyone to see.

Note to leaders: It is important to give girls the opportunity to talk about their community and how it makes them feel safe and equal. Girls and young women are most at risk of being hurt by people that they know, in their homes, their families, their friendships and their schools.



FIND OUT ABOUT VIOLENCE AGAINST WOMEN AND GIRLS

14+

Time: 20 mins

Learning Outcome:

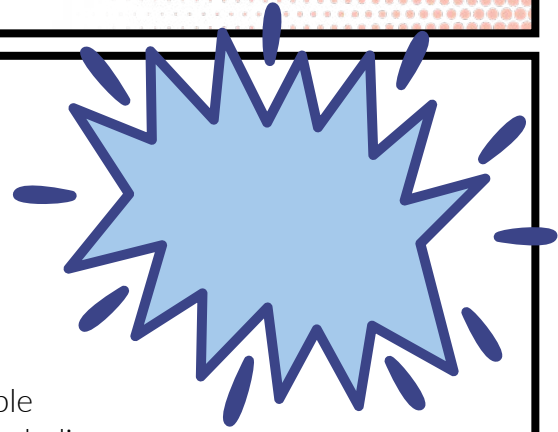
- Learn basic facts about the scale and severity of violence against women and girls.

Materials:

- A rope or long piece of string

Instructions:

1. Lay the rope or string down in the middle of your room. Ask participants to stand in a row facing the rope, a few steps back from it.
2. The activity consists of people deciding whether or not they believe a certain fact is true or false. They must step towards the line if they think the statement is true and stay where they are if they think the statement is false.
3. Read the first statement. Once each participant has either stepped towards the line, or stayed in the same place, take a moment so everyone can see where the group has moved. Reveal the answer, then ask them to return to their original positions.
4. Read all statements.
5. Once complete bring the group together and debrief. What was surprising about the answers? Did people have to think about the statements before moving, or were they easy to decide? Were they shocked by any of the statements?
6. Finish this activity by explaining: One of the specific targets in SDG5 is to 'end all forms of violence against all women and girls, including trafficking and sexual and other types of exploitation'. All girls have the right to grow up free from violence and the fear of violence. Yet, millions of girls are unsafe at schools, on public transport and at home. This needs to stop. If you'd like to find out more about WAGGGS' work to end violence, explore the Stop the Violence campaign and Voices Against Violence curriculum.



Introduction: Six in ten girls and women around the world will experience violence in their lifetimes. Yet there are too few conversations, little action, poor data and limited investment to stop this violence. This activity gives a short introduction to this issue. This activity contains important statistics about violence against women and girls. Feel free to adapt language for younger groups.

CONTINUED TO NEXT PAGE...

FIND OUT ABOUT VIOLENCE CONTINUED



Facts:

1. 78 per cent of girls think sexual violence against women and girls is increasing in their community and the world (TRUE)
2. 50 per cent of sexual assaults are committed against girls under 16 (TRUE)
3. Every year 15 million girls are married before their 18th birthdays (TRUE)
4. 70 per cent of girls say the street is the most unsafe place in their community (TRUE)
5. Around 40 per cent of countries regularly produce data on violence against women (TRUE)
6. An adolescent girl dies every 10 minutes as a direct result of violence (TRUE)
7. Violence is the second leading cause of death among adult girls globally (TRUE)
8. Six in ten girls and women around the world will experience violence in their lifetimes (TRUE)
9. Our generation can end violence against girls and women if we act now (TRUE)

Take it further: In small groups, selected the fact you find most shocking or relevant for your community. How can you raise awareness about this issue in your community? Plan an activity. You could create messages for social media, design posters to display in your community or write a blog post to share with your local media.

From **November 25 to December 10** the world marks **16 Days of Activism Against Gender-Based Violence**. You may want to carry out your awareness raising activity during this time to help spread the message. Check out our activities for 16 Days of Activism and speak out: <http://bit.ly/16DaysActivism>

TAKE IT FURTHER

SPEAK OUT AND BE HEARD

13+

Time: 10 min

Learning Outcome:

- Hear from inspiring women succeeding in fields seen as traditionally male.

Materials:

- Internet enabled device (Smart phone etc).

Introduction: U-Report is a social messaging platform where anyone from across the world can speak out and be heard on issues they care about. WAGGGS is working in partnership with UNICEF to understand the issues that matter to young people. Over three million young people have already registered as U-Reporters, including thousands of Girl Guides and Girl Scouts. Register today and join the conversation!

Instructions:

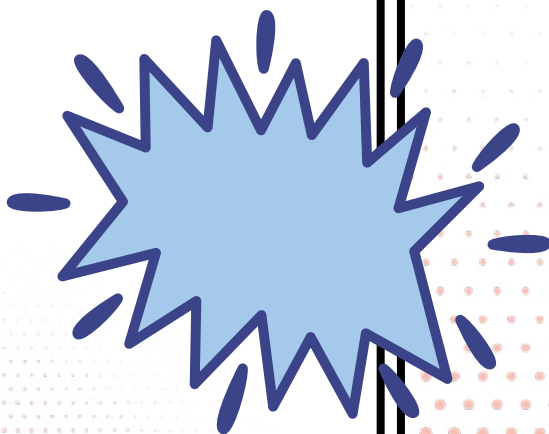
WAGGGS uses U-Report to collect its own data directly. We ask girls and young women directly about their experiences.

Take our TeamGirl poll by following these three easy steps:

1. Follow @UReportGlobal
2. Direct message TEAMGIRL to receive and answer the poll

OR

1. Instant Message the word JOIN, then TEAMGIRL to www.messenger.com/t/ureportglobal
2. Receive and answer the poll
3. Email zoe.carletide@waggs.org to get your badge.



TAKE IT TO THE NEXT LEVEL. TURN YOUR LEARNING INTO ACTION.¹

10+

Time: 45 min

Learning Outcome:

- Participants will identify an issue they care about and create an action plan.

Materials:

- Discussion questions
- World's Largest Lesson video
- Community Action Plan handout - [Download](#)

Instructions:

1. Set the scene by watching the [World's Largest Lesson Part 3](#) Animation with the group. Explain to the group they will be doing some of the activities suggested by Astro Girl from the animation.
2. Split the group into small teams. Start the animation again and use it to prompt discussion. Stop the film when the narrator says, "what are you like as a person, what do you care about?"
3. Ask groups to think about these questions. Come up with the issue they care most about. These could include sexual harassment against girls at school or a lack of female role models in their communities. They can decide on this collectively or individually. Bring the groups together and ask them to share their answers. Why did they choose their issue?
4. Next, generate ideas on action your groups can take. Return to the same teams and discuss the following questions². Who will be impacted by this project? Which decision makers have the power to change this? What skills does your team have individually or collectively to address this?
5. Each team should turn these answers into an action plan. Hand out the community action plan activity sheet and pose the series of questions from the sheet to help complete it.³
6. Sharing your action plan is the first step towards becoming part of the global activist community. Ask each group to take a photograph of their completed community action plan activity sheet. Next upload these to the World's Largest Lesson Map <https://worldslargestlesson.globalgoals.org/map/index.html>. We'd also love you to send these to WAGGGS at comms@waggs.org

Additional guiding questions:

- Does this issue affect all members of your community?
- Do other community members want to solve this issue?
- Who else is working on this issue?

Introduction: In this session, your group will aim to turn learning into action. Everyone has a role to play in making the SDGs a reality. This session will help participants identify the SDG 5 issue they feel strongly about, then create an action plan to implement as a group of individuals.

¹ Adapted from the "World's Largest Lesson's It's All About Action!" content.

² See longer list of questions in the bottom of the session plan. Use the Guiding list of questions to help generate ideas.

³ Older participants can take this work further by using the WAGGGS Be the Change resource.

IF YOU'VE COMPLETED THIS PACK. WHY NOT DO OUR
WORLD THINKING DAY 2019 PACK [AVAILABLE HERE](#)

Credits

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