



**INTERNATIONAL DAY OF THE GIRL 2017**

Welcome to this year's activity pack for Girl Guides and Girl Scouts celebrating International Day of the Girl 2017!

Education is at the heart of everything WAGGGS does; we want to enable girls and young women to develop to their fullest potential as responsible citizens of the world. Together, we work for a world where all girls are valued.

Unfortunately, not everyone has access to formal education. According to the United Nations Sustainable Development Goals, 103 million young people worldwide lack basic literacy skills and more than 60 percent of them are women.

57 million children remain out of school<sup>1</sup>.

32 million primary-aged girls are still out of school<sup>2</sup>.

98 million girls are missing out on secondary education<sup>3</sup>.

130 million girls and young women around the world do not have access to an education today<sup>4</sup>.

There are a variety of challenges preventing girls and young women from going to school – including gender-based violence, lack of body confidence, online bullying and menstruation.

Non-formal education, such as Girl Guiding and Girl Scouting, offers opportunities for children and young people to develop confidence, leadership and skills for life.

This programme resource has been created to help WAGGGS members around the world celebrate International Day of the Girl. You and your Guiding or Girl Scouting group can work through this pack together to explore some the barriers girls and young women face in getting an education, and explore how non-formal education can begin to address these barriers. Become a part of #TeamGirl and connect with members around the world, celebrating this important day.

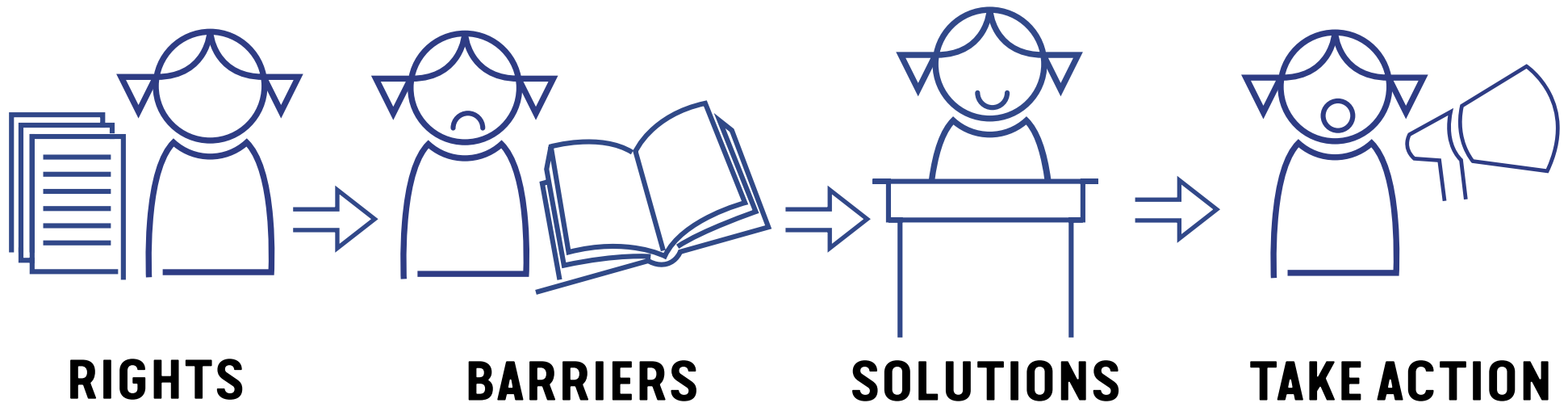


## IMPORTANT INFORMATION FOR LEADERS

To earn the #TeamGirl badge for International Day of the Girl 2017, simply complete four activities from the pack. The activities are divided into four sections – you should do at least one activity from each section to complete the learning journey, and everyone should complete the #TeamGirl activity as a group. There are some **Extra Activities** that you could do to further explore the issue of barriers to girls' education.

#TeamGirl will:

1. Get Rights on their side
2. Mark the Barriers
3. Get set for Action
4. Shout out for Education!



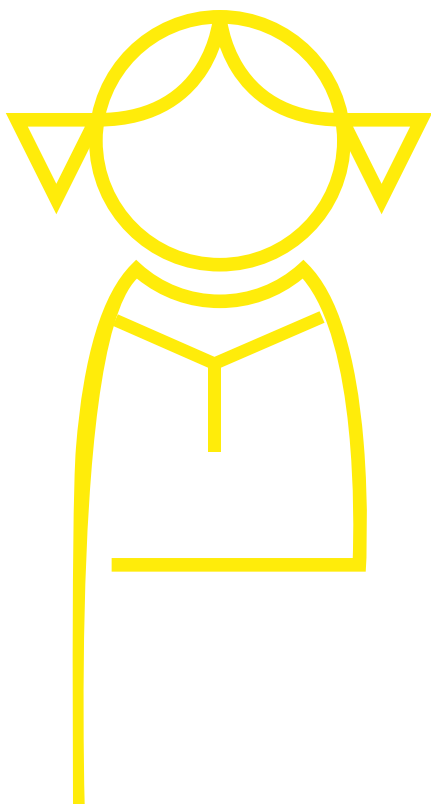
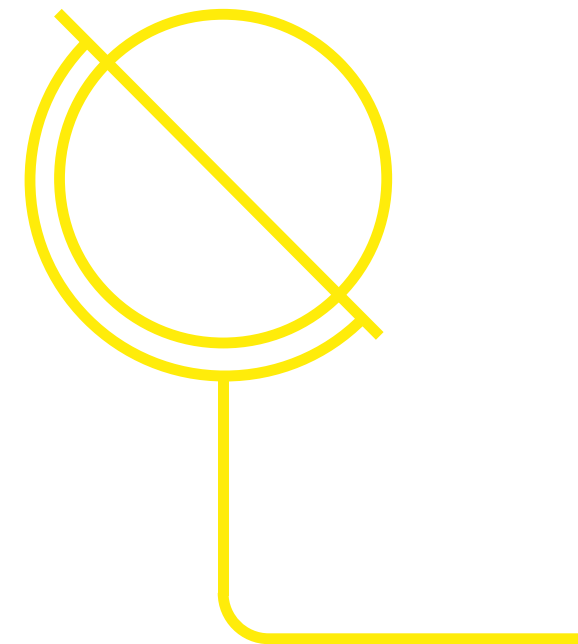
<sup>1</sup><http://www.un.org/sustainabledevelopment/education/>  
<sup>2</sup>UNESCO Institute of Statistics

<sup>3</sup>UNESCO Institute of Statistics  
<sup>4</sup>OHCHR



## What is International Day of the Girl?

In 2012, the United Nations declared 11 October as the annual International Day of the Girl (IDG). It's a day to promote girls' human rights and tackle gender inequality, discrimination and the abuse suffered by girls around the world. WAGGGS has been part of IDG from the beginning, choosing a theme and providing tools to support Girl Guides and Girl Scouts to celebrate IDG, raise awareness about issues affecting girls, and increase the profile of the work our Movement does to empower girls in 146 countries around the world.



## What are the Global Goals for Sustainable Development?

In 2015 world leaders agreed upon a set of global goals for sustainable development. By committing to the Sustainable Development Goals (SDGs), governments around the world agreed to take action to create a more equal, safe and prosperous world by 2030.

There are 17 goals that make up the SDGs. Global Goal 4 focuses on access to education – the UN has committed to **“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”**. As our focus for IDG this year is education it is important that we understand the global commitment that has been made to ensure that education is accessible for all.

Follow [@waggs\\_world](#), [#TeamGirl](#) and [www.waggs.org](#) to hear inspiring stories from Girl Guides and Girl Scouts tackling the SDGs head on around the world.

## What will you learn from using this resource?

This activity pack will help you and your group to understand:

- The right all girls and young women have to an education
- Some of the barriers and challenges girls and young face which may prevent them from going to school
- How non-formal education can help to develop important life skills
- How to take action and help remove obstacles to education
- That learning in a non-formal setting, outside of school, can help develop skills that are just as important as the things we learn in a classroom

## More Resources

There are excellent resources available that explore the issues some girls face when trying to earn an education. Here are a few to help get you started:

- One Campaign - 7 barriers to girls' education: [www.one.org/international/blog/7-barriers-to-girls-education-you-need-to-know/](http://www.one.org/international/blog/7-barriers-to-girls-education-you-need-to-know/)
- The Malala Fund - Girls education: [www.malala.org/girls-education](http://www.malala.org/girls-education)
- SDGs - Inclusive and quality education: [www.un.org/sustainabledevelopment/education/](http://www.un.org/sustainabledevelopment/education/)
- UNESCO Global Education Monitoring Report: [en.unesco.org/gem-report/](http://en.unesco.org/gem-report/)
- The Universal Declaration of Human Rights : [www.eycb.coe.int/compasito/chapter\\_6/1.html](http://www.eycb.coe.int/compasito/chapter_6/1.html)
- The Convention on the Rights of the Child : [www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf)
- Convention on the Elimination of all Forms of Discrimination Against Women : [www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/cedaw-for-youth.pdf?vs=657](http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/cedaw-for-youth.pdf?vs=657)





## 1. TEAM GIRL GETS RIGHTS ON THEIR SIDE

Ages: All ages  
Time: 20 minutes

### Learning Outcomes:

- Participants will think about the differences between needs and wants
- Participants will think critically about the link between basic needs and basic human rights

### You will need:

- Printed out images (see below for pictures)
- Paper and markers/crayons – enough for 1 per person

→ For younger groups:

You can complete this activity as a large group (or smaller groups) and use the images as cards. Ask the group to divide the cards into different categories of 'needs' and 'wants' using a bowl or basket. As a group, the participants will discuss and then decide which bowl each of the cards belong in.

1. Ask each participant to draw 2 columns on a piece of paper. One column will be for 'needs' and the other for 'wants'.
2. Looking at the printed out images, ask each participant to decide which things belong in their 'needs' column, and which in the 'wants' column.
3. Ask participants to get into pairs and compare their different lists
4. Come together as a group and compare all of the lists. Discuss the 'needs' list, and whether everyone has the same things in that column
5. Ask participants to get into small groups, and re-write a list, starting with 'everyone has a right to...'. The group should add the things they feel people should be able to access. Encourage them to use things from the 'needs' list.
6. Introduce the group to the Universal Declaration of Human Rights, The Convention on the Right of the Child, and the Convention on the Elimination of all Forms of Discrimination against Women, and ask them (if possible), or highlight, where it refers to education.

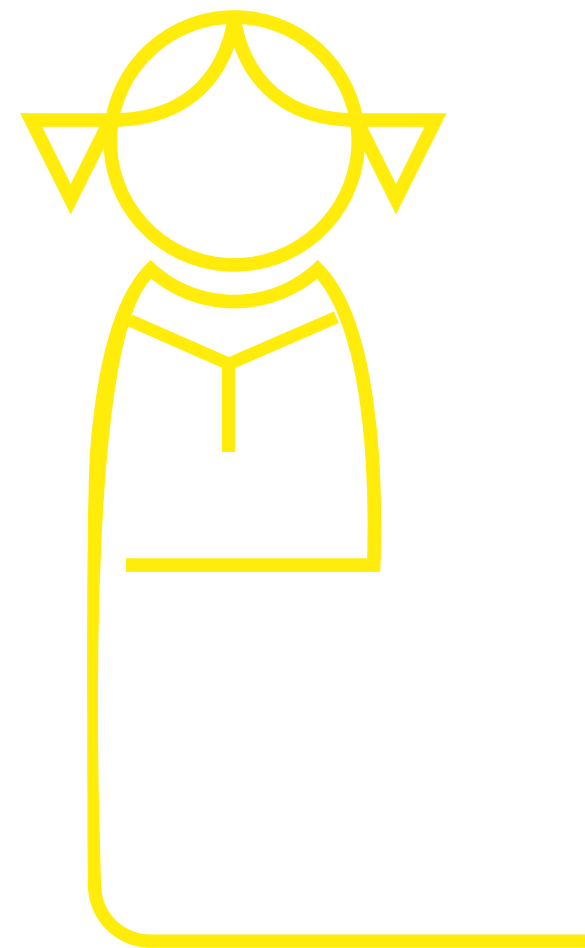
Explain that the UN and international organisations have had conversations similar to the one the group has had, about what people need to live and thrive. Documents have then been created to protect these rights for everyone, everywhere. Note that article 26 in the Universal Declaration of Human Rights is the Right to Education.

## The right to education is protected by:

- The Universal Declaration of Human Rights : [www.eycb.coe.int/composito/chapter\\_6/1.html](http://www.eycb.coe.int/composito/chapter_6/1.html)
- The Convention on the Rights of the Child: [www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf)
- Convention on the Elimination of all Forms of Discrimination Against Women: [www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/cedaw-for-youth.pdf?vs=657](http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/cedaw-for-youth.pdf?vs=657)

## Pictures for the activity

- TV
- Fish (on a plate)
- Meat
- Family
- Sweets
- Play
- Shoes
- Fire/heat
- Bed
- Pet
- Garden
- Books and newspapers
- Clean water
- Fizzy drinks
- Clothes
- Bread
- Phone
- Medicine
- School
- Internet access











## MARK THE BARRIERS

### 2. TEAM GIRL MARK THE BARRIERS OPTION 1: BYE-BYE BARRIERS

Ages: All ages

Time: Approximately 30 minutes

Learning outcomes:

- Through this activity participants will learn about some of the obstacles that girls might face when they try to get an education

You will need:

- Cardboard boxes,
- Empty cans or pieces of paper
- Markers, crayons or paint

→ For younger groups, the leader could have the younger participants draw the symbols, and then facilitate the session by sharing information about each barrier with the whole group.

**This activity will provide insight into the obstacles that some girls experience which prevent them from going to school. This is a great place to start to learn about some of the reasons why not all girls are able to access 12 years of free, safe and quality education.**

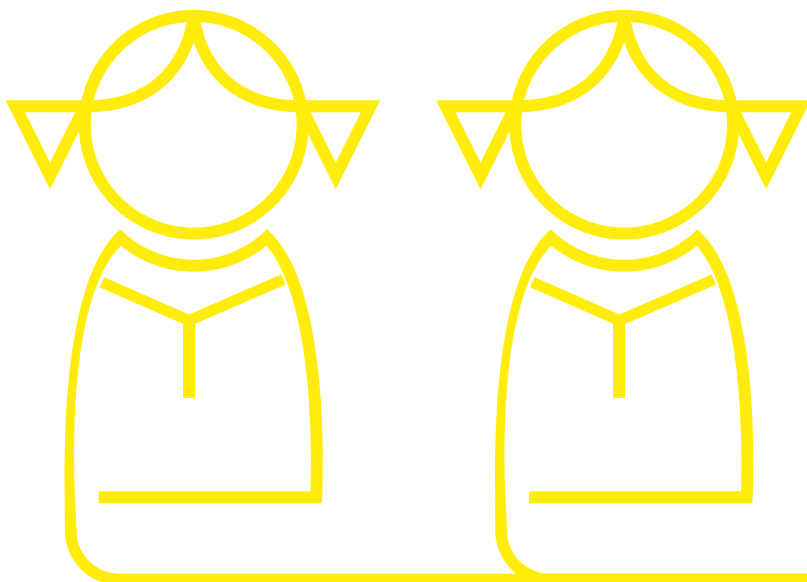
1. Ask participants to get into groups of 5-6. Each group should have pieces of cardboard boxes, sheets of paper, or cans – whatever is easiest to get a hold of. Ask each group to review the list of obstacles in this activity and the corresponding symbols (see below). Have the group choose 5 obstacles that they'd like to focus on together.

Note – read through the obstacles and decide which are appropriate for your group's level of maturity.

2. Using the items they have (whether it's a piece of paper, a can or cardboard) ask participants to write down each barrier they've selected; Each group should then share with the rest of the group which obstacles they've selected, and what they know about them – discuss why these obstacles would prevent girls from going to school.
3. Line up or stack the objects with the symbols on. Have each participant roll a ball, or throw a small stone, to try and knock them over. Every time an item is knocked over, ask the group to share an example, or information, about that barrier.

## For each barrier you can ask:

- Why do you think this is a barrier?
- Where do we find this barrier?
- For older participants, you can explore why these barriers might exist in some parts of the world, but not others?
- How can we overcome it?



## Obstacles:

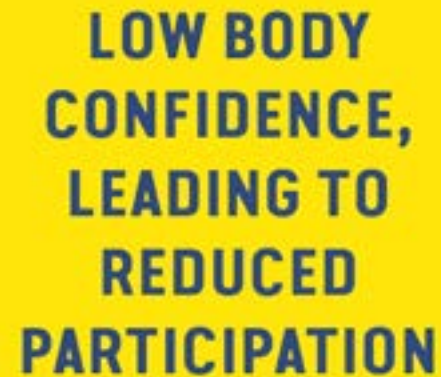
- **Girls are harassed at school**
- **Violence against girls in schools**
- **Low body confidence, leading to reduced participation**
- **There are no separate toilets for girls and boys, which often puts girls in a vulnerable position**
- **No sanitation or clean water**
- **Online harassment and/or bullying making girls withdraw**
- **Land mines, soldiers on the way to school**
- School is too expensive
- Parents make the decision to send boys to school instead of girls
- Accessibility for children with disabilities
- School is too far or there is no transport
- Forced into early marriage
- Have to work to raise money for family
- Girls have to help out with household chores
- There aren't any trained teachers



**GIRLS ARE  
HARASSED AT  
SCHOOL**



**VIOLENCE  
AGAINST GIRLS  
IN SCHOOLS**



**LOW BODY  
CONFIDENCE,  
LEADING TO  
REDUCED  
PARTICIPATION**




**THERE ARE NO  
SEPARATE TOILETS  
FOR GIRLS AND  
BOYS, WHICH  
OFTEN PUTS GIRLS  
IN A VULNERABLE  
POSITION**



**SCHOOL IS  
TOO  
EXPENSIVE**



**GIRLS HAVE TO  
HELP OUT WITH  
HOUSEHOLD  
CHORES**



**THERE AREN'T  
ANY TRAINED  
TEACHERS**



**ACCESSIBILITY  
FOR CHILDREN  
WITH  
DISABILITIES**



**ONLINE  
HARASSMENT  
AND/OR  
BULLYING MAKING  
GIRLS WITHDRAW**

**NO SANITATION  
OR CLEAN  
WATER**

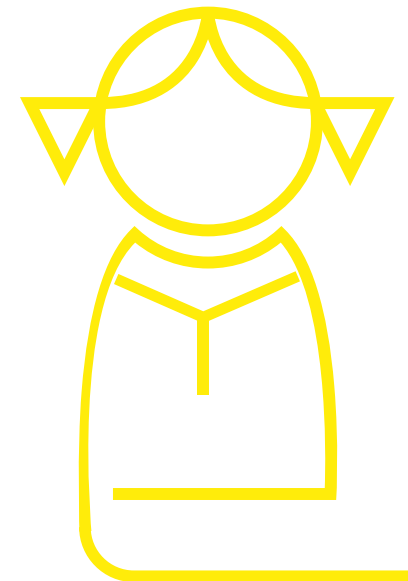
**LAND MINES,  
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**SCHOOL IS  
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TRANSPORT**

**PARENTS MAKE  
THE DECISION TO  
SEND BOYS TO  
SCHOOL INSTEAD  
OF GIRLS**

**HAVE TO WORK  
TO RAISE  
MONEY FOR  
FAMILY**

**FORCED INTO  
EARLY  
MARRIAGE**





## OPTION 2: PATHWAY TO EDUCATION

Non-formal education is an amazing way to learn new skills, build your confidence and have fun at the same time. It can help address barriers that girls face attending school by supporting their development without having to step into a classroom. Through teambuilding activities, we can build strong relationships, develop our leadership skills, and learn new ways to tackle issues like barriers to education.

Ages: All ages

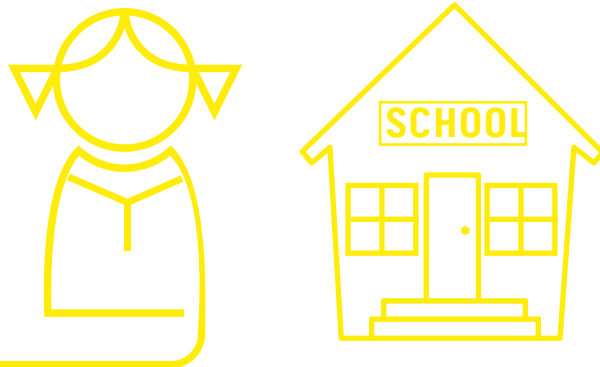
Time: Approximately 30 mins

Learning outcomes:

- Participants will become aware of the obstacles girls may face when accessing education

What you will need:

- Chalk or sticks to create a pathway
- An object for each team
- Dice or slips of paper



**This activity is a 'Do It Yourself' board game that will help your group create their own path to 12 years of free, safe, and quality education. The aim of the game is to make it to the last square in the path – to finish school.**

1. Draw a path with 24 squares in the dirt with sticks, or using chalk on pavement.
2. Divide your group into 5 teams. Each team will take a turn rolling the dice – if dice aren't available they can pick a number out of a hat (numbers written on sheets of paper ranging from 1-6). Each team will select an object to represent their team such as a stone, a ball etc., and will move their object along the path the same number of spaces that is rolled on the dice.
3. Whenever a team lands on a square, the leader will read out the corresponding situation and instructions for a task. Once that team has completed their task, the next team will go. The goal is for every team to make it to the last square on the path.
4. If you wish, you can print out the PDF version of the board game (found on the WAGGGS website in [colour](#) or [black and white](#)) and play individually, instead of in teams!

1. START - Your first day at school – invent a creative yell of joy in your group to celebrate education.
2. You are a very slow learner - skip your next turn.
3. It's a school assembly on the importance of education - sing a song.
4. Weekend! You don't have to go to school. Nothing happens.
5. The teachers go on strike – stay where you are for the next turn.
6. You studied well – go forward three squares
7. Biology class – name 15 different fruits. If you cannot find 15, go back 3 places. If you can name 15, go forward 2 places
8. You have to stay home to help your parents – skip one turn
9. Holiday! You don't have to go to school, nothing happens
10. Your new teacher explains lessons very clearly – go forward 2 squares
11. Maths class – in your group take turns to say a number counting from 1 to 50 but you have to skip every number that contains the digit 7 (7, 17, 27, 37, 47) and each number that is a multiple of seven (7, 14, 21, 28, 35, 42, 49). If you make a mistake, go back 2 places.
12. You live in a country where boys are considered more important than girls – go forward one square for each boy in your team, move backward one square for each girl.
13. Weekend – you don't have to go to school, nothing happens
14. Literature class – tell a short story. But each person in your team can say only one word at a time. So the first person starts with one word, the second continues and so on to make sentences taking turns in the group. If you manage, move forward 2 places.
15. War breaks out in your country – schools are closed – skip one turn.
16. Teacher convention – school is closed. Nothing happens.
17. Competition in school is fierce – play rock, paper, scissor with the next team. At the count of three one person of each team shows either a flat hand (paper), two fingers (scissors) or a fist (stone). Stone wins over scissors, paper wins over stone, scissors wins over paper. If you win, you can play again. If the next team wins, they go next.
18. Geography lesson – if you can name 7 countries starting with the letter B, you can roll the dice again. Otherwise go back 2 squares.
19. Public holiday – you don't have to go to school. Nothing happens.
20. Language class – say 'hello' in minimum 5 different languages. If you succeed, continue 2 places. Otherwise you stay where you are.
21. Your sister gets ill and you have to stay at home to take care of her – skip one turn.
22. Preparation for final exams – if you manage in your team not to say one word till you are in your next round, go forward 2 places and complete your education. If any one of you says a word before you roll the dice in your next turn, you have to go back 4 squares.
23. You want to go on a school trip but you don't have the money – another team can donate their turn to you – if another team donates their turn move forward, if not stay where you are.
24. FINISH - You graduated from school – congratulations!!



## TAKE ACTION

### 3. TEAM GIRL GET SET FOR ACTION BREAKING BARRIERS

Ages: All ages

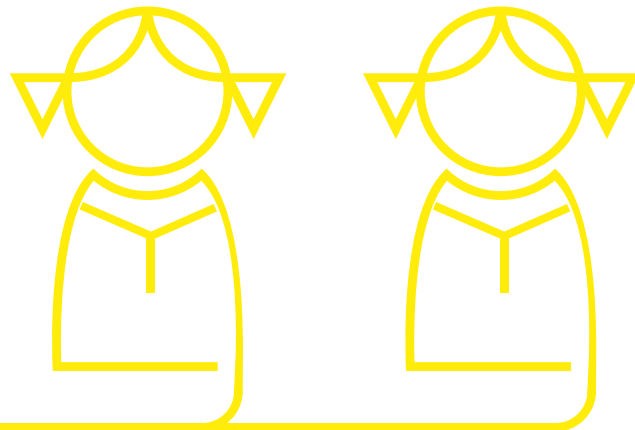
Time: Approximately 25 mins

Learning outcomes:

- To consider possible solutions to the different types of barriers

What you will need:

- Character outlines



1. Copy or print the character outlines.
2. Divide the group into small groups of 4-6 participants and give each group a character card. Ask the participants to invent a name for their character. Ask them to think about how many brothers and sisters their character would have, what job the parents are doing, what kind of hobbies their character has and so on.
3. Give each group a situation from the list below corresponding to their character. Each group should create a short play and act out how they would overcome the barrier in the situation one of their characters is facing.
4. Once each group has had the opportunity to share their short play, talk about the solutions the groups came up with:
  - What was the solution they came up with?
  - What can you contribute to help make this solution a reality?
  - Who would you need to help you make this happen?



## Characters

1. You come from a poor family. You have just enough money for one meal per day. You need to help your mother regularly to earn money.
2. You come from a conservative family. It is forbidden for you to play or do activities with people from the opposite sex.
3. You use a wheelchair. But you don't have money for special facilities (e.g. car etc)
4. You come from a farmer's family. Every harvest time, you need to help work on the fields. You are a good student.
5. You had an accident and have difficulties walking. Because of your physical disability, teachers think you also have a mental disability
6. You have difficulties understanding the lessons. You need more explanation. Nobody at home helps you with your homework.
7. You have a big family, and have to spend time helping to take care of your younger brothers and sisters after school. You try hard at school, but your parents are very busy.

## Situations

- The school wants you to take part in a competition where you will be partnered with a person of the opposite sex
  - Character 2
- The school is 25 km away from your house and there is no bus.
  - Character 1, 3 or 7
- The military puts up a checkpoint on the road to school.
  - Character 4, 5 or 7
- Teachers ask you to use a computer and the Internet for your homework.
  - Character 1,3 or 4
- You are too shy to speak up when the teacher asks questions.
  - Character 5 or 6
- Somebody at school keeps making comments about you, and what they would do to you. You don't like it.
  - Character 3 or 6
- There are no toilets only for girls
  - Character 2
- Our family say that you must all leave your home suddenly. There is lots of fighting.
  - Character 1, 4,or 5





## 4. TEAM GIRL SPEAKS OUT!

It is estimated that there are currently 130 million girls and young women around the world who do not have access to education<sup>5</sup>. As a movement of 10 million girls and young women we have a responsibility to take action. We are calling on governments and those with power to provide 12 years of free, safe, quality education for every girl and any girl in the world.

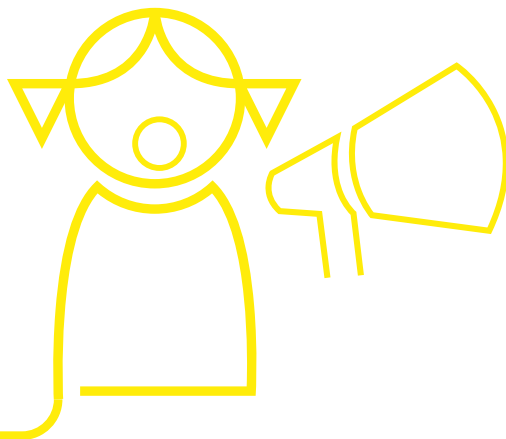
Ages: All ages  
Time: 25 mins

Learning outcomes:

- Learn about the importance of speaking out to influence decision makers and call for change.

You will need:

- Pens and pencils
- Copy of letter template



**We must call on decision-makers to take action to improve the situation for girls and young women.**

**When we talk about decision-makers, we mean anybody who has the power to make a decision that improves our lives and the lives of others. For IDG 2017 we want to call on decision-makers to provide access to education for girls and young women everywhere and address the barriers that keep girls and young women from accessing education.**

### **Our call for action:**

Education is a human right. Every girl and any girl should have access to 12 years of free, safe, quality education.

**We are 10 million Guides and Girl Scouts speaking up for 130 million girls out of school. #TeamGirl**

Being a responsible citizen who wants to change injustice is about speaking out for the rights and well-being of those who cannot speak for themselves – a girl who stays home to take care of siblings instead of going to school or a girl who has to take a long unsafe journey to school. Let's put our 10 million voices into action for 130 million girls who are out of school.

<sup>5</sup> OHCHR

1. Together think about your community, do all girls in your community have access to 12 years of free, safe, quality education? Do girls and young women in your community face any barriers in accessing education?

If girls in your country have access to 12 years of free education, think about whether it is safe or pick another country in the world where girls do not and think about their circumstances.

2. Think about who has the power to take action to ensure that girls and young women in your country/community have access to education, who is the decision maker?

#### Is it?

- Teachers/Headteacher
- Community /religious leaders
- Local government/ Mayor
- Department of Education
- Members of parliament
- President/ Prime Minister
- Secretary-General of the United Nations - The Secretary-General of the United Nations (UNSG or just SG) is the head of the United Nations. The current Secretary-General is António Guterres.

3. When you have identified the person that can do something about this issue use the template we have provided to write a letter to that decision maker. **We have left space for you to write why you think this is an important issue and the barriers that girls and young women in your country are facing in accessing education.**

Be specific on what you want decision-makers to do, whether it is building a school in your community, launching a nationwide awareness raising campaign on the importance of girls' education or building separate toilets for boys and girls in every school. Give the arguments and suggestions you developed in the other activities from this pack. Ask them to take concrete steps to give all girls the best education possible.

4. Explain to the group that for this activity each girl represents our 10 million strong movement.

They should then gather a team of 13 girls so that together we can raise 130 million voices for 130 million girls out of school. Each team of 13 should then sign the letter. You can collectively sign one letter or send letters individually.

5. Send your letter to your decision maker

**For more information on the Sustainable Development Goals (SDGs) visit the World's largest Lesson at [worldslargestlesson.globalgoals.org](http://worldslargestlesson.globalgoals.org)**





[Replace with your address]

World Association of Girl  
Guides and Girl Scouts

[Replace with decision makers  
address]

World Bureau, Olive Centre  
12c Lyndhurst Road  
London  
NW5 3PQ  
United Kingdom

Company

Building

Road name

City

Postcode/Zip code

Country

00/00/00

Dear [decision maker's name - it's a good idea to write the name of the decision maker that the letter is addressed to so that it's more personal and targeted at a specific individual]

We, the Girl Guides/Girl Scouts of [name of your Girl Guide and Girl Scout Association] call on you to ensure 12 years of free, safe, quality education for girls. In 2015, 193 United Nations Member States adopted Agenda 2030 for Sustainable Development, including our country.

Goal 4 of these Sustainable Development Goals calls for all boys and girls to complete free, equitable and quality primary and secondary education.

Achieving inclusive and equitable quality education for all will require increasing efforts, especially in sub-Saharan Africa and Southern Asia and for vulnerable populations, including persons with disabilities, indigenous people, refugee children and poor children in rural areas

[Use this space to write about education for girls and young women in your country - make sure you use information and statistics that show what is happening (you may need to do some research). Tell the decision maker how you want this situation to change and why this is important. Why not tell the decision maker some of the solutions you came up with doing your Team Girl activities]

Key Asks:

- Increase investment in education for girls and young women so that they are able to complete 12 years of free, safe, quality education.
- Organise public awareness campaigns to challenge the social norms that prevent girls from going to school/ value girls' education less
- Schools should offer catch-up classes for girls and young women that have been unable to access an education or have had their education disrupted. Parents and families should be encouraged to send girls and young women in their families to school.



- Improve safety for girls and young women in schools by ensuring there are separate toilets/ sanitary facilities for boys and girls. Absence of sanitary facilities also pushes older girls to miss out on a significant number of days in school after they begin menstruation.
- Reduce the cost involved in attendance at school, including school fees, text books, meals and school uniforms.
- Processes should be put in place for girls and young women to report incidents of violence that occur in school. Perpetrators should be punished and governments should ensure that school is a safe environment to learn in.

By educating girls and young women you are

- Promoting economic growth
- Creating peace
- Saving lives
- Reducing child marriage
- Encouraging political leadership
- Improving the environment

Education is critical in ensuring that girls and young women around the world are able to develop to their fullest potential and become responsible citizens of the world. It equips them with the knowledge and skills they need to realize their potential and to protect themselves from harm. Access to quality education brings is proven to have long-term benefits for society. We therefore call on you to act for the right of every girl and any girl to receive an education.

[Write your names and sign]  
From Team Girl

Your Logo here





### **Side note:**

Make the letter your own  
Adapt the key messages to your local context. You can:

- Think about how to deal with issues that are sensitive in your local community or culture
- Add statistics and information from your own country along with your own key messages about important issues in your community
- Find out about education laws and policies in your country and use them to hold your government to account
- Find out if your government has signed the Convention on the Rights of the Child, CEDAW [tbinternet.ohchr.org/\\_layouts/TreatyBodyExternal/Treaty.aspx?CountryID=5&Lang=EN](http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/Treaty.aspx?CountryID=5&Lang=EN)





## 5. #TEAMGIRL

Now, it's time to tell the world that 130 million girls are missing out on an education. As 10 million Girl Guides and Girl Scouts around the world we need to send the message that action is needed to address the barriers girls and young women face in accessing an education. We want every girl, everywhere to have an education and have the ability to reach her full potential.

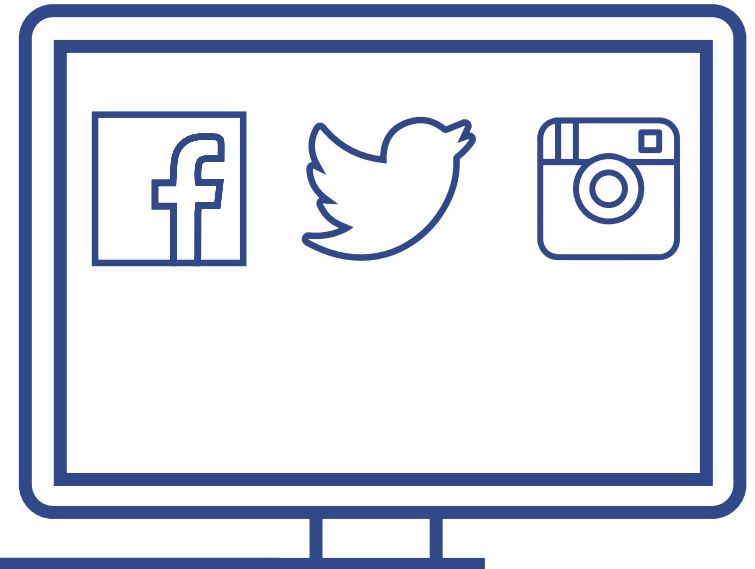
1. Think about what education means to you. It could be the books and pens you use or playing games with your friends at school. Why does this represent education to you? How would you show what education means to you in a picture?
2. Take a photo of what education means to you and share it on Facebook, Twitter, Instagram and elsewhere online using #TeamGirl.

- You could also share your picture with decision makers online alongside your letter to decision-makers. This adds a human face to your call to action.

[fb.com/waggs](https://www.facebook.com/waggs)

[@waggs\\_world](https://twitter.com/waggs_world)

[www.waggs.org/teamgirl](https://www.waggs.org/teamgirl)



## ADDITIONAL ACTIVITIES

In many cultures and countries around the world, women and girls are often responsible for housework, domestic chores, and for being the primary caregiver of young children and siblings. Although these are admirable and important responsibilities, women are disproportionately found in these positions compared to boys and men. Because of this gender stereotyping, sometimes girls are unable to go to school, or miss multiple days throughout the year, unlike their brothers whose education is often the priority. This can result in girls not reaching their full potential as they aren't learning and developing the skills needed to live a fulfilling and successful adult life. Let's challenge these stereotypes by exploring gender roles and other areas that girls excel at in the classroom that might be considered 'un-traditional'!



### SMASHING STEREOTYPES

## SMASHING STEREOTYPES

Ages: Older ages

Time: Approximately 30 mins

Learning outcomes:

- Participants will be able to think critically and analyse existing gender roles in society and their communities

You will need:

- A guest speaker from your school or community.

**Invite a woman from your school, community, or family who has a 'non-traditional' role or career, to share her experiences with your group. She could be in a leadership position in a company or local government, an engineer, a police officer, or work in the finance or technology sector – think of anything that you might consider to be 'non-traditional'. Ask your guest to share her story about her career and role. Below are some questions you could consider asking:**

- What inspired you to get into this type of work?
- What do you like about your work?
- What advice would you have for a young girl interested in this area?
- Have you ever faced challenges in this line of work because you are a woman?
- How have you overcome these obstacles?

Alternatively, you could ask the participants in your group to talk about their own experiences with STEM subjects (Science, Technology, Engineering, and Maths). Do they enjoy learning about these subjects? What kinds of jobs could they do with these subjects?

## WHAT DO YOU WANT?

### WHAT DO YOU WANT TO BE?

Ages: all ages

Time: 25 minutes

Learning outcomes:

- Participants will understand how gender roles and discrimination affects education
- Participants can identify their own life and career ambitions

What you will need:

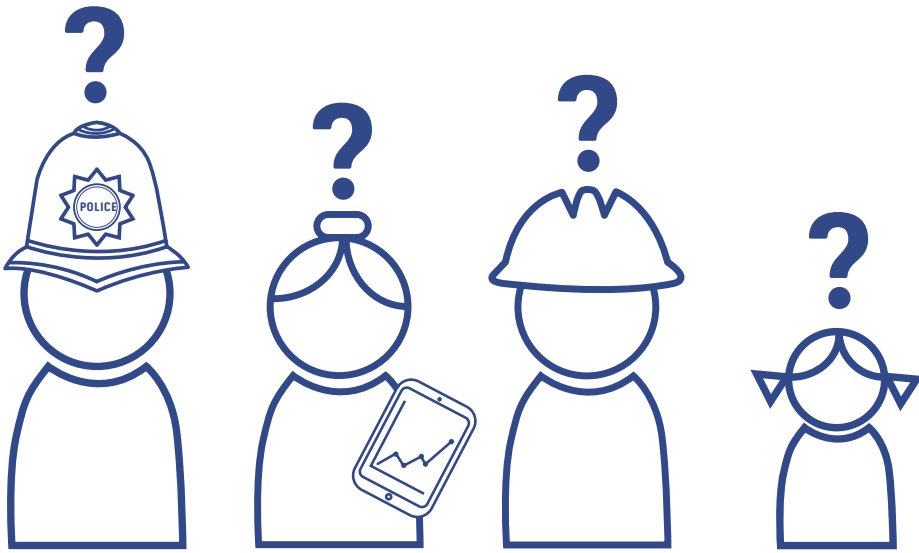
- Flip chart or paper, pens, markers
- Post-it notes, or small squares of paper
- Piles of pretend money

1. Read Ummi's story and explain that in some countries girls are denied an education. Why does the group think Ummi's parents don't send her to school? Is it fair that she has to stay home to look after the children? Why do you think Ummi's brothers go to school and she doesn't? You can share with the group that sometimes girls around the world are denied an education because of: discrimination against girls, an unsafe school environment, early and forced marriage, violence.

2. Split your group into small teams. Hand out small amounts of the pretend money to each group. Call out a job, for example a teacher, shop owner, mayor, etc. Ask the groups if they'd consider these jobs to be for men or for women. Are women's jobs paid less than men's jobs? And what about women who do jobs like Ummi, that aren't paid? Is this role less important?

3. Ask each group to distribute the money between a 'man' pile and a 'woman' pile. Discuss as a large group if these piles should be equal or not. Why are some women paid less for the same work as men, and do not always reach top positions? For instance, is your mayor, prime minister or president a man or a woman? What can we do to ensure that women get the top jobs and also get paid the same as men?

4. Bring everyone back together. In a big circle go around and ask each participant to think about what they want to be when they're older. Ask them to consider what education or training they would need for that role. As a group celebrate each person's goals and ambitions by clapping or cheering when they share!





## Ummi's story

Ummi lives in central Nigeria. She has never been to school because her parents don't have the money to buy books, uniform or shoes. To help her family get by, Ummi sells snacks at the local market.

*"My name is Ummi. I am 12 years old. I live with my family in Kabiji, Nigeria. My father is a trader.*

*Ummi helps to look after her brothers and sisters. Her older brothers go to school.*

*"When I wake up in the morning I have lots of jobs to do. I bathe the younger ones, wash the dishes, sweep the compound and fetch the water.*

*"On market days, I go hawking. Usually I sell spaghetti in the market.*

*"My friends are called Kadijah, Madina and Hussaina. They go to Kabiji Primary School. When I see them going, I wish I could go too.*

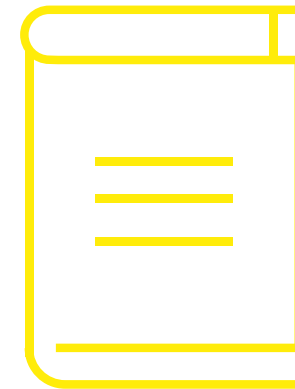
*"I only play with my friends at night because in the day I go hawking. We like playing games like 'danmalio'.*

*"In the future I hope I will be able to go to school. I would like to become a doctor or lawyer..."*

*Ummi's mother says: "I don't know what the future holds for her. I know that going to school would provide her with opportunities because education is needed in every occupation. I feel bad that she does not go to school but we don't have the finances to send her. And it is more important for my sons to be educated"*

## Further information

- Ummi is one of over 10 million children in Nigeria who are missing out on school.
- One in three children does not go to school in Nigeria.
- The Niger Delta region is located in the southern part of Nigeria. It is the most profitable oil region in West Africa. However, the vast wealth generated by its immense oil supplies has hardly touched the local people.
- Case study adapted from [www.sendmyfriend.org](http://www.sendmyfriend.org)





## SCIENCE FAIR

Girls are often left out of, or are underrepresented, in science-related areas because they are considered 'boys subjects'. Challenge that stereotype by hosting a science fair with your group!

Learning outcomes:

- Participants will learn about basic science subjects and engage in 'un-traditional' areas
- Participants will challenge stereotypes about girls and STEM

What you will need:

- Varies supplies depending on the science experiment. See below.

1. Find some fun science and technology activities. You can search the internet, or use some of the ideas below.
2. Prepare a few scientific experiments and invite other people from your community to join at the science fair. Everyone should have a chance to try out each activity for themselves!

You could ask your science teacher from school to come and host the science fair! Or, maybe you could host the science fair at your school, and invite women from the community to come and join in.





## Fun science experiments:

### Oil and Water

Some fluids don't mix together. Put some colouring into water (for instance a drop of ink, or food colouring) and add a little bit of cooking oil into a cup or jar. Shake it up and see what happens. Watch the water and oil - they will not mix together! Once you've tried that, add some dish soap to the mixture and see what happens. Once you do this, the oil will be absorbed into the water. This is how dish soap cleans dirty pots and pans - it draws the oil from food into the water and away from the dishes.

### Static electricity

We can create static electricity by rubbing certain materials together. For example, blow up a balloon and close it by tying a knot. Rub the balloon on a wool sweater, or cloth. Then hold the balloon next to your head and watch what happens to your hair! It will become attracted to the balloon. You can also try sticking the balloon to a wall once it has created the static electricity.

### Taste or smell?

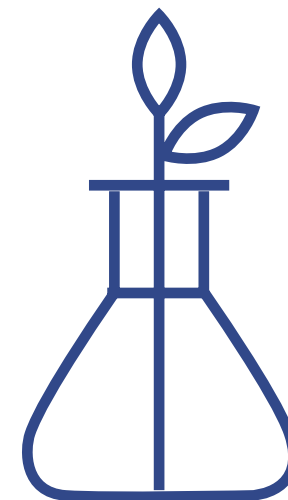
Peel an apple and a potato and dice them into cubes of equal sizes. Choose a member from your group to guess which cube is apple or potato. They should pinch their nose closed so they can't smell anything, and eat one of the cubes (the 'experimenter' should know which cube they are eating). The person eating the cube then needs to guess whether they've just tasted an apple or a potato. Remember that they can't smell the cube while they are eating it. It will be almost impossible for them to tell the difference! This shows us that we can also 'taste' with our nose!

### Watch plants grow

Fill a glass jar with soil. Place a seed (pumpkin, beans etc.) in the soil but against the outside of the glass so that you can see it. Make sure the soil stays moist but don't add too much water. Observe how life grows from a little seed. You can experiment with different amounts of water, different amounts of light and discover the effect on the plants.

### Hot is fast, cold is slow

The molecules in hot liquids move faster than those in cold liquids. Take one glass of hot water (not boiling) and one of cold water. Put the same amount of water in the glasses. Carefully put a drop of ink or food colouring in each glass and see what happens. The colour will disperse very quickly in the hot water but slowly in the cold water. This shows how quickly the water molecules move.

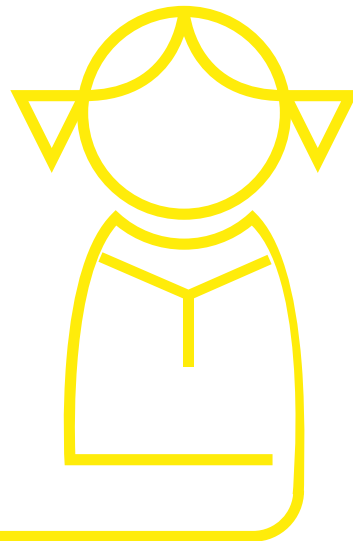




## SHARE YOUR VOICE WITH U-REPORT

Ages: 13+  
Time: 10 mins

You will need: Internet enabled device (Smart phone etc).



## MAKE YOUR VOICE HEARD!

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!

Taking part in U-Report polls on your mobile phone allows us to share the issues that matter to Girl Guides and Girl Scouts with politicians, world leaders and decision makers. We'll keep you updated so you can see the difference you are making! You can share your views with WAGGGS and your national Girl Guide or Girl Scout Association too and help us to improve our work and ensure that everything we do is youth-led.

We've developed a special #TeamGirl poll to mark International Day of the Girl 2017 because #GirlsVoicesMatter

### 1. Join

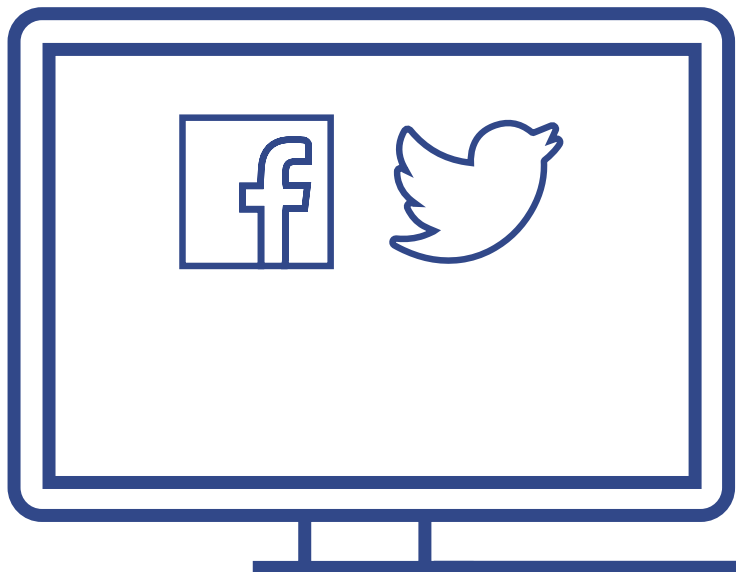
Join U-Report via Twitter: Follow @UReportGlobal and Direct Message them the word TEAMGIRL

On Facebook: Send TEAMGIRL in an Instant Message to U-Report Global - fb.com/ureportglobal

### 2. Share your voice

Complete the TEAMGIRL poll on your mobile phone. U-Report will send the questions straight to your phone. Respond and share your voice!





## **Credits**

**Writers:** Heather Goult, Rachael Quick, Jean-Ann Ndow.

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