

Girls Worldwide Say Toolkit



BC International Committee | Girl Guides of Canada

“Personal transformation can and does have global effects. As we go, so goes the world, for the world is us. The revolution that will save the world is ultimately a personal one.”

Marianne Williamson

Introduction

The world we live in today is a real paradox. Thanks to politics, travel and technology, it seems to get both bigger and smaller every day. It offers us so many opportunities to grow, learn, and discover our potential. Yet at the same time, there is also growing inequality in the world. And most challenges – access to education, hunger, safe water, conflict – take a much harder toll on girls and women.

So it only stands to reason that members of the world's largest female organization, an organization dedicated to the betterment of girls and young women, should do their best to help with the challenges that girls and women face worldwide. This is the heart of what WAGGGS is about – 10 million girls supporting each other to be responsible global citizens. The potential that exists for us to make change is almost overwhelming.

There is much that BC Girl Guides can do, both locally and globally, to learn and make a difference. This is what *Girls Worldwide Say* is all about. It's about exploring issues that face us and our Guiding sisters today. It's about learning how to make informed decisions and opinions about global issues. It's about deciding on how to take action on the things that matter most to us.

We hope you'll enjoy thinking about this aspect of Global Guiding and let it take your girls off in new and exciting directions. The ideas, challenges, and activities in this project are only meant to be starting points - take these ideas and run with them! And please let us know where in the world they lead you.

BC International Committee

Guiding and Global Issues

While Guiding often shares songs, games, and costumes from around the world, topics like hunger and human rights are usually thought to be better left in the classrooms. But actually Guiding is the perfect place to learn about these topics.

As a non-formal education program, Guiding offers girls unique opportunities for global education. When they think about their Guiding sisters around the world, girls have the chance to relate others' experiences to their own and develop their empathy skills. They have the chance to ask critical questions - to learn how to think, not what to think. They can explore things that are important to them. They can imagine a better world. Most importantly, Guiding is a place where girls take action and make a difference.

GLOBAL CITIZENSHIP EDUCATION IS ...

- » asking questions and developing critical thinking skills
- » equipping young people with knowledge, skills and values to participate as active citizens
- » acknowledging the complexity of global issues
- » revealing global issues and connections as part of everyday life, whether in a small town or a large city
- » understanding how we relate to the environment and to each other as human beings
- » relevant to all areas of the Guiding program.

GLOBAL CITIZENSHIP EDUCATION IS NOT ...

- » too difficult for younger children to understand.
- » mostly or all about other places and peoples.
- » about telling people what to think and do.
- » providing simple solutions to complex issues.
- » an extra subject to cram into a crowded program.
- » about raising money for charity.

The *Girls Worldwide Say* Project aims to help Girl Guides in BC


- have a safe space to engage with global issues;
- expand their ideas of the Guiding Sisterhood (learn about work in other Member Organizations)
- learn together as a unit;
- develop their own opinions on global issues;
- recognize the place the Guiding movement has in solving these issues; and
- speak out and take actions that better our world for girls and women everywhere.

The basics about the *Girls Worldwide Say* project.....

The Toolkit is meant for Guiders and Advisers. It outlines some basic ideas for leading activities on global issues, addresses some common concerns, and provides resources for support.

The Challenge is for Pathfinders and Rangers.

The Activity Packs are meant for Sparks, Brownies, and Guides. These are fun activity ideas that can be used at meetings, camps, and events.



You are in the Toolkit section of the project.

- The Toolkit has two parts:
- Leaders' Resources
 - International Advisers' Resources

“ One thing is essential for general and permanent peace and that is a total change of spirit among the peoples, the change to closer mutual understanding, to the subjugation of national prejudices, and the ability to see with the other fellow’s eye in friendly sympathy. ”

Lord Baden-Powell

Leaders' Resources

F a c i l i t a t i n g G l o b a l E d u c a t i o n
a n d A d v o c a c y



PHOTO CREDIT: SMUGMUG.COM - BC GIRL GUIDES

GETTING STARTED

So you want your girls to talk about global issues, as long as you don't have to lead it? It's a common sentiment - but one you needn't worry about! (See the answers to common concerns in the box on the next page).

As a Leader, your job is not to teach girls about global topics, or provide them with all the answers. Instead, it is important that you introduce them to these topics, and help them express their own ideas and conclusions about these topics.

There are five major roles for a Global Education facilitator:

Focuser - gets the attention of the group by making things sound interesting and fun

Observer - watches and observes as the group tries different things, to mention later

Questioner - uses questions to help draw out girls' thoughts and how they express themselves

Supporter - creates and maintains a safe, open environment

Processor - helps the girls process the intended (and unintended) goals of the activity

"Insight doesn't happen often on the click of the moment like a lucky snapshot, but comes in its own time and more slowly and from nowhere but within."

– Eudora Welty

INTEGRATING GLOBAL EDUCATION INTO THE REGULAR PROGRAMME

Global education doesn't need to be done on its own - in fact, it's better if it's integrated with local and personal activities. Look at what you have scheduled for your next few meetings. Is there a way to make any of these a global activity? Some examples:

If you're discussing fashion or learning to sew clothes...

...introduce a discussion about where our clothes come from and ethical clothing options.

If you're talking about technology...

...ask girls to think about how it has changed the way people talk about and solve global issues and if they can think of an example. Do they think these work?

If you're looking at possible careers...

...look into what kind of careers exist for people that want to work on humanitarian issues.

ANSWERS TO SOME COMMON CONCERNS...

WE HAVE TOO MUCH PROGRAM WORK TO DO ALREADY, HOW CAN WE FIT IN WORK ON GLOBAL ISSUES AS WELL?

Global issues work doesn't necessarily mean adding more work, it just means approaching your program work slightly differently. Find a 'global angle' for activities, meetings, challenges, and events that are already part of the program, and explore links between what happens locally and globally in our lives.

ISN'T THIS A 'SCHOOL' THING?

Yes, global issues are taught at school, but usually in a more abstract way. Guiding is an important place to talk about these topics, since one of our key goals is to help Guides grow up to be responsible citizens. And Guiding is a truly global movement. Remember these Golden Ideas: How can we better learn about our Guiding sisters worldwide? Do these issues affect girls and young women in Guiding countries?

WON'T DOING GLOBAL ISSUES WORK MEAN GUIDERS WILL HAVE TO KNOW A LOT ABOUT GLOBAL AFFAIRS?

Guiders do not need to be experts on global issues - global issues are something girls and Guiders can learn about together. All Guiders need is enough of a global perspective to raise questions or make connections that girls may not immediately make; there are many organizations, government agencies, and websites available to use for support and information (many of which are included in this project).

WHAT DO I DO IF GIRLS ASK ME SOMETHING ABOUT AN INTERNATIONAL INCIDENT OR ISSUES AND I DON'T KNOW THE ANSWER?

Admit you don't have the answer and suggest you find out more together. Start with basic information you have, then use the library, internet (reliable sources), organizations, or outside speakers to help answer the question. Use this as an opportunity to help girls develop their research skills.

CAN GLOBAL ISSUES WORK TAKE PLACE ANYWHERE?

Much of what we do in Guiding has a global dimension. You don't need access to international guest speakers or multicultural facilities to talk about global issues. Start with girls' own experiences, needs, and interests and draw out connections to the global aspects of these.

WON'T OTHER GUIDERS OR PARENTS THINK I'M BEING TOO POLITICAL?

Girl Guides of Canada's policy is that "GGC may advocate for any issue which impacts directly on [its Mission] and on issues of importance to girls and young women in Canada." Most of what we will talk about with these challenges concern girls and young women without getting overly political.

If you have a strong opinion about an issue that's brought up, make that known and encourage the girls to make up their own minds. Talk about your plans with your District/Area International Adviser so they understand what you are doing and make sure it corresponds with the Guiding Mission. Avoid being biased in a party-political way.

SHOULD GLOBAL ISSUES WORK ALWAYS INVOLVE GIRLS TAKING ACTION?

Girl Guides of Canada encourages you and your girls to identify actions, however small, that you can take on local and global issues and events that affect both your own lives and others'. Doing so will equip girls with the sense that they can do something positive about the world they live in, an important part of developing responsible citizenship.

LEADING THROUGH ACTION LEARNING

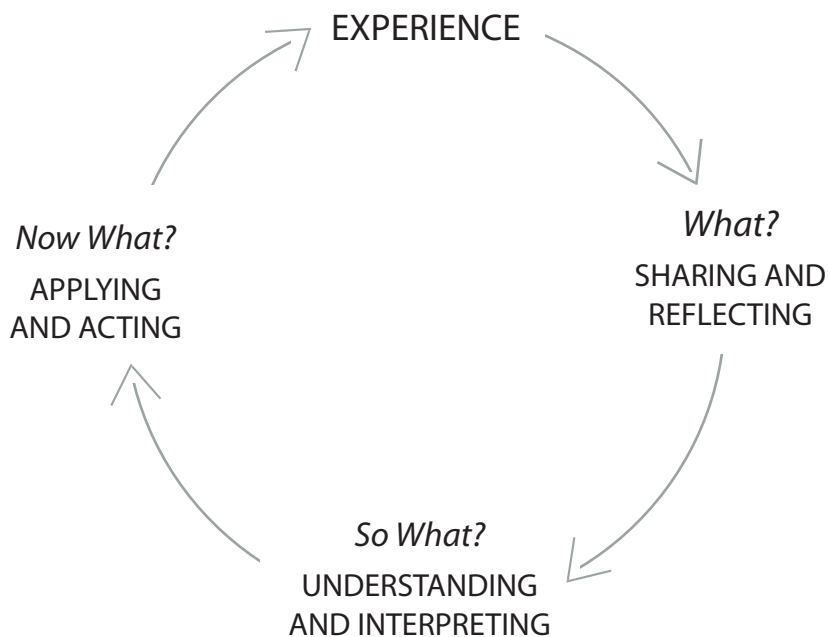
“Tell me and I forget, show me and I remember, involve me and I understand.”
– Confucius

It is important that global education activities be girl-led; however, most groups will still need some facilitation to get started. The simplest way to facilitate learning about global issues is to be sure to involve *hearts, heads, and hands*.

Learning through experience stays with us much longer than just hearing facts. Action Learning is a familiar approach in our Guiding programme, and is the best way to start thinking about global issues.

Most global educators use a process called the Experiential Learning Model to turn ordinary games into learning experiences, primarily with the use of questions. It starts with an activity (a role play game, a field trip, a speaker) that is followed up with a discussion that helps to process the feelings and ideas behind the activity. Then, considering what they’ve learned from this discussion, .

Some people explain this learning process as simply “Action, Reflection, Action”. Others structure their discussion with the questions : What? So What? Now What?



Experience

The first part is meant to involve the girls in an activity where they experience an idea. Role playing and simulation games are excellent engagers, and are very popular in Global Education. The following are some other potential engagers.

- Use a video or documentary to start discussion.
- Take a field trip.
- Start with a service project. Then ask the girls to think about how their service-learning experience connects to larger issues at the state/national/global level.
- Maybe an older girl went on a trip recently. There is a good chance that they performed a service project, and would be more than willing to come and speak to your group about this in depth.
- Community organizations and small-scale charities are popping up all over the place, and are quite easy to find these days through the internet. If you're thinking of learning about a topic, see if you can find a local organization you could visit, or someone who would be willing to come to your unit.

Once the activity is done, spend some time going over the activity as a group, thinking about What?, So What?, and Now What?

What?

What happened in the activity? What were the results? Everyone in the group should share their observations on what was going on. Listen to all observations. Everyone deserves a chance to talk. What did each person do? What was the most difficult thing about this activity?

Ask the group what their gut reaction was. If someone was left out, how did they feel being left out? How did it feel for the others? How did it feel to be a leader? What problems or issues seemed to occur over and over? How did you feel when a particular thing happened?

Tip:

Remember to spend time debriefing after field trips and visits just as you would do after a simulation game. Start a conversation on the car ride home, or in the parking lot before heading home. Ask girls what they thought about the visit and how they felt. This will help them process the experience once they get home.

So what?

So what happened? How do we apply this to the topic we're discussing? How does this activity relate to real life outside of the activity? Generalize the event to connect it to real-world examples. What did you learn about yourself through this activity? What did you learn about making decisions? How did you go about deciding what to do?

Now what?

How can you apply what you've learned to a similar or different experience? What is another situation in which this skill can be used? How will the issues raised by this activity be useful in the future? How will you act differently in the future as a result of this activity?

Some Tips

Remember What, So what, and Now what. This sticks well in the mind of youth and covers the basic steps after the activity is done.

You may want to have everyone sit for all steps in the debrief. This will help them focus. Sitting in a circle is also a good way to help the group share openly, and ensures everyone can hear and make eye contact.

Think of questions ahead of time, but leave room for questions that may arise from unexpected things that happen.

If you're worried about how a simulation game or other activity will work, practice it with other Leaders, or ask your local Trefoil Guild if they would be willing to do the activity with you.

Warning!

Often, people try to engage students by asking them to brainstorm how people in other countries might feel about something, or would react to something. While this does get people thinking, we do not want to reinforce stereotypes - girls may have unrealistic or sensationalized images in their mind, perhaps placed by the media. When doing activities like these, take some time to follow up and find out whether these opinions are realistic. You might be surprised!

TEN TIPS FOR FACILITATING DISCUSSION

These topics may be new to some girls, and they . Yet girls often come to their conclusions as they talk through things, so it is important to provide the space and guidance for girls to . guiding a conversation can be helpful.

1. Paraphrase what a girl has said so that she feels understood and the other girls have a concise summary of what was said at greater length.
So, what you're saying is that you have to be careful about the words you use because a particular person might be offended by them.
2. Check your understanding against what a girl has said, or ask her to clarify what she is saying.
Are you saying that this political correctness has gone too far? I'm not sure that I know exactly what you mean. Could you please run it by us again?
3. Elaborate on a girl's contribution with examples.
That is something that the Kenyan Girl Guides are working on....
4. Suggest a new way to view the problem.
Your comment gives a good point of view from a girl's perspective. Can we think about how a guy might feel about this situation?
5. Energize a discussion by quickening the pace, using humour, or, if necessary, prodding the group for more contributions.
Okay, since we're having a hard time getting started today, I have a challenge for you; for the next two minutes, let's see how many new and creative poster ideas you can come up with.
6. Disagree (gently) with a participant's comment to stimulate further discussion.
I can see where you are coming from, but I'm not sure what you are describing is always the case. Has anyone else had an experience different than Amy's?
7. Mediate differences of opinion between participants and relieve any tension that may be brewing.
I think that Jen and Karen aren't really disagreeing with each other but are just bringing out two different sides of the issue.
8. Pull together ideas, showing their relationship to each other.
From what both Emily and Nadia have said, there are a number of things that can change so girls can go to school. Families can recognize that daughters as well as sons need education, and governments can build more schools so children don't have to travel so far to school.
9. Change the group by altering the methods for obtaining participation or by having the group evaluate ideas that have been presented.
Let's break into teams of three and discuss which of our action ideas is the best option for our group.
10. Summarize (and record – if desired) the major views of the group.
I have noted three major things we've said today: 1) lack of health care makes all poverty problems worse; 2) pharmaceutical companies shouldn't be allowed to patent medicines; and 3) everyone should be able to access medicine and vaccines.

adapted from *Active Learning: 101 Strategies to Teach any Subject* by Mel Siberman

A FEW IDEAS...

Here are some general activities you can do with your group when you want to start thinking about global issues, or have a specific topic you want to discuss.

INFLUENCING PEOPLE

AN ACTIVITY TO EXPLORE AND ANALYZE INFLUENCE.

Discuss what influence means (ie affecting the way someone thinks and behaves).

Write your name in the middle of a piece of paper. Then think of people who influence you - parents, friends, teachers, pop groups, etc. If they have a strong influence on you, write their name close to yours and draw a short line. People who have less influence on you will have a long line between your name and theirs. Write/discuss how each person influences you.

Draw another diagram of people you influence, with those you influence most nearest to the centre, and those you influence least further away from the centre. Compare the two diagrams - are the people who influence you the same people you influence? Compare each other's diagrams. Were there people on others' diagrams that you hadn't thought about?

TRIGGER PHOTOS

AN ACTIVITY TO THINK ABOUT ASSUMPTIONS.

Photographs can be hugely influential in shaping our ideas about ourselves, other people, and the wider world. But the pictures we see do not always tell the whole story. Images in the media can often be one-sided or perpetuate negative stereotypes, so visual literacy is arguably as important as print literacy.

Collect photos from a variety of sources (newspapers, magazines, brochures) of local and global events, and discuss them. Choose one, look carefully at the photograph and discuss what you know about it. Consider what you would like to know. Consider the following questions:

- Where is this place? Is it in the Canada? Why do you think that?
- What is happening beyond the frame? Why do you think that? (*if you want to compare girls' ideas with reality, only a section of the photograph could be shown at first and then later revealed*)
- What happened before the picture was taken and what might have happened afterwards?
- Why do you think that?
- What is the message of this photo?
- What is the issue in this photo?
- Who is it an issue for?
- How many people are affected by the issue in this photo?
- Are they affected locally, nationally, or globally? What can you do to improve the issue?

MOVE YOUR FEET

AN ACTIVITY FOR CHOOSING GLOBAL IDEAS TO EXPLORE AS A GROUP.

Listen and respond to the following questions:

What things concern you most about the world around you? What things in the world would you most like to change? (These can be about school, your city, country, or world.)

Write your ideas on one piece of paper each (post-its are a great idea for this exercise). Put the papers up around the room. Similar issues can be grouped in the same area.

Which of these issues posted up around the room is most important, and why? Move to the place in the room where the issue is displayed.

Now, a second question: Which issue do you think you as a group could improve? Why? Move to the place in the room where that issue is displayed. Consider the choices you made.

Try and “sell” your reasons for choosing an issue to the others in the room, and encourage them to move. The most popular issues can then be analyzed before choosing one to look into and take action on.

WHY-WHY-WHY CHAIN

AN ACTIVITY TO THINK ABOUT THE UNDERLYING CAUSES OF ANY ISSUE.

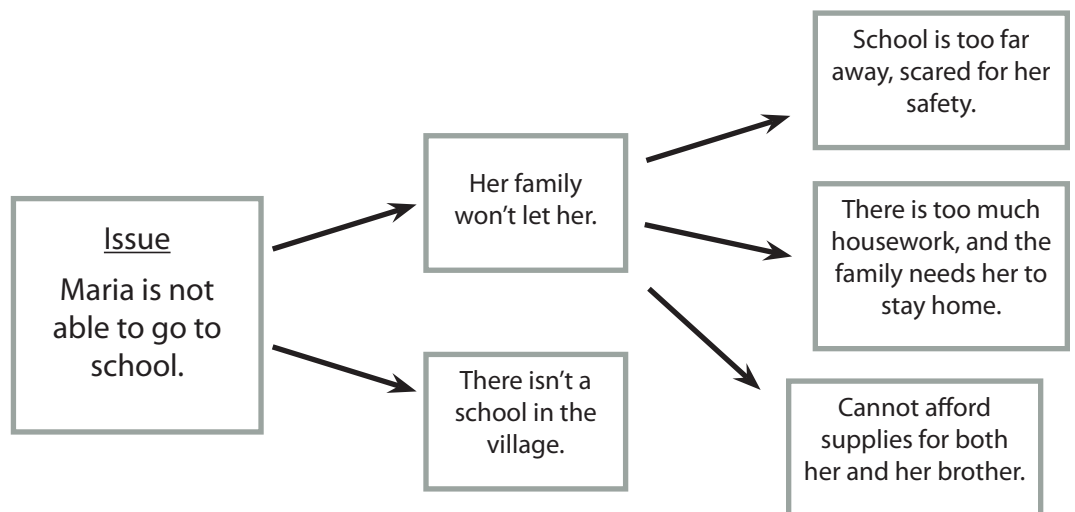
This can be a highly effective way of linking the local to the global with little or no facilitation, other than to keep asking questions beginning with the word ‘why’.

Write an issue in a box at the left hand side of the page. Then ask the girls to think of all the direct reasons for the issue. These should be written (or drawn) in boxes beside it, linked to the issue box by arrows.

Ask the girls to think through the possible reasons behind this first set of reasons. Each reason may have more than one contributing factor. Repeat the process as many times as needed.

The end result is a flow chart which highlights the complexity of an issue and the different causes for it.

Once the process has gone as far as it can, look at the boxes on the right-hand side, and encourage girls to think: ‘Is it fair that this is happening?’ and ‘What can be done to change things?’



A D V O C A C Y

In 1909, a group of girls and young women turned up at a Scouting Rally at Crystal Palace, London, and demanded that there was a place for them in the Scouting family. As a result of taking this action and speaking out on behalf of girls and young women, the Girl Guiding and Girl Scouting Movement was created. This was the first advocacy activity in Girl Guiding and Girl Scouting and it was the start of decades of advocacy action by girls and young women all over the world.

WAGGGS now believes that a more focused use of advocacy will help us to improve the lives of girls and young women worldwide and help us to grow as a Movement. Advocacy will ensure we are seen and heard as an organization which speaks out and takes action on the issues affecting young people, bringing about positive change.

Advocacy does not have to be confrontational and it does not have to be political. As a responsible citizen it is natural to engage in the democratic processes in your country and contribute to the community. Girl Guides and Girl Scouts can support an idea without supporting an ideology. The Girl Guiding and Girl Scouting Movement is a non-political organization, but to build a better world you might need to engage with politicians and decision-makers.

For WAGGGS, advocacy is simply:

**We influence people to take decisions
that will improve our lives and the lives of others.**

In detail this means:

- » Speaking out on issues that affect girls and young women and influencing opinion-formers
- » Doing projects that address root causes of issues affecting girls and young women
- » Educating girls, young women and society at large in areas such as leadership, health, peace and world citizenship

(Remember: Only when all three elements – speaking out, doing and educating – are present can we call it advocacy.)

It is important to take one step at a time and to be patient because sometimes it needs a lot of influencing, speaking out, doing and educating, before you can see the change happen.

The Europe Region Office has recently created an Advocacy Toolkit to help Leaders with advocacy campaigns. This is an excellent resource to help your group organize their first advocacy campaign.

You can download this toolkit at <http://europe.wagggs.org>.

GUIDING RESOURCES

WAGGGS INITIATIVES

There are a number of WAGGGS resources that address global topics, including:

- International Education Kit
- Our Rights, Our Responsibilities
- UNAIDS HIV/AIDS Badge
- FAO Right to Food Challenge
- UNCHR Refugee Badge
- World Thinking Day themes (water, etc)
- Spirituality Kit

Your International Adviser has copies of all of these resources.

The WAGGGS website (www.wagggsworld.org) is also an excellent place to start when looking for Global Guiding resources.

BC GIRL GUIDES - INTERNATIONAL WEBPAGE

The International Committee's webpage on the BC Girl Guides website features a number of challenge activities (including this one), information on international travel opportunities, and links to Global Guiding resources.

www.bc-girlguides.org/resources/international/international.html

NATIONAL RESOURCES

Girl Guides of Canada has some issue-focused campaigns and challenges that can be used as part of these challenges, as well as updates from the Western Hemisphere Region and twinning countries.

Browse through www.girlguides.ca and see what you can find!

WAGGGS - EUROPE REGION ADVOCACY TOOLKIT

The Europe Region Office has recently created an Advocacy Toolkit to help Leaders with advocacy campaigns. This is an excellent resource to help your group organize their first foray into advocacy.

www.europe.wagggsworld.org

GIRL GUIDING UK

Girl Guiding UK has a Global Education department in their National Office, and their team is constantly creating new resources on various topics of importance to British Girl Guides. If you are running low on activity ideas, their resources and challenges are a great place to get ideas. Or compare and contrast the types of global topics they focus on with ours.

www.girlguiding.org.uk

WOMEN WORLDWIDE INTEREST PATCH CHALLENGE

This patch, developed by the Girl Scouts of Santa Clara County, is a web-based challenge that explores leadership on women's issues around the world. Challenges teach girls about the work being done worldwide on women's issues, as well as advocacy, grant making, how the internet can play a role in global issues, and possible careers in non-profit organizations. The patch also features fun internet-based games on these subjects as well.

Adapt the challenges to suit your group, or direct any particularly interested girls in your group to the challenge - they can earn this special patch and have the crest mailed to them.

<http://gssccpatches.org>

OTHER RESOURCES

GET GLOBAL!

A resource produced by UK organization ActionAid, this teacher's guide is a large and excellent resource. The Get Global! toolkit helps a group through the process of learning about, and then acting upon, any number of topics. It has a number of activities, diagrams, and worksheets included to help with brainstorming global interests, discussing issues, and deciding which is the most effective plan of action to make change.

www.actionaid.org.uk/schoolsand youth/get global

RED CROSS

The BC Lower Mainland Red Cross offers a program called "Youth TAP (Training in Action Program)" that offers training and resources to young people on global issues and youth leadership.

www.redcross.ca/article.asp?id=4977&tid=078

OXFAM GREAT BRITAIN'S COOL PLANET PROGRAM

Directed at children (with teachers' resources), Oxfam's Cool Planet showcases fun webpages about a number of global issues, as well as inspiring stories about children making a difference today.

<http://www.oxfam.org.uk/coolplanet/kidsweb>

OXFAM EDUCATION

Oxfam Education is aimed at teachers and youth leaders, compiling a number of workshops and study modules on a number of different topics. Resources can be searched by either topic or age range.

www.oxfam.org.uk/education

FACING THE FUTURE

Another teaching resource, Facing the Future is a non-profit agency that seeks to make it easy for teachers to introduce global issues into their curriculum.

Facing the Future provides curriculum resources, teacher workshops, and service learning (action learning) ideas. Activities are downloadable in pdf packages.

www.facingthefuture.org

Toolkit Part 2 International Advisers' Resources

Promoting Global Guiding



PHOTO CREDIT: WAGGGSWORD.ORG

P R O M O T I N G G L O B A L I S S U E S

Encouraging Global Guiding and promoting global issues learning in your units is a lot like building a campfire. There are three basic steps to think about:

- Building the Fire:** **What materials do we need to start a fire?**
- Starting the Fire:** **How do we ignite sparks and have them catch fire?**
- Sustaining the Fire:** **Once a fire has started, how do we keep it going?**

BUILDING THE FIRE:

- Think about the Guiding resources we have in tow and how you can promote one or all of them at your next event/meeting/conference. (see list in Leaders' Resources).
- Think about other resources you can access (see list in Leaders' Resources).
- Choose only one global topic and really champion it. (Could be one of the Challenge topics, a Millennium Development Goal, or something WAGGGS or GGC has noted.)
- Perhaps organize that your Area/District focuses on one Challenge Topic for the year. Arrange events, camps, and outside speakers on this topic.

STARTING THE FIRE:

- Remember to make things easy to 'catch' – hands-on activities, active games, and things that can be incorporated into the general program will generally be the most successful activities to promote.
- If you are asked to lead an international activity at an Area event, it could tie into a global issue – perhaps one of the activities in the Activity Pack, or one of the 'Engage' challenges.
- At an International Committee / Area / District meeting, you could do some activities to get Guiders comfortable about global issues.
- Use Twinning project activities as a way to engage girls and Guiders in thinking about life and issues in that country.
- If applicable, have girls and Guiders returning from an International trip focus their talk on cultural understanding, volunteer work, or global issues they encountered during their trip
- Keep an ear out for girls and Guiders who have traveled and participated in a service project or volunteer work. Ask them to present in depth about their experience with that work.
- Organize outside speakers to speak at a larger event.



SUSTAINING THE FIRE:

- Keep an eye out for “champions”, Guiders or older girls who really respond to Global Guiding and would be able to help Advisers and Guiders with programming.
- Coordinate with Senior Branches and/or Link in your Area to help deliver some global issues programming.
- If applicable, prepare girls traveling internationally to think about how to present global issues when they return.
- Create a list of global issues activities or opportunities that older girls can take part in individually, or as a unit.
- Continue to explore resources for further ideas
- Share good ideas, especially with other Districts and Areas. This can be done at meetings, on the Idea Zone website, or in the Pipeline newsletter. Let Area / Provincial International know about any resources or contacts you have used so it can be passed on as positions turn over.

