

GLOBAL HAPPENINGS

A GLOBAL ISSUES CAMP-TO-GO RESOURCE
FOR PATHFINDERS AND RANGERS
FROM THE BC INTERNATIONAL COMMITTEE



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INTRODUCTION TO GLOBAL HAPPENINGS

Welcome to the Global Happenings camp-to-go.

This camp-to-go is intended to provide participants with a safe space to learn about global issues, ask questions, develop their own opinions and think about ways in which they can help. While the issues covered in this camp are complex and can be challenging, they are important issues that affect the lives of millions of people around the world every day, and are important for members of Guiding to understand. As an extension of this camp, girls can be encouraged to speak out and take action on these issues, in a way that will better our world for girls and women everywhere.

Because of the challenging content of this camp-to-go, it is intended for Pathfinders and Rangers. However, some of the activities can be adapted for use by younger branches as well.

In this package, you will find the program outline and a wide variety of activities and games to choose from, based on the general topics of water, food, health and access to education. As well, there are menu and recipe suggestions, Guides' Own and a kit list. Build your camp to suit the season, building or campsite, number of girls, their interests and available time. There are far too many activities in this package to fit into one weekend, so pick those activities that work the best for your group and remember to be flexible. Adapt this package to have fun learning about global issues that affect all of us – pick one to learn about in detail, or plan taster activities for all four. Because of the breadth of the topics and activities suggested in this package, you can use this package to plan more than one camp.

Remember to use the most current Safe Guide forms, available from the National website. Your local camping, program and international advisers and your local trainers are there to help you with planning any part of your camp or if you have any questions or concerns.

You will find also that many of the activities in this package can be used to fulfill other badge requirements, such as the WAGGGS Global Action Theme Badge, or BC's Girls Worldwide Challenge. Why not use this package to get a head start on that or another badge, and surprise your group by completing two badges at once!

An evaluation form has been included for you to complete after your camp and the BC International Committee would greatly appreciate hearing from you. Your suggestions and comments are very useful in the creation of future camp packages. We love receiving pictures, so please send some of those along too!

The most important thing is flexibility and adapting this package to work for your camp. Please use your wonderful creativity as required!

Most of all have fun at camp!

BC International Committee

Created 2014

To order crests, complete the **BC Camp-To-Go Crests Order Form** found on the BC Girl Guides website <http://www.bc-girlguides.org/> (click on Program > Challenges & Activities > Provincial Challenges). Instructions on how to order the crests are provided on the form.

Program Connections

Each activity in this booklet includes a list of program connections – areas of the girls' regular program that the activity meets the objectives of. Note that each activity does not completely fill the requirements for these connections – they are each one activity towards the listed program areas. These program connections are intended as guidelines to help you fit these activities into your regular program planning. In some cases, the camp-to-go activity is very similar to an activity in the program area; in other cases, the activity could be used as an alternative to activities mentioned in the program area. In all cases, remember that the girls' program is intended to be flexible: if an activity meets the objectives of the program area, and if it is interesting and challenging for the girls, by all means give them credit for it as part of their program requirements.

The lists of program connections are also not exhaustive. If you find another program area that is covered by an activity in this booklet, don't hesitate to give the girls credit for it.

Please note that the Ranger program encourages in-depth exploration of topics of interest. This makes it difficult to draw direct connections between these activities and the Ranger program. However, because the Ranger program is also very flexible and self-directed, Rangers can certainly take any of these activities and expand or combine them to meet the objectives of one of their program areas.

PROGRAM GUIDELINE

Friday Evening

- 6:00 Arrive at camp – Bag Supper
 Set up camp
 Go over camp boundaries, rules and fire drill, patrol duties
 Divide into patrols if necessary
 Play opening game
 Free time/Mug up
 10:00 Bedtime

Saturday

- 8:00 Breakfast, including Food Challenge (if desired)
 Duties
 9:30 Activity Session 1
 10:45 Snack
 11:00 Activity Session 2
 12:00 Lunch, including Food Challenge (if desired)
 Discussion/evaluation of Food Challenge
 Duties
 1:30 Hike or other outdoor activity
Note: Because of the challenging nature of some of the material in this camp, a hike, outdoor activity or other “different” activity is important to refresh everybody! Alternative afternoon challenge: If you are focusing on one particular global issue at your camp, visit an organization in your community that is involved in that issue and provide service. Leave after lunch and return to your camp before dinner.
 3:30 Carrying Water patrol challenge
 4:15 Free Time
 5:00 Dinner Prep
 Dinner
 Duties
 7:00 Activity Session 3
 8:00 Night Game or Movie
 Mug Up
 10:00 Bedtime

Sunday

- 8:00 Breakfast
 Duties
 Girls pack up gear
 10:00 Guide’s Own
 10:30 Wrap-up activity
 12:00 Lunch
 Patrol Duties
 Closing—present crests and take a group photo!
 2:00 Parent Pick Up



ACTIVITY SUGGESTIONS

Choose your activities to suit the time of year, site, number of girls and your preferences.

Opening Game / Wrap-Up Game

The following activities are suitable as an opening game for the first night of your camp, or as a wrap-up activity on the last morning of your camp. Each of them is focused on how participants interact with others in their community and the broader world, or how our understanding of the world affects our perception of events and issues.

Choose one activity for Friday night and one activity for Sunday morning.

Trigger Photos

Purpose: An activity to think about assumptions.

Suggested for: Opening activity.

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 Canada? Why do you think that?
- What is happening beyond the frame? Why do you think that? (if you want to compare the girls' ideas with reality, only a section of the photograph could be shown at first and then the whole photograph revealed later)
- 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?

Source: *Girls Worldwide Say Toolkit – BC International Committee, 2009*

Program Connections

Pathfinders: **A World to Discover:** 9. Around the World at Home, What's Up Around the World?

Rangers: **Global Awareness:** 12. Where in the World?

Supplies

- photos of local and global events

Influencing People

Purpose: An activity to explore and analyze influence.

Suggested for: Opening activity, or as a wrap-up activity when discussing future service opportunities.

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

Supplies

- pencils
- paper

Directions

1. 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 or discuss how each person influences you.
2. 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?

Source: *Girls Worldwide Say Toolkit – BC International Committee, 2009*

Program Connections

Pathfinders: **Creating Your Future:** 6. Follow that Woman; **Living Well:** Be Glad You're You

Rangers: **Leadership and Management:** 3. Role Models; 4. My Inspiration

Uganda Bean Counting Game

Purpose: To raise awareness of some of the realities of life in other countries. To provide an opportunity to begin analysis and action steps.

Suggested for: Opening activity.

Distribute beans as follows:

- Team A has 40 beans
- Team B has 24 beans
- Teams C, D and E each have 12 beans
- An additional central pile of 25 beans

Directions

1. Divide group into 5 teams.
2. One team at a time takes a card, reads it aloud, and then takes or gives up beans accordingly, until one team is without beans or no cards are left.
3. Beans lost in the luck of the draw are added to the central pile.
4. Count the beans at the end and compare situations.

Discussion

Plan the activity to allow time to discuss reactions immediately following the game.

1. What group of people do you feel are represented by Team A? By Team B?
2. What groups of people do you think are represented by Teams C, D and E?
3. Did anything surprise you while you played the game?
4. Would you like to play the game again if you knew you would draw the same cards?
5. How could we change the game so more of the people would have a fairer chance in life?
6. Do we, living in Canada, play any part in the way they live?
7. Are there actions we can take that would improve the lives of the people in other countries?
8. List three or more small, doable actions we can take.

Source: Adapted by Jacqueline Neun, *Handle on Development, Hands-on Library and Resource Centre*, from a simulation by the Kitchener Global Community Centre, and a game by Dorothy Crocker, Warton, Ontario.

Supplies

- 125 beans, distributed
- 27 cards (included)

Program Connections

Pathfinders: **A World to Discover:** Going Global; What's Up Around the World?;
On My Own: Moneywise

Rangers: **Global Awareness:** 17. What Matters to You

Cards for Uganda Bean Counting Game

<p>Your children suffer from malnutrition and are always sickly. Lose 3 beans.</p>	<p>You live in a large city and your children go to school every day as you are very wealthy. Take 8 beans.</p>	<p>Uganda is one of the poorest countries in the world. Many people don't have money to buy food. Lose 6 beans.</p>
<p>Your parents died from AIDS so you must leave school to care for your sisters and brothers. Lose 7 beans.</p>	<p>You have 100 hectares of very good land on the outskirts of your village. Take 9 beans</p>	<p>Many of the people in the village cannot work hard because the water is not clean, and that has caused a lot of health problems. Lose 4 beans.</p>
<p>Rebels are active in northern Uganda, making it very hard to plant your crops. Lose 4 beans.</p>	<p>You cannot irrigate or water your tiny piece of land, so hardly anything will grow on it. Lose 4 beans.</p>	<p>You rent a space in the village market and sell vegetables grown in your own garden. Take 5 beans.</p>
<p>You have malaria and cannot work at all. Lose 6 beans.</p>	<p>You inherited a small business from your grandfather. Take 9 beans.</p>	<p>Uganda must pay back loans to the World Bank with money that could go for people's health and education. Lose 10 beans.</p>
<p>Coffee grew well this year but the price dropped due to a surplus on the world market. Lose 5 beans</p>	<p>You miss a lot of days of school because you have to work in the homes of rich city people. Lose 3 beans.</p>	<p>You must leave school at a young age in order to find work to support your family. Lose 5 beans.</p>
<p>You need an operation, but you have no money for a doctor or for the hospital. Lose 5 beans.</p>	<p>Your government receives "untied" aid, thanks to pressure from people in other countries. Take 5 beans.</p>	<p>Older members of Girl Guides of Uganda have been counseling others in AIDS prevention. Take 4 beans.</p>
<p>After many years of problems, you now have a stable government. Take 4 beans.</p>	<p>Your parents were able to save money to pay your school fees. This will mean a better job. Take 8 beans.</p>	<p>You were able to attend a school-leavers course and learned a skill that led to a good job. Take 7 beans.</p>
<p>Guides in Uganda help in refugee camps by assisting young women refugees learn about health issues. Take 5 beans.</p>	<p>You cannot attend school as your uniform would cost as much as your father earns in a whole month. Lose 8 beans.</p>	<p>You are keeping a few chickens for eggs they lay to improve the diet of your family. Take 4 beans.</p>
<p>Your eldest son has just graduated from primary school. Take 3 beans.</p>	<p>New industries are starting up since you got a more stable government. Take 5 beans.</p>	<p>Your baby is very sick and the medicine she needs is expensive. Lose 3 beans.</p>

Who Would You Help?

Purpose: To enable participants to make decisions about ethical dilemmas.

Suggested for: Opening activity.

Directions

Invite participants to discuss the following predicament. Groups of seven are best but you can adapt this activity for different sized groups by adding or eliminating characters. Each person in the group acts the part of one of the characters in order to make their own case.

There are no right or wrong answers. It is interesting to see how others react to an apparently insoluble problem. Do some people change their viewpoint after hearing what others think?

Note: It is important to debrief after this exercise.

Story

A group of strangers goes by chartered boat to a remote, uninhabited island. While they are exploring the island a terrible storm arises, and the boat is smashed against the rocks and destroyed, with their personal items and the week's supply of food. Two days later, they manage to hail a passing 10m sailing vessel with a man, wife and four-year-old child aboard. The man tells them they are about three days from the nearest landfall and that they have room for two people. If you had to make the decision, which two would you choose to go?

Ari, a 50-year-old man who has mild angina problems, is a world-famous magazine science photographer, has a worried new wife on the mainland, and is noted for his explosive temper.

Cara, a beautiful 23-year-old, has just told everyone she is two months pregnant, is a microbiologist working on her doctoral thesis and anxious to look for supporting evidence on the island.

Lee is a 30-year-old environmentalist who is sure the waters around the island hold the secret to a sudden decrease in an already rare fish species. He is moody and unsociable.

At 60, Francesca is the oldest in the group and has had several careers: medical doctor, anthropologist and is currently writing a book about oceanic islands. She is not the motherly type, but once operated a vegetarian café. She is troubled by arthritis in her knees.

Georgi, 35, a botanist with a keen interest in the medicinal value of plants, is looking for a species of lily, which he is convinced holds the cure for some kinds of cancer. He is a constant worrier, especially over small matters, and was immediately smitten by Cara.

Bubbi, 40, the rich and adventurous woman who made the venture financially possible, is exceptionally well-organized but so bossy that everyone dislikes her intensely. She is a skilled deep-sea angler, very fit, used to everyone doing her bidding.

Kirstin, 40, is the owner-skipper of the charter boat and is anxious for her passengers to complete their voyage safely.

Source: WAGGGS Exploring Spirituality Kit, 2000 (Module 5: Service to others)

Program Connections

Pathfinders: Creating Your Future: 3, 5 I Have to Give a Speech!

Rangers: Global Awareness: 17. What Matters to You

Supplies

story (included)

Ambassador Game

Purpose: To expose participants to cross-cultural differences in non-verbal communication; to create awareness that lack of knowledge of these differences leads to mutual misunderstanding.

Suggested for: Opening game, wrap-up game or Saturday evening activity.

Description: Five ambassadors representing five mythical countries meet their Canadian hosts at a cocktail party. Each exhibits a distinctive cultural trait to which the hosts, from their frame of reference, must relate.

Supplies

- role play outlines for Ambassadors and Canadian hosts
- flip chart or paper
- pencils, pens, markers

Directions

1. From the group, request (or randomly select) five volunteer “ambassadors”. The rest will be Canadian hosts. Do not tell the groups about each other in any detail.
2. The Canadian hosts remain in the original room. The Ambassadors go to another area for briefing.
3. Allow some time for the Ambassadors to learn their roles and make up the necessary background information they will need to answer questions about themselves and their countries.
4. Facilitate the role play. This could take about 15 to 20 minutes.
5. Debrief.
6. Solicit feedback from Canadian hosts and record on flip chart.
7. Solicit feedback from Ambassadors and record on flip chart. (Note: it may be more effective to get each group to discuss and record their own feedback and then share it with the entire group.)
8. Discussion follows based on these responses.

Original source unknown.

Program Connections

Pathfinders: **A World to Discover:** 9 Going Global; What’s Up Around the World? 5, 8 Around the World at Home

Rangers: **Leadership and Management:** 9. Barriers to Effective Communication; **Explore your Creativity:** 10. Fashion Around the World; **Global Awareness:** 11. Food Awareness; 12. Where in the World; 14. World Religions

Detailed Instructions, Ambassador Game

Note to facilitator

There is no script to this role-play, though it is a good idea to give the participants a context for their discussions, and one idea may be that the meeting is to promote trade between the Ambassadors' countries and Canada. This role-play could also be combined with the Peanut Butter Sandwich game. The topics of conversation used by the Ambassadors and hosts are not significant so long as the exchange is characterized by the cultural traits indicated in the role play outlines provided below.

The emphasis in the discussion following the role play should be on the feelings of the participants, and the reasons for their reactions.

Instructions for Canadian Hosts

The Canadian hosts remain the original room.

Directions

You are members of the Canadian delegation hosting a cocktail party for a group of Ambassadors visiting for a conference (or a trade mission).

It's a cocktail party, so please stand.

Meet as many Ambassadors as possible. Take the initiative to introduce yourself and other Canadians.

Everyone assumes a ministerial role, e.g. Prime Minister, Minister for External Relations, Agriculture, Finance, Trade, etc.

Decide before meeting Ambassadors:

- Who will be responsible for greeting each Ambassador (the countries represented are Valdesta, Zhabori, Syrabia, Montza, Lanivia)
- What kinds of questions you might ask.
- What kinds of information you might offer about Canada.

Overall, try to make your guests feel at ease.

Instructions for Ambassadors

The Ambassadors are to go to another room for briefing.

Directions

You are a group of Ambassadors from different countries visiting Canada for a conference (or a trade mission).

In your countries, different customs are observed and it is important that you display your cultural habits all the time.

Try out non-verbal behavior patterns before meeting with Canadians.

Ambassador from Valdesta

You arrived in Canada only yesterday.

In your country, it is natural for you to stand very close to the person with whom you are speaking – about 6 inches from the face, and look directly into the eyes of the person. It is considered very rude to do otherwise.

Note that the closer you are, the more comfortable you feel.

Make up the necessary information to answer questions about yourself and your country.

Ambassador from Zhabori

You have been in Canada for two weeks.

In your country, it is considered very impolite to look directly at the person with whom you are speaking. You always look away, especially when talking to strangers, so as not to insult them. Therefore, your eyes will always be on the ceiling, the floor – never directly on the other person.

Note that you will try to be very polite.

Make up the necessary information to answer questions about yourself and your country.

Ambassador from Lanivia

You have been in Canada for two days.

In your country, touching is greatly valued. On greeting a stranger, you usually hold hands for a few minutes to express pleasure. All conversation includes a great deal of touching both to emphasize points and maintain contact – every time you say anything, you touch arms, shoulders, face, etc.

Note that you wish to express your pleasure at being in Canada.

Make up the necessary information to answer questions about yourself and your country.

Ambassador from Montza

You have been in Canada for ten days.

In your country, it is a strong custom to compliment and it is considered good manners to smile and laugh a great deal. It is also a custom for people to bow constantly when speaking to someone.

Note that you will be making a special effort to compliment.

Make up the necessary information to answer questions about yourself and your country.

Ambassador from Syrabia

You arrived in Canada a week ago.

In your country, it is a sign of respect to consider another person's words very carefully. Therefore, people answer questions or make comments only after carefully considering what has been said. Never respond immediately – count 10 before answering.

Note that you will be trying to show a great deal of respect for the Canadians you meet.

Make up the necessary information to answer questions about yourself and your country.

Discussion Guidelines

1. Feedback from Canadian hosts (record on flip chart):
 - How did you react to the Ambassadors whom you met?
 - Did people react differently to the same Ambassador?
 - Why did you react in the way you did?
 - Did you feel you put your message across?
 - Why or why not?
 - What was your perception of the Ambassadors as individuals?
2. Feedback from Ambassadors (record on flip chart):
 - How did you react to the Canadians whom you met? (Note: Encourage the Ambassadors to respond within the structure of their cultural roles.)
 - Did people react differently to the same Canadians?
 - Why did you react in the way that you did?
 - Did you feel that you put your message across?
 - Why or why not?
 - What was your perception of the Canadians as individuals?
3. Explore the value judgments and attitudes behind the reactions and perceptions. Encourage the Ambassadors and Canadians to talk about the reasons for their behaviours. What is the relationship between societal values and culture as expressed in communication patterns?
4. Discuss personal situations participants may have encountered that involved difficulties of communication.

Peanut Butter Sandwich Game

Purpose: To explore some of the difficulties encountered by countries in providing food and revenue for their people with the resources at hand. While trading with other countries, the girls will learn how easy it is to fall into conflict with others competing in the world market. The girls will better understand the challenge for countries - rich and poor, large and small - to maintain both world peace and internal peace, and to serve the needs of their people.

Supplies

- Luck of the Draw cards
- country descriptions
- Resource cards

Suggested for: Opening game, wrap-up game or Saturday evening activity.

Directions

1. Split the group into eight different countries. Each country should have at least two people in it. Within each country a leader must be chosen - a President, Queen, Prime Minister or even a Dictator, as they prefer. Each country also chooses a decision-making process to use during the course of the game; for example, majority rule, the leader makes the final decision, or whatever. Lastly, each country chooses a name. Even this can prove a challenge to peace in some countries!
2. Each country is then given a sheet of Bristol board folded like a place card so it stands on its own. On one side is written the size, population and financial status of their country. On the other side, for their information only, is a list of their resources and what they need to provide for their population.
3. World resources are represented by the ingredients for a complete peanut butter and jam sandwich lunch. One lunch consists of:
 - 1 peanut butter
 - 1 jam
 - 1 butter
 - 1 knife
 - 1 napkin
 - 1 plate
 - 2 bread
 - Apples are actually an extra, but may be "needed to survive"
4. In the game, these resources are represented by small pieces of paper in appropriate colours and shapes. When resources are traded between countries, these pieces of paper help keep track of the gains and losses. The aim of the game is to use the resources available in your country to provide, through trade on the world market, what your country needs to survive while maintaining peace in the world.
5. Total World Resources (supplies handed out to the countries, based on each country's information (see below)):
 - 13 peanut butter
 - 13 napkins
 - 10 knives
 - 10 jam
 - 10 butter
 - 28 bread
 - 12 apples
 - 10 plates
6. The countries take turns trading with each other in order to gain the necessary resources. To add some spice and realism to the play, each country has the option on their turn to either trade or pick a "Luck of the Draw" card. These cards might offer a life-saving miracle or inflict a major disaster.

Note: Although world resources are limited, have available some extra resources to cover the bonuses granted in good "Luck of the Draw" Cards.

Source: "Peace Begins with You and Me"

Program Connections

Pathfinders: **A World to Discover:** Going Global; What's Up Around the World? Around the World at Home

Rangers: **Global Awareness:** 5. First, Second and Third; 15. A Helping Hand; 26. I'm so Hungry

Luck of the Draw Cards

You've had a terrific harvest. Double your largest resource!	Your country was hit by an earthquake. Your largest resource has been wiped out.
You've made peace with an old enemy. Add three units of jam to your country's supply.	Disaster strikes! Spring flooding cuts your peanut butter harvest in half.
Your country develops a new fertilizer that doubles your apple supply. Congratulations!	Early frost hits the strawberry fields and wipes out everything. Cancel your jam exports.
The wheat crop is twice what you expected! Double your bread supply.	Drought hits. The cows stop giving milk. Your butter supply dries up completely.
Your new factory turns out plates in half the time. Double you plate supply.	Torrential winds and rains shut down all production. Your knife supply is wiped out altogether.
A tornado wipes out your only plate factory. Hand in all your plates.	A new technique lets you produce knives at twice the speed. Double your knife supply.
Unused land has proved to be perfect for peanuts. Your peanut butter supply triples.	An enemy has bombed your capital city. Your second largest resource is wiped out.
JACKPOT! Fortune smiles. Double all your resources.	JACKPOT! Fortune smiles. Double all your resources.
Fire wipes out two of your largest factories. Your napkin and bread supplies are gone.	You can make "bitter butter better." You bought big batches of bitter butter and made it better. Double your butter supply.
Hailstorms have wiped out your apple crop. All your apple supply is gone.	A neighbouring country shares surplus napkins with you. Add three to your napkin supply.

Resources Distributed Among Countries

(give one card to each country, together with the Resources available for that country)

<i>Country #1: A large, wealthy country with a large population and high labour costs.</i>	
Resources Available	Needed to Survive
12 bread 2 knives 6 apples 6 plates	2 peanut butter sandwiches 2 apples

<i>Country #2: A large, wealthy country with a large population and low labour costs.</i>	
Resources Available	Needed to Survive
5 knives 5 jam 7 napkins 5 butter	2 peanut butter sandwiches 2 apples

<i>Country #3: A small, poor country with low labour costs.</i>	
Resources Available	Needed to Survive
2 jam 2 butter 3 napkins	1 peanut butter sandwich

<i>Country #4: A medium sized country with adequate resources to be self-sufficient.</i>	
Resources Available	Needed to Survive
6 bread 3 knives 3 plates	1 peanut butter sandwich 1 apple

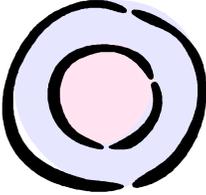
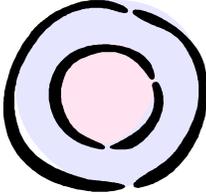
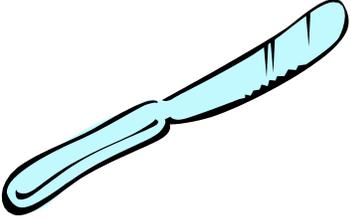
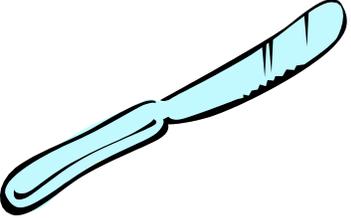
<i>Country #5: A medium sized country with an evenly distributed population; plenty of resources but not a lot in excess of need.</i>	
Resources Available	Needed to Survive
3 apples 3 jam 3 butter	1 peanut butter sandwich 1 apple

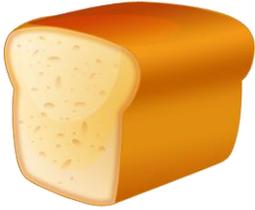
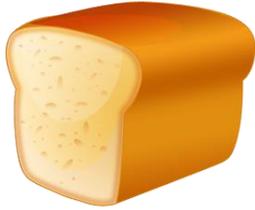
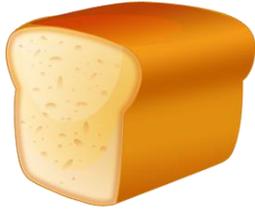
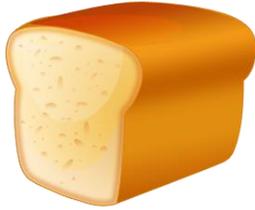
<i>Country #6: A fair sized country with a large population working for reasonable wages; some good natural resources.</i>	
Resources Available	Needed to Survive
3 peanut butter 3 napkins 6 bread	1 peanut butter sandwich 1 apple

<i>Country #7: A small poor country, heavily populated with lots of cheap labour.</i>	
Resources Available	Needed to Survive
4 bread 1 plate 3 apples	1 peanut butter sandwich

<i>Country #8: A very large and very poor country, small population and few developed resources.</i>	
Resources Available	Needed to Survive
10 peanut butter	2 peanut butter sandwich 1 apple

Resource Images

<p><i>Print 5 copies of these cards. Total world resources are: 10 plates, 13 peanut butter, 13 napkins, 10 butter, 10 knives, 10 jam, 12 apples, 28 bread (you will have extras)</i></p>	<p>Plate</p> 	<p>Plate</p> 
<p>Peanut Butter</p> 	<p>Peanut Butter</p> 	<p>Peanut Butter</p> 
<p>Napkin</p> 	<p>Napkin</p> 	<p>Napkin</p> 
<p>Butter</p> 	<p>Butter</p> 	<p>Jam</p> 
<p>Knife</p> 	<p>Knife</p> 	<p>Jam</p> 

<p>Apple</p> 	<p>Apple</p> 	<p>Apple</p> 
<p>Bread</p> 	<p>Bread</p> 	<p>Bread</p> 
<p>Bread</p> 	<p>Bread</p> 	<p>Bread</p> 

Food Activity**Food Challenge**

Have a discussion first about areas in the world where many people do not have an adequate food supply. In most of these areas not only do people not have enough to eat, but what they do have does not provide a balanced diet.

Supplies

- menus
- food ingredients

Choose one country, e.g. India, and supply the girls with the staple food – in this case, rice or flatbread. Add a few other ingredients that would possibly be available to families in that country, and have the girls come up with a meal and prepare it. Only supply them with amounts that people in India would likely have.

You can take this one step further by limiting the facilities that would be available to them when preparing the meal.

Try to do this for a whole day (or at least for breakfast and lunch) so that the girls can appreciate what these families are faced with. Preparing one meal can be relatively easy but having the same limited ingredients meal after meal, day after day is what causes malnutrition.

After completing the Food Challenge, discuss the problems caused by malnutrition other than the obvious health problems, and devise a project which would help improve nutrition in a WAGGGS member country, particularly among children.

Suggested breakfast and lunch menu items for the Food Challenge are included in the menu on page 36.

Program Connections

Pathfinders: **A World to Discover:** Going Global; What's Up Around the World? Around the World at Home; **Exploring a Theme:** Getting Food on the Table

Rangers: **Global Awareness:** 11. Food Awareness

Water Activities

Clean Water Challenge

Many women and children in developing countries spend hours each day walking miles to collect water. This water is usually dirty and unsafe, but they have no alternative. Collecting water is extremely time-consuming. One of the most serious effects is that children, particularly girls, often do not have the time to attend school, and adults cannot spend these hours working for wages.

The average Sub-Saharan African uses 10-20 litres of water a day – compared to 300 litres used each day by people living in a European city, or 600 litres a day used by people who live in American or Japanese cities!

Begin by telling the true story of Tuesday, a 16 year old girl who lives in a small village in South Africa. The family's only supply of water is a water hole situated 5 km from their home. It is Tuesday's job, every day, to walk to the water hole and collect the day's supply of water. At the water hole Tuesday must wade in to the muddy water and fill two 20 litre jerry cans with water. Then she must carry the water the 5 km back home.

Directions

1. If you are at a lake, by the ocean or near a creek, use that as the water supply (be mindful of water safety rules). If not you can improvise by using a very large container (such as a bathtub or large garbage pail) filled with water.
2. The girls must walk from a given spot (although you won't set it 5 km away, it should be far enough for the girls to appreciate the difficulty of the task) to the water source and fill up their containers. If you can rig up a hand pump they can use the pump to fill the containers. They must then return to the beginning with their full containers.
3. This could be done as a relay so that all members of a patrol have the opportunity to carry out the task.
4. As an added challenge, try to figure out a way to transport the full containers that would be easier than carrying them.
5. 40 litres (10 milk jugs) of water for a family of 4 or 5 people is not a lot of water. Have the girls keep track of the amount of water they use during one day at camp.

Discussion points:

- How did this experience make you feel?
- If you had to collect water like this, how do you think this would affect your daily life? What part of your daily schedule would you have to cut out?
- How would having better access to water change lives?
- How much water does your family likely use at home in one day? Come up with ways to reduce that amount.
- As a bonus activity, save the water you use in this activity and see how long this amount of water lasts your group.

Supplies

- water
- 2 x 20 litre containers
- 1 hand pump

Program Connections

Pathfinders: **A World to Discover:**
What's Up Around the World?

Rangers: **Healthy Living:**
31. H₂O; **Global Awareness**

Water Filtration

Did you know that:

- 1.1 billion people in the world lack access to safe drinking water
- 50% of hospital beds worldwide are occupied by people suffering from waterborne diseases
- 6,000 people – mostly children – die each day because they lack safe drinking water

Have a speaker from **Engineers Without Borders** or a similar organization visit the camp and speak about different water filtration methods used abroad.

Ask the speaker about their experiences working on water issues.

Are these methods complicated? Expensive?

What keeps these methods from being used in many places around the world?

Make a water filter using one of the methods the speaker tells you about. How clean is your water? Do you think it's safe for drinking? Would you drink it?

Source: *Girls Worldwide Say Toolkit – BC International Committee, 2009*

Alternatively, make a water filter as follows:

Directions

1. Find or make some dirty water by adding cooking oil, soil and small pieces of paper.
2. Cut a plastic drink bottle in half. Turn the top half upside down so it's like a funnel. Build your filter in the funnel using gravel, sand and cotton wool balls. Experiment with different layers of filter material to see what is most effective.
3. DON'T attempt to drink the filtered water!

Source: *Global Action Theme Badge Curriculum, WAGGGS, 2009*

Supplies

- water
- cooking oil, soil and/or paper to make the water dirty
- plastic drink bottle
- cup or other container
- gravel
- sand
- cotton balls

Program Connections

Pathfinders: **A World to Discover:** Going Global; What's Up Around the World?;
Exploring a Theme: Everything Comes from STEM

Rangers: **Healthy Living:** 31. H₂O

Making Water Last

Catch water in a tap for 2 minutes. Try to see how long you can make that water stretch and last you through the day.

1. How much water did you collect? (Tip: running a tap generally uses 7-12 litres a minute.)
2. Did you make it through the day? If not, how far in the day did you get?
3. How did you decide what to spend the water on?
4. How much of the water did you use for drinking water?
5. What if you had children or sick people to care for? Would that change your priorities?

Supplies

- water from tap
- bucket(s)

Source: *Girls Worldwide Say Toolkit – BC International Committee, 2009*

Program Connections

Pathfinders: **A World to Discover:** Going Global; What's Up Around the World?

Rangers: **Healthy Living:** 31. H₂O

Access To Education Activities

Education is one of the fundamental human rights identified in both the United Nations Universal Declaration of Human Rights and the Convention on the Rights of the Child. But for many children around the world, education is an unattainable goal. A lack of education can have far-reaching results – from not being able to write a simple sentence, to not being able to negotiate a public transit system, to not being able to support one’s family, to not having the skills to advocate for one’s own needs.

For women especially, discrimination in access to education continues even into the 21st century. In some countries, boys still have more educational opportunities than girls even at the youngest age, and in other countries girls are prohibited from attending secondary education.

24 Hours In My Life

Purpose: To encourage participants to think about how they spend their time, and how access to education affects how they spend their day.

Directions

1. Invite participants to think about their average day. How much time do they spend sleeping, working for pay, doing housework, caring for children, fetching water or fire-wood, caring for an elderly person, playing, helping others, reading, sewing, gardening, playing sports, walking, driving, alone just thinking, praying or meditating?
2. Ask participants to draw three large circles and to divide their circles into 24 segments. One circle represents 24 hours of a typical day in the week and another 24 hours of a typical day on a weekend. Ask people to fill in their personal activity clock for each day.
3. Fill in the third circle by thinking of the life of a girl your age in another country. How would your day be affected if you walked to and from school two hours each way? What about if your responsibilities included fetching water twice per day at a pump half an hour away? What about if you also had to care for younger siblings or the family livestock? Think about how these responsibilities would affect what you can fit into your day. At what point would it become difficult or impossible for you to attend the same level of education that you currently attend?

Supplies

- circle templates (or circular objects that can be traced)
- paper
- pens

Adapted from the WAGGGS Spirituality Kit, Module 2, “What it means to be human”

Program Connections

Pathfinders: **A World to Discover:** Going Global; What’s Up Around the World?
Around the World at Home

Rangers: **Global Awareness**

Barriers to Education

Think about and discuss the effect that each of the following would have on a child's ability to attend school:

- Distance and lack of transportation
- Teacher training
- Lack of a school building
- Laws prohibiting girls, or children of a certain religion or ethnicity, from attending school
- Lack of childcare for younger children
- Lack of running water near your home
- Need for children in the family to work
- War or civil unrest
- Being a refugee
- Adolescent marriage
- Not having a birth certificate or other identification
- Lack of funds to buy school supplies
- Menstruation, if you do not have access to sanitary supplies

Program Connections

Pathfinders: **A World to Discover:** What's Up Around the World?

Rangers: **Global Awareness:** 15. A Helping Hand

Mind the Gap

If you have access to the Internet, play the game "Mind the Gap" at:

<http://www.uis.unesco.org/Education/Pages/mind-the-gap.aspx>

How does the information change if you are a female student in Sub-Saharan Africa? A male child in South Asia? How do you feel about the discrepancies between literacy rates and years of education in different parts of the world?

Supplies

- computer and access to the Internet

Program Connections

Pathfinders: **A World to Discover:** Going Global; What's Up Around the World? Around the World at Home

Rangers: **Global Awareness:** 15. A Helping Hand

Sylvia's Walk to School

Watch the slideshow at:

<http://www.bbc.co.uk/news/world-africa-23239800>

Discuss with your group the difficulties that Sylvia faces in getting to school. Do you think she faces any different challenges than she would if she were a boy? What would help make it easier for Sylvia to attend school?

Now read the following excerpts of an article, also from the BBC. Do you think the technology discussed in this article would help Sylvia? What would it take for these innovations to help students such as Sylvia?

Supplies

- computer and access to the Internet

The Future of Education in Africa is Mobile

Education systems are under stress.

It is a problem felt in many parts of the world, but in Africa, the strain is even more acute.

In sub-Saharan Africa, 10 million children drop out of primary school every year. Even those fortunate enough to complete primary school often leave with literacy and numeracy skills far below expected levels.

In addition, there is a major shortage of trained and motivated teachers. It is estimated that to ensure that every child has access to quality education by 2015, sub-Saharan Africa will need to recruit 350,000 new teachers every year. It seems increasingly unlikely that this will happen.

Throw in one of the highest concentrations of illiterate adults in the world, and you begin to understand the scale of the problem.

In the last decade many African countries have, against these significant odds, made solid progress in improving their education levels. However, the challenges are often too large. The “usual” tried and tested methods of delivering education are not enough.

Yet there is a potential solution.

While education struggles to cope, mobile communication has grown exponentially. Africa is today the fastest growing and second largest mobile phone market in the world. While in some countries – including Botswana, Gabon and Namibia – there are more mobile subscriptions than inhabitants, Africa still has the lowest mobile penetration of any market. There is plenty more growth to come. Over 620 million mobile subscriptions mean that for the first time in the history of the continent, its people are connected.

These connections offer an opportunity for education. Already, we are starting to see the beginnings of change. An increasing number of initiatives – some large-scale, some small – are using mobile technologies to distribute educational materials, support reading, and enable peer-to-peer learning and remote tutoring through social networking services. Mobiles are streamlining education administration and improving communication between schools, teachers and parents. The list goes on. Mobile learning, either alone or in combination with existing education approaches, is supporting and extending education in ways not possible before.

...

In many countries, mobiles are the only channel for effectively distributing reading material, given the high cost of books and their distribution, especially to rural areas. Reading on a mobile device is different to reading in print. Mobile devices offer interactivity, the ability for readers to comment on content, the ability to connect with other readers and to publicly ask questions and receive support. Mobile devices can be used to deliver appropriate and personalized content, in ways that print books cannot. Of course, print books have their strengths – such as not having batteries that need to be recharged. A complementary approach that draws on the strengths of each – print and mobile books – is ideal.

Social networking sites, accessed primarily or only via mobile devices by most Africans, are also on the rise and offer another opportunity. Already they are being used by teachers and learners to share resources and provide support in open discussions. For communities that are geographically dispersed and cannot afford to meet in person, the support from such virtual communities is invaluable.

MXit is Africa's largest homegrown mobile social network. With over 50 million users, the South Africa-founded service not only allows its mostly young users to stay in touch by text chatting, it also facilitates live tutoring on maths homework. Dr Maths on MXit has helped 30,000 school-aged children work through maths problems by connecting them with maths tutors for live chat sessions. The service is effective for two reasons: it is cheap – the actual service is free but users pay a minimal data charge to their mobile providers – and it operates in the evenings, when learners need help with homework. For many children in South Africa, this is the most qualified tutor that they will have access to.

Of course, it is not possible to have a one size fits all approach. The mobile landscape in Africa is spread unevenly across 56 countries: in some places there is good infrastructure and access to mobile data, in others access is spotty and limited to basic services.

...

On a continent where education change – what should be taught, how it should be delivered and assessed, and where learning happens – is inevitable, and mobiles are more affordably and effectively networking people to each other and information than ever before, the combined promise is bigger than the sum of the parts. Mobile learning is here to stay and will only influence and enable learning more and more.

Original article can be found at:

<http://www.bbc.com/future/story/20120823-what-africa-can-learn-from-phones>

Program Connections

Pathfinders: **A World to Discover:** Going Global; What's Up Around the World?
Around the World at Home

Rangers: **Global Awareness:** 15. A Helping Hand; 8. Advocacy

Girl Rising

Plan and host a community, District or Area screening of the film, “Girl Rising”, or another film that addresses issues of education for girls. See how to do it at: girlrising.com. Hold a discussion group for audience members after the film to discuss the issues raised in the film.

Supplies

- Access to the film “Girl Rising”

Program Connections

Pathfinders: **A World to Discover:** Going Global; What’s Up Around the World? Around the World at Home; **Finding the Path:** Broaden Your Horizons; **Creating Your Future:** Event Planning

Rangers: **Global Awareness:** 8. Advocacy

The Importance of Teachers

Globally, there is a shortage of teachers. In many countries, teachers are very poorly paid, under-qualified and have low status in the community. As a result, it is difficult to recruit teachers. Without teachers, children cannot go to school.

Information about the chronic shortage of teachers can be found in an infographic from UNESCO here: <http://visual.ly/chronic-shortage-teachers>

UNESCO has designated October 5 as World Teachers’ Day. Organize and carry out an event to recognize the importance of the teachers in your community.

Program Connections

Pathfinders: **A World to Discover:** What’s Up Around the World?; Around the World at Home; **Finding the Path:** Broaden Your Horizons; **Creating Your Future:** Event Planning

Rangers: **Global Awareness:** 15. A Helping Hand; **Leadership and Management:** 5. Take the Lead

Education Monopoly

Purpose:

To experience the difficulties faced by children all around the world in obtaining even a basic education.

Directions:

1. Place the Chance cards in a pile, face down, on the Chance square of the board and the School Supplies cards in a stack on the School Supplies square.
2. Each player chooses a token.
3. Each player starts the game with one School Supplies card.
4. Follow the instructions as you go around the board, including taking Chance cards and doing as they say.
5. Replace the used Chance cards at the back of the Chance pack.
6. Collect one Graduation token each time you pass the Graduation square (whether or not you actually land on the Graduation square).
7. The goal is to collect six Graduation tokens to reflect the minimal primary school education that many children around the world attain.
8. In order to collect a Graduation token, you must also have at least one School Supplies card when you pass the Graduation square. No School Supplies card, no graduation!
9. After playing the game, talk about the issues you encountered as you went around the board. What would happen to you if you encountered these issues in real life?

Supplies

- Education Monopoly board
- 2 dice
- 1 marker for each player (beans, buttons, etc.)
- 30 School Supplies cards
- 24 Chance cards
- 6 Graduation tokens per player (pennies, paper clips, etc.)

Program Connections

Pathfinders: A World to Discover: Going Global; What's Up Around the World

Rangers: Global Awareness

Chance Cards

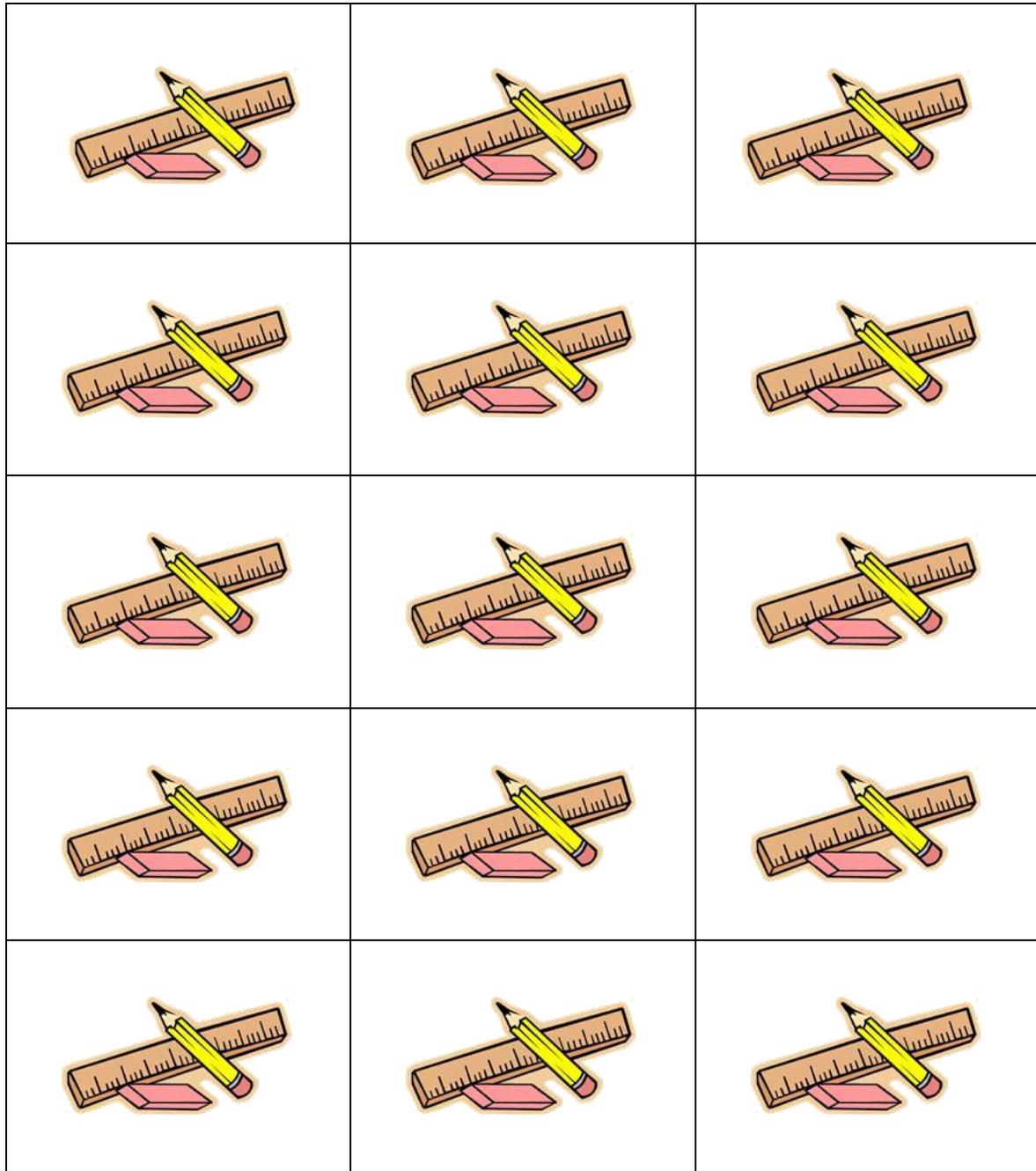
Print one complete set.

<p>Your parents decide that your brother needs to go to school more than you do, and they give him your school supplies. Put all your School Supplies cards on the board.</p>	<p>Your uniform is worn out and can no longer be patched. Your teacher says you cannot attend school without a uniform. Put one School Supplies card on the board.</p>	<p>Termites chew your exercise book. Put one School Supplies card on the board.</p>
<p>Your older sister graduates and gives you her old school supplies. Take one School Supplies card.</p>	<p>You learn how to sew your own uniform in Girl Guides. Take one School Supplies card.</p>	<p>Your exercise book is full and your parents cannot afford a new one. Put one School Supplies card on the board.</p>
<p>Your best friend lends you a pencil after yours breaks. Take a School Supplies card from the player on your right, but give it back after 2 turns.</p>	<p>Your mother starts a business making uniforms for all the children in your community. Everyone takes a School Supplies card.</p>	<p>Your village gets a shipment of exercise books from Canada. Take one School Supplies card.</p>
<p>Your school needs a teacher but no-one is interested in teaching in your small community. Each player puts one School Supplies card on the board.</p>	<p>Your family cannot afford to send you to school with a packed lunch. Put one School Supplies card on the board.</p>	<p>Government education grants mean that your school is supplied with new textbooks. Each player takes a School Supplies card.</p>
<p>The government does not pay your teacher a living wage. Give one School Supplies card to the player on your left.</p>	<p>You obtain first class honours on all your government exams. Skip to Graduation and take one School Supplies card as well as your Graduation token.</p>	<p>You volunteer to help in your school library at lunch and after school. Take a School Supplies card.</p>

<p>The roof of your school needs replacing but your government does not have the funds to fix it. Give one School Supplies card to the player on your left and skip a turn.</p>	<p>The path you take to walk to school floods and you cannot get to school. Give one School Supplies card to the player of your choice.</p>	<p>Congratulations! The government is building a new high school in your community. Take a School Supplies card.</p>
<p>There is a teachers' strike and all the schools in your community close. Each player puts one School Supplies card on the board.</p>	<p>Your country is torn by civil war. All the schools in your country close. Put all your School Supplies cards on the board.</p>	<p>Your parents buy you a bicycle that makes it easier for you to attend school. Take a School Supplies card.</p>
<p>Your small village gets a new water pump which means you no longer have to walk to the river to fetch water in the mornings! Take a School Supplies card.</p>	<p>You were not born in a hospital so your parents cannot get a birth certificate for you. Without one, you cannot go to school. Put all your School Supplies cards on the board.</p>	<p>A new teacher comes to your school so there is room for you to attend. Take a School Supplies Card.</p>

School Supplies Cards

Print two sets of these cards.



Start



Take a
Chance card

No teacher
today so
school
closed. Miss
a turn.

Miss a turn.

Graduation
Day! Move
to Start.

Take a
Chance card.

Dad accepted
a marriage
proposal for
you. Move
back 4 spaces.

Take a
Chance card.

Miss a turn.

You got sick.
Move back 2.

Take a
Chance card.

You received
a scholarship.
Move ahead
1 space.

Advance 2
spaces.

Chance Cards



Education Monopoly

School Supplies



Dad got a
job. Move
ahead two
spaces.

Take a
Chance card.

Mom got sick
so you had to
stay home.
Miss a turn.

Resource: Malala Yousafzai and the Right to Education

Malala Yousafzai is a student and education activist from Swat Valley in Pakistan. After the Taliban prohibited girls from attending school, she began to speak out in support of education as a fundamental right. In October, 2012, she was shot by Taliban gunmen while on the bus after taking an exam. After treatment in Pakistan and England, she recovered and since then has become even more active as an education activist. She won the Nobel Peace Prize for her efforts in 2014.

Malala spoke to the UN General Assembly on July 12, 2013, on her 16th birthday, which the UN called "Malala Day". Here is her speech.

"Dear brothers and sisters, do remember one thing. Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights. There are hundreds of Human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand.... one girl among many.

I speak - not for myself, but for all girls and boys. I raise up my voice - not so that I can shout, but so that those without a voice can be heard. Those who have fought for their rights: Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated. Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorists group. I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists especially the Taliban.

I do not even hate the Talib who shot me. Even if there is a gun in my hand and he stands in front of me. I would not shoot him. This is the compassion that I have learnt from Muhammad-the prophet of mercy, Jesus Christ and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah. This is the philosophy of non-violence that I have learnt from Gandhi Jee, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learnt from my mother and father. This is what my soul is telling me, be peaceful and love everyone.

Dear sisters and brothers, we realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns. The wise saying, "The pen is mightier than sword" was true. The extremists are afraid of books and pens. The power of education frightens them.

They are afraid of women. The power of the voice of women frightens them. And that is why they killed 14 innocent medical students in the recent attack in Quetta. And that is why they killed many female teachers and polio workers in Khyber Pukhtoonkhwa and FATA. That is why they are blasting schools every day. Because they were and they are afraid of change, afraid of the equality that we will bring into our society.

I remember that there was a boy in our school who was asked by a journalist, "Why are the Taliban against education?" He answered very simply. By pointing to his book he said, "A Talib doesn't know what is written inside this book." They think that God is a tiny, little conservative being who would send girls to the hell just because of going to school.

The terrorists are misusing the name of Islam and Pashtun society for their own personal benefits. Pakistan is peace-loving democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity and brotherhood. Islam says that it is not only each child's right to get education, rather it is their duty and responsibility.

Honourable Secretary General, peace is necessary for education. In many parts of the world especially Pakistan and Afghanistan; terrorism, wars and conflicts stop children to go to their schools. We are really tired of these wars. Women and children are suffering in many parts of the world in many ways. In India, innocent and poor children are victims of child labour. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by the hurdles of extremism for decades. Young girls have to do domestic child labour and are forced to get married at early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems faced by both men and women.

Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves. Dear sisters and brothers, now it's time to speak up."

Health Activities

Everyday Living

Empty your purses out onto a table. How many items are health-related items? How easily did you get these items? How many of these items are a “given” everywhere in the world?

Source: *Girls Worldwide Say Toolkit – BC International Committee, 2009*

Program Connections

Pathfinders: **A World to Discover:** What’s Up Around the World?

Rangers: **Global Awareness:** 5. First, Second and Third

Sanitary Pads for African Women

Many girls and women around the world do not have access to proper sanitary supplies, and as a result for days each month they cannot attend work or school, or even leave the house.

One organization that is working to provide necessary sanitary supplies to women in Africa is Days for Girls International. You can read all about Days for Girls’ mission at www.daysforgirls.org.

Have a work party to make reusable sanitary pads for African women. You can register your group as a team, or send your assembled sanitary products to Days for Girls by contacting them at canadianinfo@daysforgirls.org.

Instructions, how-to videos, supply lists and templates for making sanitary pad kits can be found at: <http://www.daysforgirls.org/#!/copy-of-make-kits/cp7k>

Supplies

- sewing machines or sergers
- sewing patterns
- sewing supplies as per instructions (fabric, scissors, thread, etc.)

Program Connections

Pathfinders: **A World to Discover:** What’s Up Around the World?; Around the World at Home; **Finding the Path:** Broaden Your Horizons; **Creating Your Future:** Lend a Hand; Be a Model Citizen (service)

Rangers: **Global Awareness** 15. A Helping Hand; **Service Project**

Hygiene Cartoon

Draw a funny cartoon to highlight the importance of washing your hands. Laminate it or cover it in plastic and display it in a bathroom or kitchen at your campsite.

Source: *Girls Worldwide Say Toolkit – BC International Committee, 2009*

Supplies

- paper
- pencils/markers
- page protectors

Program Connections

Pathfinders: **A World to Discover:** What's Up Around the World?; **On My Own:** Now You're Cooking

Rangers: **Global Awareness; Heathy Living**

Rehydration Solution

Around 65% of the human body is made up of water, so it is important to stay hydrated. Try this home-made recipe for oral rehydration solution, which is given to children suffering from dehydration, and give a small amount to the rest of the group to taste.

Mix 1 teaspoon of salt, 8 teaspoons of sugar and 1 litre of clean water together until the salt and sugar are completely dissolved.

Source: *Global Action Theme Badge Curriculum, WAGGGS, 2009*

Supplies

- salt
- sugar
- water
- container
- something to stir with
- cups

Program Connections

Pathfinders: **A World to Discover:** What's Up Around the World?

Rangers: **Global Awareness**

Mosquito Tag

Two players are mosquitoes and they 'bite' the other players by touching them. Some of the players are secretly given a bead or token which represents a mosquito net. If a player is bitten, she must leave the game. Only the players with the 'nets' can stay in the game, and should secretly pass their 'net' to another player. The game ends when only those with nets are in the game.

Supplies

- beads or other tokens

Source: *Global Action Theme Badge Curriculum, WAGGGS, 2009*

Program Connections

Pathfinders: **A World to Discover:** What's Up Around the World?; Around the World at Home; **Living Well:** Active Living

Rangers: **Global Awareness**

Health Charades

Divide the group into two teams. Give each team a word associated with malaria or another disease (determine in advance what your theme will be). Each team must act out their words in silence. The rest of the group tries to guess what the words are.

Some examples for a malaria theme:

CLEAN WATER, MOSQUITO NET, INSECT REPELLENT, HOLIDAYS, MOSQUITO BITES

In the group, discuss how the words relate to the disease.

Program Connections

Pathfinders: **A World to Discover:** What's Up Around the World?; **My Music, Movies & More:** The Arts from A to Z; **Girls Stuff:** Hot Topics for Youth

Rangers: **Global Awareness**

HIV/AIDS True and False

Divide the group into two teams. Using the MDG 6 Fact sheet (found on the next page), make a list of true and false statements on HIV and AIDS. Have one team quiz the other on half the statements to see whether they know which statements are true, then switch teams for the other half of the statements.

Discuss what the group has learned from the activity.

Supplies

- paper & pencils
- MDG 6 fact sheet

Source: *Global Action Theme Badge Curriculum, WAGGGS, 2009*

Program Connections

Pathfinders: **A World to Discover:** What's Up Around the World?; **Finding the Path:** Broaden Your Horizons; **Girls Stuff:** Hot Topics for Youth

Rangers: **Healthy Living:** 11. Let's Talk About Sex

MDG6 fact sheet

Combat HIV/AIDS,
malaria &
other diseases



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

World Association of Girl Guides and Girl Scouts

Combat HIV/AIDS, Malaria and other disease is the sixth Millennium Development Goal (MDG). The aim is to halt and begin to reverse the spread of HIV/AIDS and the number of cases of malaria and other major diseases by 2015.

For more information on this subject, take a look at the World Thinking Day 2009 fact sheets on the GAT section of the WAGGGS website.



Are targets being met? ³⁴

- Achieving this goal is hugely important as it is closely linked to achieving MDGs1 (poverty and hunger), 4 (child mortality) and 5 (maternal health).
- Thanks to improvements in prevention programmes, the number of people newly infected with HIV reduced from 3 million in 2001 to 2.7 million in 2007. Also, with the increase of antiretroviral treatment services, the number of people who die from AIDS has started to decline, from 2.2 million in 2005 to 2 million in 2007. However, largely because newly infected people survive longer, the number of people living with HIV rose from an estimated 29.5 million in 2001 to 33 million in 2007.
- There has been less progress in treating malaria than in preventing it.
- Halving the tuberculosis prevalence rate by 2015 is unlikely.



Did you know?

- In the WAGGGS' Adolescent Health Global Survey, nearly a quarter of girls surveyed know somebody living with AIDS. Girl Guides and Girl Scouts were asked which of the following issues would be important for the World Association of Girl Guides and Girl Scouts to talk to world leaders. They said: HIV / AIDS – 37 per cent, Adolescent pregnancy – 24 per cent, Sexually transmitted conditions – 22 per cent, Eating disorders – 17 per cent
- WAGGGS has published the AIDS training toolkit which you can use to train your peers on how to prevent HIV infection and fight stigma and fear.
- WAGGGS topic for World Thinking day 2009 was fight AIDS malaria and other diseases. You can find activities on <http://www.wagggsworld.org>
- You can earn the WAGGGS AIDS badge. Download the curriculum from the website: <http://www.wagggsworld.org>

Position Statements

WAGGGS has published several position statements on issues that are relevant to girls and young women worldwide. The statements contain information on what WAGGGS has to say about the topic, background facts and case studies. WAGGGS' Member Organizations can find them on the Members' Area of WAGGGS' website or you can request them from bernadette@wagggsworld.org

Recipes

Traditional English Breakfast

A traditional English breakfast would usually begin with:

Fresh Fruit Juice *or* ½ grapefruit *or* Grapefruit Sections

This would be followed by a variety of fried foods. There is no real recipe for this but here is a list of foods that would traditionally be included. Any or all of the following can be included.

Bacon, sausage, blood sausage (black pudding), eggs (scrambled or fried), sliced tomatoes, mushrooms, canned beans (pork and beans)

They would be served with white or whole wheat toast, butter and marmalade or jam.

Tea or coffee would accompany the meal.

Oatcakes

4 cups fine oatmeal (can use oat bran as long as it is finely ground)

2 cups all purpose flour

1½ tsp. yeast

1 tsp. sugar

pinch salt

lukewarm water

1. Dissolve the sugar and yeast in 250 ml (1 cup) lukewarm water. In a large bowl combine the oatmeal, flour and salt.
2. When the yeast is frothy and twice the size, add it to the flour mixture. Add enough warm water to the mixture and beat until a soft batter is produced (make sure the water is not too hot or it will kill the yeast and the dough will not rise). Allow to sit several hours or overnight. After it has sat you will need to add more water to thin the batter. The consistency should be between a crepe batter and a pancake batter.
3. Lightly grease a frying pan with a little shortening. When the pan is hot add enough batter to cover the bottom of the pan thinly. Cook until the top is dry and then flip and cook the other side.
4. The oatcakes can be served filled (like a wrap) or they can be fried and served with other breakfast foods.

Red Bean Buns

3 cups all purpose unbleached flour

1½ tsp. yeast

¼ tsp. sugar

½ cup milk

½ cup warm water

1 tbsp. butter, margarine or shortening

½ tsp. baking powder

parchment paper

Filling: Red Bean Paste (We would suggest buying ready to use red bean paste at least for the first time you make these buns. It is available at most Asian stores).

1. Combine the ingredients and mix well. The dough needs to be supple for stretching and shaping so add a little extra water if necessary (it may need approx. 2 tbsp.)
2. Knead by hand or machine, if available, until the dough is soft and supple. Set aside in a covered bowl and let rise for 45 minutes to 1 hour.
3. Divide the dough into 12 pieces and form each into a ball. Let rest for 10 minutes before you flatten them.
4. While the dough is resting bring the water in your steamer to a boil. A bamboo steamer is the most authentic but a regular stainless steel steamer is fine.
5. Take each ball of dough and flatten it into a circle large enough to add the red bean paste and re-shape it into a ball. Place 1 tablespoon of paste on each circle. Close them by gathering the sides of the circle to the centre. Pinch the edges of the dough tightly so that they will not open while cooking. They can be either flattened by re-rolling them seam side down or they may be left as they are. This gives a more authentic look.
6. Place each ball of dough on a small square of parchment paper and place in the steamer. Cover and steam for approximately 15 minutes. Remove from the heat and serve warm.

Pancakes

1¼ cups all purpose flour

3 tsp. baking powder

½ tsp. salt

1 beaten egg

1 cup milk

1. Stir together the dry ingredients.
2. Combine the egg and milk, add to the dry ingredients. Stir just until moistened.
3. Heat a griddle or frying pan, lightly grease with shortening or oil. Spoon the batter on to the griddle or pan and cook until bubbles form on the top side and begin to burst. Flip the pancakes and cook the second side.

Sushi

- 3 cups sushi rice
- 3 cups water
- ½ cup rice vinegar
- 2½ tbsp.. sugar
- ¼ tsp. salt
- 1 cucumber
- 3 carrots
- 1 avocado
- tuna (in springwater)
- 6 sheets nori (toasted seaweed)
- wasabi paste (optional)
- soy sauce (optional)
- At least one bamboo mat for rolling sushi
- plastic wrap

1. Cook rice in rice cooker. Once cooked let the rice set for 10 minutes. In a small bowl combine vinegar, sugar and salt until dissolved. In a low pan spread rice – stir in vinegar mixture using a fork to break up the rice. Cool rice completely.
2. Prepare fillings of cucumber, tuna, carrots, avocado by thinly slicing.
3. Place plastic wrap (if desired) on the bamboo mat for easier rolling. Dampen mat and place nori shiny side down on the mat. Dip your fingers into water and spread rice evenly over the seaweed. Add fillings on top of rice.
4. Roll mat forward, keeping the roll tight and removing mat as you roll. Wet the end of the seaweed to seal the roll together.
5. Cut sushi roll into small pieces.

Quesadillas

- tortilla shells – any flavour
- grated cheese
- onion - chopped
- peppers - chopped
- cooked chicken (optional)
- salsa
- sour cream

1. Place tortilla shell in frying pan over low to medium heat.
2. Top with cheese, onions and peppers to taste.
3. Add cooked chicken (if desired).
4. Place tortilla shell on top.
5. Continue to cook over low/medium heat until cheese is melted and bottom shell starts to brown.
6. Place a plate or lid on top of quesadilla – flip over the frying pan to remove shell easily. Flip the tortilla back into the frying pan topside down.
7. Continue to cook over low/medium heat until shell is browned on both sides and cheese melted thoroughly.
8. Serve immediately with salsa and sour cream on the side.

Pizza

The “crust” can be made from a number of flatbreads from around the world including naan, chapati, pita, tortillas, bannock – try something new today!

Top your crust with a variety of toppings:

tomato sauce

cheese

deli meats

vegetables such as onions,
mushrooms, peppers

pineapple

Pizza can be cooked until heated through and the cheese is melted in a frying pan, conventional oven or a box oven depending on what cooking facilities you have available for your use.

Chapati

- 2 cups whole wheat flour
- ½ cup flour
- ½ tsp. salt
- cold water
- 2 tbsp. oil

9. Mix together the flours and salt. Add enough cold water to make a soft, pliable dough. Knead well.
10. Divide the dough into 10 equal balls.
11. On a lightly floured board, flatten each ball slightly. Roll out into thin, round shapes about 1/8” thick.
12. Heat a griddle or frying pan to approx. 400 degrees F and cook each chapati until golden brown. Turn and cook the other side until brown spots appear, being careful not to burn the brown spots. Tip: Pressing on the chapati slightly with a damp paper towel as it cooks will help it to cook evenly and create bubbles in the chapati. Hold the damp paper towel with two fingers inside and press lightly but evenly, moving it around the surface of the chapati.
13. Remove from the skillet onto a clean tea towel and brush one side with butter.
14. As each chapati is cooked, stack on top of each other.
15. Wrap in the tea towel to keep warm.

Skewers

Skewered meats are eaten around the world. You can make a great meal on skewers – try some of the following suggestions. Cook your skewers on a griddle, over an open fire, barbecue, etc.

Souvlaki – chicken or pork cubes on bamboo skewers – Greek marinade

Satay – chicken pieces on bamboo skewers – Thai satay marinade mix – peanut sauce for dipping

Kebab – marinated beef and/or vegetables on skewers

Following is one Souvlaki recipe.

Chicken Souvlaki

8oz skinless chicken breasts

olive oil

wooden skewers

1. Soak the skewers in cold water for about 1 hour so that they won't flame on the barbecue.
2. Light the barbecue or the fire.
3. Cut the chicken into medium sized cubes. Put onto the skewers and brush lightly with olive oil. Put about six pieces of chicken on each skewer.
4. Cook the chicken, turning occasionally until the chicken is thoroughly cooked and no pink remains.

Notes:

If you are concerned about the chicken being thoroughly cooked you can use pre-cooked chicken and re-heat it.

The chicken cubes could be cooked in a frying pan.

Serve with Tzatsiki.

Tzatsiki

½ long english cucumber

½ tsp. salt

½ cup sour cream

pepper to taste

1 or 2 cloves garlic, minced

1 cup plain yoghurt

2 tsp. dried dill weed

1. Grate the cucumber, place it in a sieve and leave for 15 minutes to drain. Squeeze out the excess liquid with a paper towel.
2. Combine the garlic, salt, yoghurt, sour cream, dill and pepper. Add the cucumber and stir well.
3. Chill before serving.

Greek Salad

cucumber

tomato

green Pepper

red onion

feta cheese

black olives (if desired)

Greek salad dressing OR olive oil,
red wine vinegar, oregano, salt and
pepper

1. Cut the vegetables into bite size pieces, crumble Feta Cheese on top and add black olives to taste.
2. Add dressing – either a purchased bottle of Greek salad dressing or you can make a simple dressing with olive oil, red wine vinegar, oregano and salt/pepper.

Banana Mango Bread

1 cup butter

1¼ cup brown sugar

3 eggs

3 cups self-raising flour (OR 2 2/3
cups flour + 4 ½ tsp. baking
powder)

½ tsp. salt

¼ tsp. cinnamon

¼ tsp. nutmeg

1½ mashed ripe bananas

1 small ripe mango (peeled and
pureed) or 1 cup mango puree

1 cup raisins

½ cup chopped walnuts

1. In a bowl, cream the butter with sugar until fluffy. Beat in eggs one at a time until incorporated.
2. In a bowl, combine flour, salt, cinnamon and nutmeg.
3. In a bowl, combine mashed bananas and mango puree
4. Mix dry ingredients and banana mixture alternately, into the creamed mixture until batter is just combined. Fold in raisins and nuts
5. Pour batter into 2 greased 8 ½ x 4 ½ loaf pans. Bake at 350F for 50 to 60 minutes or until knife inserted comes out clean.
6. Leave in pan for 10 minutes, remove from loaf pans and let cool on racks.

International Popcorn Seasonings

Start with 8 cups of air popped popcorn mixed with a little butter. Mix it up with the spice from your favorite destination. Enjoy!

Mexican

- 2 tsp. chili powder
- 1 tsp. ground cumin
- 1 tsp. paprika, preferably smoked paprika
- 1 tsp. salt
- ½ tsp. garlic powder

Swiss Alps

- ¼ cup powdered sugar
- 2 tsp. ground cinnamon
- ¼ tsp. ground or freshly grated nutmeg
- ¼ tsp. ground allspice
- ¼ tsp. table salt

Swiss Alps

- ¼ cup powdered sugar
- 2 tsp. ground cinnamon
- ¼ tsp. ground or freshly grated nutmeg
- ¼ tsp. ground allspice
- ¼ tsp. table salt

Parisian

- ¼ cup finely grated Parmesan cheese
- 2 tsp. dried thyme
- ½ tsp. garlic powder
- ½ tsp. salt

A la Greco

- 1 tbs. dried dill
- 1 tbs. lemon zest
- 1 tsp. salt
- ½ tsp. onion powder

Chai Tea

Either:

Chai tea bags,

OR:

black tea bags

whole or powdered nutmeg

whole cardamom

whole cloves

whole star anise

milk (approx. 1 cup per person, or as desired)

Sugar or honey

1. If using whole spices, combine approx. ½ T of each spice into a twist of cheesecloth or undyed cotton, or a tea ball. If you don't have any of these things, you can put the spices directly in the milk without wrapping them up, but you will want to strain them out when pouring the tea.
2. Heat the milk on the stove with the tea bag(s) in it, and spices if using plain tea bags, and simmer for a few minutes. Watch the milk carefully as milk boils suddenly! Remove the tea bags (and spices) and serve in mugs.
3. Each person may add sugar or honey to taste.

Hummus

- | | | | |
|---|---|----|--|
| 1 | can (19 oz/540 ml) chickpeas, drained | 1. | Combine all ingredients in a food processor, or use a hand mixer. |
| 2 | green onions, chopped | 2. | Blend well. |
| 3 | cloves garlic, chopped | 3. | Serve chilled or at room temperature with raw vegetables and pita bread. Garnish with chopped onions, tomato or parsley. |
| ¼ | cup fresh lemon juice (juice of 1 lemon) | | |
| ¼ | cup peanut butter or tahini (sesame seed paste) | | |
| ½ | cup low-fat plain yogurt | | |
| ½ | tsp. ground cumin | | |
| ½ | tsp. salt | | |
| | pepper to taste | | |

GUIDES' OWN / REFLECTIONS

A Guides' Own is a very special type of ceremony and can be held the night before closing camp or the morning before leaving camp. A Guides' Own is not a replacement for a church service or other religious ceremony and is a time for reflection and being thankful. A Guides' Own can be held in a camp's chapel or the girls may select a special area at camp.

Include reflections on what they have learned, how it affected them, what they can do to help. Here are some readings, songs and activities that can be used at your Guides' Own, either all together or individually.

Beginning of a New Day:

This is the beginning of a new day. God has given me this day to use as I will. I can waste it – or use it for good, but what I do today is important, because I am exchanging a day of my life for it! When tomorrow comes, this day will be gone forever, leaving in its place something that I have traded for it. I want it to be gain, and not loss; good and not evil; success and not failure, in order that I shall not regret the price that I have paid for it.

Opening:

I wondered why somebody didn't do something, until I realized that I was somebody.

Reading:

All children have rights: the right to protection, to education, to food and medical care, and to much more. Every child, no matter where he or she lives, has the right to grow up feeling safe and cared for: a simple thought, which few would openly challenge. But sadly, the reality is quite different.

Every day children are born who may never know the things more fortunate children take for granted. Many are exploited. Many cannot even grow up with their own families because their countries are ravaged by war. Some go hungry because there is famine; others will never have the chance to learn and grow; some cannot even play.

- *Audrey Hepburn, "A Children's Chorus"*

Song:

"The World of Tomorrow"

You and the Promise:

When a Guide promises to help other people at all times, she is taking on the principle and spirit of service that underlies the Guiding movement.

The 21st World Conference defined the essence of service: "The essence of service is the acceptance of the practice of helpfulness to others."

The essence of service has expanded to include community service, co-operation with other organizations, exchanges of ideas and personnel – all made possible by better means of communication.

We help others when we carry out a Good Turn.

Make a list of Good Turns that you have carried out in the last week. Discuss the list with a partner.

- *From WAGGGS Exploring Spirituality Kit, 2000 – Module 1, Exploring Spirituality in Girl Guiding/Girl Scouting.*

Who is my Neighbour?

No individual or nation can build a wall that will keep out thoughts and ideas. As humans we are interdependent, not only with each other but also with all of nature. The air we breathe, the water we drink, the earth we stand on are being damaged by our use and abuse of resources. How I live in one country affects how others live in another.

Suppose our neighbor is hurt. Is it our business? If the woman next door is violently assaulted, does it concern us? If war breaks out on the other side of the world, should we care? Who is responsible for bringing healing to a community 10 or 10,000 kilometres away that is devastated by fire, flood, earthquake or war?

- *From WAGGGS Exploring Spirituality Kit, 2000 – Module 5, Service to Others*

Activity:

Write yourself a letter to be read a year (6 months?) from now, about what you have learned this weekend, how it affected you and how you would like to participate in change over the next year. The letter will be mailed to you in a year's time.

Daylight Taps

PARTICIPANT KIT LIST

Please keep in mind that items may need to be added or deleted depending on the time of year and whether you are indoors or out!

Everyone should always wear uniform to and from camp.

Remember to LABEL everything clearly – or you may lose it! If it's precious and irreplaceable – don't bring it. All things should fit in one duffel bag or similar, and one bedroll or stuff sac (two pieces – NO garbage bags!)

Clothing

- | | |
|---|---|
| <input type="checkbox"/> warm pajamas (tracksuit works well) | <input type="checkbox"/> sturdy shoes for walking/hiking (NO open-toed shoes) |
| <input type="checkbox"/> pants (1 pair) (NO blue jeans) | <input type="checkbox"/> warm jacket with hood |
| <input type="checkbox"/> t-shirts (2) | <input type="checkbox"/> raingear (MUST) including boots |
| <input type="checkbox"/> sweatshirt or pullover (1) (not the one to sleep in) | <input type="checkbox"/> camp hat (MUST) |
| <input type="checkbox"/> socks (3) | <input type="checkbox"/> plastic bag for dirty laundry |
| <input type="checkbox"/> extra socks to wear to bed (1) | <input type="checkbox"/> inside shoes or slippers (must have hard soles) |
| <input type="checkbox"/> underwear (3) | <input type="checkbox"/> toque and gloves or mitts |

Gear

- | | |
|--|---|
| <input type="checkbox"/> sleeping bag (suitable for time of year) Note: theme-styled bags tend to be thin do not provide adequate insulation. | <input type="checkbox"/> ground sheet (an old shower curtain, piece of tarp or any kind of plastic big enough for the sleeping mat to fit on) |
| <input type="checkbox"/> extra blanket | <input type="checkbox"/> small pillow (optional) |
| <input type="checkbox"/> sleeping mat (NO blow-up air mattresses; closed-cell foam or self-inflating Therm-a-Rest® type mats only, please) | <input type="checkbox"/> sleeping buddy (small, optional) |

Dishes

- Unbreakable plate, mug, cup, bowl, fork, knife, spoon, in a mesh bag (because the dishes hang to drip dry)
- All dishes should be marked with nail polish or permanent marker with the girl's name or initials.

Personal Items

- | | |
|---|--|
| <input type="checkbox"/> hand towel, face cloth, soap, tooth brush and paste, etc. | <input type="checkbox"/> small Kleenex package |
| <input type="checkbox"/> hair brush and ties (long hair must be tied back at all times) | <input type="checkbox"/> water bottle |

Miscellaneous

- | | |
|---|---|
| <input type="checkbox"/> flashlight with new batteries | <input type="checkbox"/> personal first aid kit |
| <input type="checkbox"/> spare batteries | <input type="checkbox"/> sunscreen (no spray) |
| <input type="checkbox"/> sit-upon | <input type="checkbox"/> bug lotion (no spray) |
| <input type="checkbox"/> whistle | <input type="checkbox"/> folding camp chair |

Medications

Placed in a Ziploc® style plastic bag and given to the first aider upon arrival at camp

Must be in **original** containers and **clearly labeled** with dispensing instructions.

If "over-the counter" medications (such as Tylenol, allergy pills, cough medicine,) are being brought to camp, please include these in the plastic bag.

Please leave at home:

- all sleeveless tops (spaghetti-strap tops, tank tops, etc.)
- all open-toe shoes
- all electronic devices, including cell phones

GLOBAL HAPPENINGS EVALUATION FORM

Please share with us what you liked about this camp-to-go and anything that we could improve on for next time! Thanks for your input!

WHAT DID YOU LIKE BEST?

WHAT WORKED / DIDN'T WORK FOR YOU?

WHAT COULD WE IMPROVE ON FOR NEXT TIME?

COMMENTS!

Please send your pictures to the email address listed below.

Please return to:
BC International Committee
1476 West 8th Ave.
Vancouver, BC V6H 1E1

or email to:
international@bc-girlguides.org