

## REACTION PROGRAMMING: STAND UP

Recent events, both here and in the United States, have left many of us feeling confused, excluded and even fearful. Regardless of political beliefs, these deep-seated issues have gained increased media attention and have created a sense of division.

With gender at the forefront of many of these conversations, it is critically important now more than ever that girls are reminded of the power of their voices and their undeniable ability to create change. Positive change starts with the fundamental idea that we are all equal and we all belong. Solidarity is key, as is the sisterhood of Guiding. This program encourages girls to raise their voices, stand together, and act for the changes they wish to see. The objective of these activities is to instill in girls the confidence to recognize their strengths, share their values and feel empowered to speak out about the issues that are important to them.



Don't forget to share what you are doing in the ReACTion programming by telling us about your participation and sharing photos with us on social media using the following tags.



Girl Guides of Canada



@girlguidesofcan



@girlguidesofcanada

This ReACTion program can be done as a full meeting, or Guiders can simply select and run one or more activities. You may also adapt these activities as necessary to meet the specific needs of the girls in your unit. Feel free to use the [Confidence Crest](#) (available from [thegirlguidestore.ca](http://thegirlguidestore.ca)) for girls who have participated in any of these activities.

**NOTE:** As girls in your unit explore the issues they want to speak up for, it's important that the girls themselves decide the issues they are interested in and the actions they may want to take. You should encourage girls to make sure their ideas and initiatives are well thought out and based on research from reliable sources as well as critical thinking and analysis.

## OUTCOMES

- Girls will explore the fundamental idea that no one person is less important than another and that all individuals are entitled to feel that they belong, have a voice and have a place.
- Girls will develop the confidence and become empowered to share their voice on topics or issues that are important to them.

## 1. REFLECTING ON OUR PROMISE

### MATERIALS:

- Promise Diagram (page 7)
- Post-its
- Pens/pencils

The Guiding Promise celebrates each girl's commitment to herself, her community, and her global sisterhood. While every girl makes the same Promise, the Promise is personal and will mean something different to each girl. Have the girls recite the Promise and take a moment to think about what it means to them.

Display the Promise Diagram (page 7) in a visible and easy to reach area. Create your own Promise Diagram or print a large poster of the image provided.

Invite girls to reflect on each part of the Promise.

Focus their attention to the girl at the centre of the image ('Myself') to start. Ask girls to consider recent events, including the different things they may have heard, seen, or experienced. Have girls ask themselves:

- What are my feelings about these events or issues?
- What are some things I may be sensing about the feelings of others?

As girls reflect on these questions, they should draw or write their thoughts and feelings on Post-its. Girls then place their Post-its at the centre of the Promise Diagram, on/around the girl. Continue this activity by moving outward from the centre of the Promise Diagram to each subsequent image in the same way.

Have the girls think about:

- **Girl = Myself:** What are my feelings about these events/issues? What are some things I may be sensing about the feelings of others?
- **Heart = My beliefs:** What are my beliefs about what's happening/happened? What do I feel is right or fair?
- **Maple Leaf = My Canada:** What do I want for a better Canada? What can I do to help make this happen?
- **Globe = A better world:** What do I want for a better world? What can I do to help make this happen?



Once all four components of the Promise have been addressed, discuss what was posted:

- Did other girls have the same feelings? Beliefs? Goals?
- How did you feel when you saw that someone was thinking the same way you did?
- How did you feel when you saw an idea that was different from your own?

Explain that it is okay to think/feel differently from someone else; we don't have to agree, but we do have to respect the thoughts and feelings of others. Our differences are what make us part of a diverse and powerful whole. We are all unique, and we are all equally important to acting for positive change.

## 2. COLOUR BY NUMBERS

### MATERIALS:

- Printable colouring mandala (page 8) – one per two to three girls
- Crayons/markers/pencil crayons – one of each of the following colours per two to three girls
  - Black
  - Red
  - Yellow
  - Orange
  - Green
  - Brown
  - Pink
  - Purple
  - Blue
- Create sets of nine crayons that are a mix-and-match in a variety of colours. No set should have all colours; duplication of colours is encouraged.

Ask girls to share thoughts/ideas/feelings about inclusivity and supporting others. You can ask:

- What are positives when these ideas are present? (Refer to [GGC's Inclusivity Statement](#) if needed.)
- When have you seen inclusivity and people supporting each other? When was it missing?

Break girls into groups of two or three and give each group a mandala and a set of nine crayons. Explain that:

- Each group will colour their mandala according to the colour by numbers.
- There have been enough colours distributed to allow each group to complete their mandala.
- Each group has to strategize how to get the missing colours they need to complete their mandala.
- Each group needs to keep at least eight crayons with them at all times.



**NOTE:** Girls will realize they don't have all the colours needed to complete their mandala. If girls ask for help from Guiders, the instruction that enough colours have been distributed should be repeated. Girls need to figure out that they need to work as a larger group, giving and trading to get all the colours they need.

Once each group has all of the colours needed to complete their mandala, the activity debrief can begin including any of the following questions:

- Describe the thoughts/feelings you had when you realized you didn't have all of the colours needed.
- How did you find a solution that would help everyone?
- How was this activity like situations in your life? (e.g. When you need to rely on others in order to accomplish a task.)
- What can you do each day to make sure everyone is included and supported to achieve positive outcomes?

### 3. VALUE BRACELET

#### MATERIALS:

- String (necklace or bracelet length)
  - A variety of coloured beads – at least five different colours and at least 10 beads per colour per girl
  - Optional: Chart paper and writing tools
1. As a group, ask the girls to list things that are important to them. Encourage them to look beyond themselves at some of the bigger ideas, such as equal opportunities for all people.
  2. Have them choose at least five that are the most important to them and assign each a colour. For younger girls, do this together and decide on five as a group. Give each girl a string.
  3. Girls should decide for themselves which value is most important to them. The more important the value, the more beads they will use.
  4. After they have created their bracelets or necklaces, girls can share why they chose the number of beads they did. You can also ask:
    - How does it make you feel when others share your values?
    - How will you promote and/or live the values that are important to you?

**Extension:** After the girls have made their bracelets you can talk about how a simple symbol like a bracelet, necklace, safety pin, or ribbon can build awareness and quiet support in the community. You can have the girls design their own ribbon or decide if there is an existing movement that they are interested in.

## 4. STAND WITH ME

### MATERIALS:

- None

Ask girls to raise their hand if they have ever not said something, asked something or done something because they were worried about standing out from the crowd. Have girls share examples. Explain that it takes confidence to take a stand and have their voices heard and that their voices are important in affecting change.

- Girls sit in a circle and the Guider gives them a theme for round one. Girls will have the opportunity to share their voice by taking turns making “Stand with me if...” statements in various rounds.
- The first girl stands up and says “Stand with me if ...” and she selects something from the theme (for example if the theme is personal characteristic, she might select an eye colour).
- Girls with that characteristic stand with the first girl.
- All girls sit and the next girl has her turn to say her “Stand with me if” statement.
- This continues until all girls have had a turn.
- Guider then introduces another theme, and the process continues.
- At the end of each round, Guider introduces a new theme – making each theme progressively more challenging, such as touching on issues that girls may be passionate about.
- Girls are encouraged to stand for those things that are truly important to them and/or that they want to be part of changing.

Complete as many rounds as desired. Themes for each round might include:

- Personal characteristics
- Likes/dislikes
- Something they’ve done/want to do
- Something they’re passionate about
- Something they want to change
- Something they think is unfair
- A difference they want to help make in the world

Debrief the experience using any of the following questions:

- How did it feel to have others stand with you? Was this what you expected?
- What can you do every day to use your voice to share thoughts/ideas/questions more?
- Why is it more important than ever for girls and women to have a voice in the world?
- What are things you can do every day to show that you stand with others?

## 5. START A CHAIN REACTION

Big change can happen with one simple action!

### MATERIALS:

- Popsicle sticks – at least 5 per girl
- Cups or blocks – at least 6 per girl

1. Introduce girls to chain reactions:
  - Create a chain reaction by having girls hold hands in a line. The first girl gently squeezes the hand of the person next to her; when the second girl feels the squeeze she passes it on to the next girl, and so on. When it reaches the end, they have created the movement needed for a chain reaction.
2. Each girl (or pair of girls) will now build her own chain reaction by setting up two parallel lines with at least six cups in each row.
3. Lay one stick across the first two cups.
4. Lay a second stick across the first stick. One end should lie across the middle of the first stick and the other end balances on the next cup in the line.
5. Lay the third stick on the middle of the second stick with its end on the next cup. Continue this pattern of laying the next stick on the middle of the one before until you run out of materials.
6. Now create the chain reaction by removing one of the first cups and watch the popsicle sticks react!
7. Try this again as a unit by combining even more (or all) of the cups and sticks to create an even bigger reaction!



After the girls have built their chain reactions, bring them together and remind them that sometimes it only takes one person to start a movement. You can also ask them:

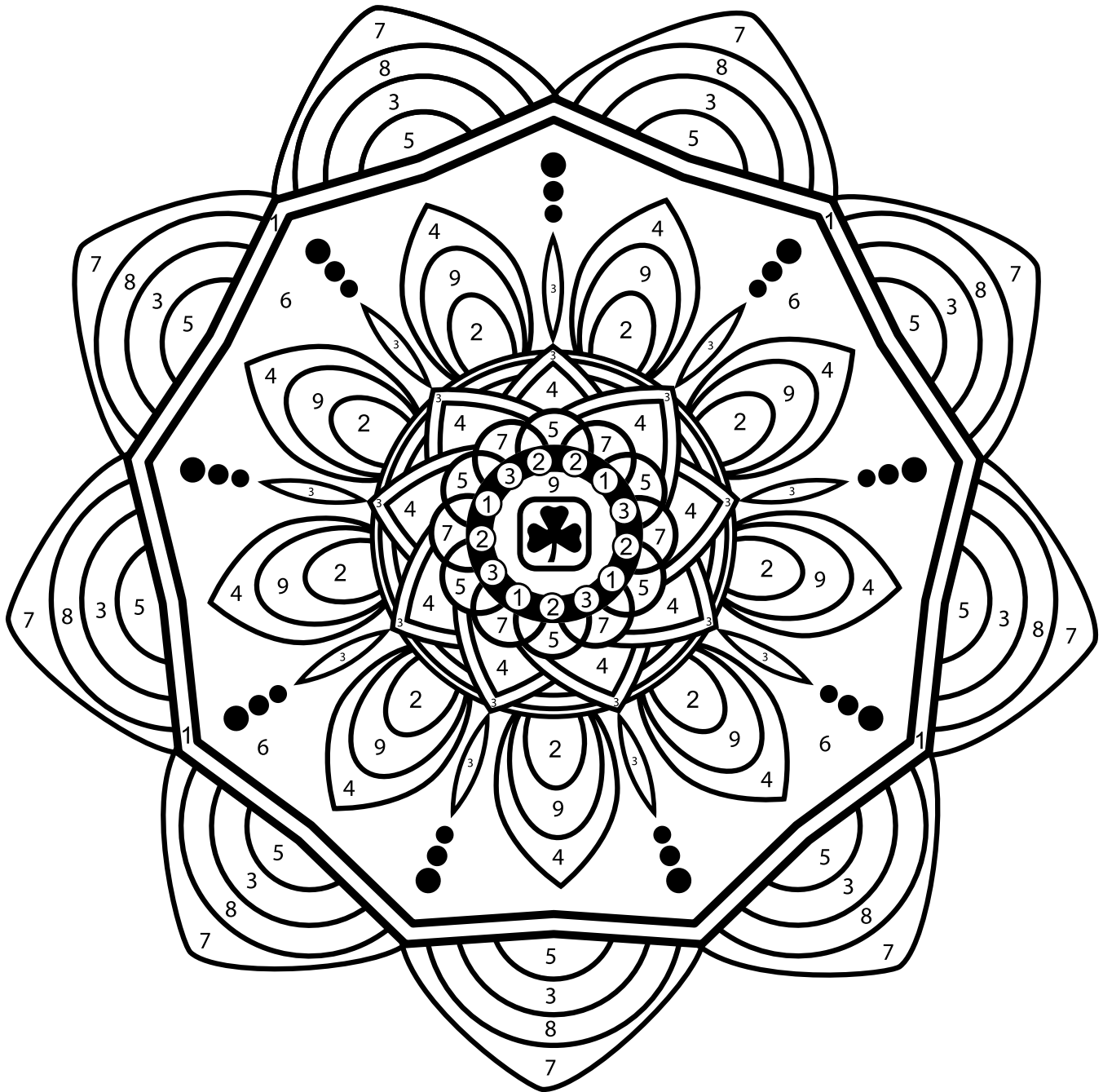
- Were you surprised by the effect? Have you ever seen any chain reactions?
- Can you think of any recent events that may have been started by one person? Was the chain reaction positive or negative? If you felt it was negative, what can you do to start a counter positive chain reaction?
- What are some ways you can start a kindness chain reACTION? What are some ways you can create a chain reACTION and inspire others to take action?

**PROMISE DIAGRAM**





**COLOURING MANDALA**



- 1. Black
- 2. Red
- 3. Yellow

- 4. Orange
- 5. Green
- 6. Brown

- 7. Pink
- 8. Purple
- 9. Blue