



**Activity Guide for
Daisies, Brownies, and Juniors**

Global Action Award

In 2015, leaders around the world agreed to work together to accomplish 17 goals by 2030—these are referred to as the Global Goals for Sustainable Development, or SDGs for short. They focus on things like taking care of the environment, making sure all people have enough to eat, and improving people’s health. They’re big goals, but Girl Scouts® know a thing or two about changing the world!

The Girl Scout Global Action award calls for girls to address the Global Goals by discovering, connecting, and taking action in their communities and the world. In 2020, the award focuses on SDG 5: Gender Equality.

Learning About the Global Goals

If the global goals are new to you, start by teaming up with an adult to go online and learn about the SDGs at www.globalgoals.org.¹ You can also read a short booklet about the goals called *The World We Want: Guide to the Goals for Children and Young People*, available for free at World’s Largest Lesson.

Once you know what the goals are, you’re ready to move on to the activities you can do to earn your Girl Scout Global Action award.

Please note: Some of the targets created by the United Nations for SDG 5: Gender Equality refer to sensitive issues. Volunteers should talk with parents and obtain parental permission before discussing this topic with girls. Choose the issues or targets that are appropriate for your group and context. Your council may have a sensitive issues form to use. Please consult with your council before discussing content of a sensitive or controversial nature to ensure that appropriate training, planning, and permission are established.

Girl Scouts of the USA understands that parents or guardians are the primary decision-makers for their children and does not expect or require girls to participate in any activities relating to the Sustainable Development Goals that may be inconsistent with their family’s faith and/or beliefs.

¹ GSUSA acknowledges the Global Goals Campaign. For more, see <https://www.globalgoals.org/asset-licence> (accessed April 17, 2019)



The 17 Sustainable Development Goals established by the United Nations in 2015

Earning Your Global Action Award

This year, the Girl Scout Global Action award is focused on SDG 5: Gender Equality. Every Girl Scout must complete five steps in order to earn her Global Action Award. The first three steps each have three activities to choose from. You only need to do one activity in each step to earn the award, but don't let that stop you—you can do as many as you'd like!



Steps:

1. Find out what gender equality means
2. Explore gender equality issues
3. Hit the target!
4. Plan and prepare a Take Action™ project
5. Carry out your Take Action project

When you've earned this award, you'll understand what gender equality means and you'll have designed and carried out a *Take Action* project that makes a difference for SDG 5: Gender Equality.

STEP 1: Find out what Gender Equality means

Choice 1: Make a Gender Equality Connection

Gender is social or cultural ideas about what boys and girls can or should do or be.

With a group of your friends, make three lists: **Girls, Boys, Both.**

For the lists, write down (or draw) things that only girls can have or do, only boys can have or do, and things that both girls and boys can have or do.

Once you've listed everything you can think of, look at the list of boy things. Ask, "If a man or a boy does not do this, is he still a male?" If he is, move the item into the "both" list. For example, if boys like pink, they're still boys. Do you agree or disagree?

Then look at the girls' list, and ask, "If a girl or woman does not do this, is she still a female?" If the answer is yes, move the item into the "both"



list. For example, if girls like blue, they're still girls. Do you agree or disagree?

Some differences between males and females are biological, like that females can have babies or have two X chromosomes. But a lot of differences between what boys do and girls do is because of gender norms—what people *think* boys and girls should be like.

Gender equality is the right of women and men and girls and boys to have the same opportunities to achieve things, such as education, jobs, and income, and to be valued in the same way.

Draw a picture that represents gender equality to you. You might show men and women having the same job, a princess with big muscles, a boy superhero with long hair, or a superhero team with boys and girls. Let your imagination play!

Choice 2: Fast Draw!

On a piece of paper, quickly draw someone with the job below. Don't worry about making a perfect drawing, just draw the first thing you think of! Stick figures are fine!

- Firefighter
- Nurse
- Doctor
- Lawyer
- Dancer
- Pilot
- Superhero
- Judge

Take a look over your drawings. Who did you draw as a woman or a man? Do you think a man could do the jobs you gave to women? Could a woman do a job that you gave to a man? Can you think of someone on television or in real life who has that job?

Choose one of the roles and try drawing both men and women in that job. This time, take your time. Be detailed. How do you think you can show that this job is for everyone?



Choice 3: Role-play Switcheroo

For this activity, you will need a group of girls to play with and two different colored rolls of ribbons that girls can tie on their wrists. Decide on one color of ribbon to represent “boys” and the other color to represent “girls.” Hand out “boy” ribbons to half the group and “girl” ribbons to the other half.

Then pretend that you are in the following situations:

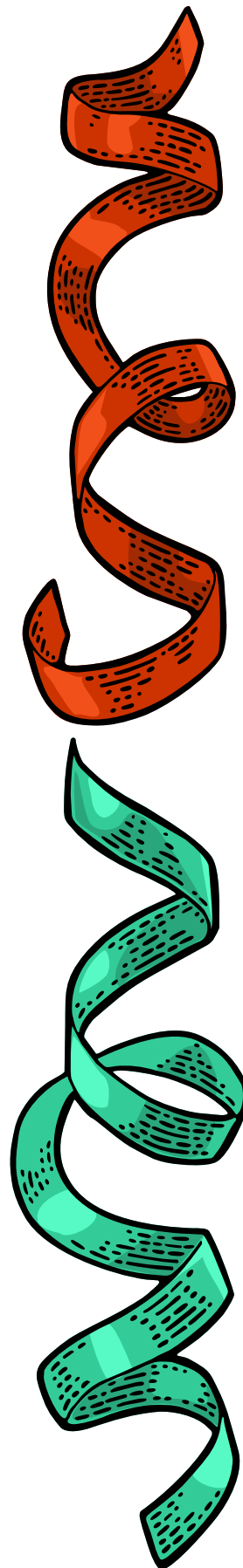
- You are at home
- You are in a hospital
- You are a sports team with athletes, coaches, and cheerleaders.

Decide who will do what. What do the boys do at home? What about the girls? What do boys or men do in a hospital? What about girls or women? Then play out each scene!

After you have finished, talk about the way that everyone acted:

- *What were the “boys” like? What about the “girls”?*
- *Did boys and girls do the same things? Or different things? Why?*
- *Did anyone do anything because of the color of their ribbon?*
- *What did it feel like to pretend to be a “boy”?*

If you have time, try switching ribbons and playing again with the same scenarios or ones you make up!



STEP 2: Explore Gender Equality issues

Choice 1: Chore Charades

Write the following chores down on index cards and mix them up:

- Collect firewood
- Collect water
- Wash clothes by hand
- Cook dinner
- Take care of children
- You can add more cards with the chores that you or your friends do at home!

Then play charades. To play, choose one card and act it out without using any words. Have the other players on your team try to guess what you are doing.

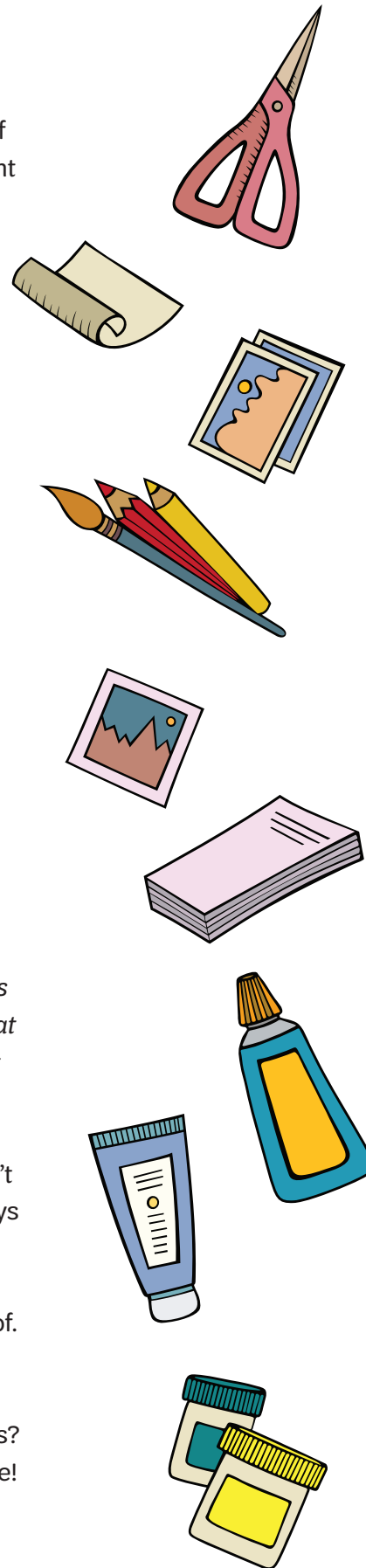
After everyone has had a chance to play, talk about the chores you acted out. How do these chores compare to the chores you do at home? The chores listed above are the most common chores for girls around the world. In some countries, girls between the ages of 5 and 14 spend almost twice as much time on chores as boys their age do. Does this seem fair to you? If girls have to spend more time on chores, what might they not have time to do? How can we help boys and girls do equal chores? Or make it so they don't have to do some of these kinds of chores at all?



Choice 2: Create a Gender Equality Collage

Cut out pictures from magazines and catalogs that show women and girls doing things. Paste them all into a collage. Then cut out pictures of men and boys from magazines and catalogs. Make them into a different collage. When you are finished, compare your two pictures. Some questions you might want to consider are:

- *What are the boys and men doing?*
- *What about the girls and women?*
- *What colors are used in the advertisements for girls versus the advertisements for boys?*
- *Do you see any stereotypes?*
- *Are there things the boys are doing that a girl might want to try?*
- *What about things that the girls are doing? Is there anything a boy might like to try?*
- *Are there any pictures of boys and girls doing the same things?*
- *It's okay for girls and boys to like the same things. Girls can enjoy sports, be good at math or science, and be leaders in their communities and the world. And boys can like to cook, be good at writing or art, and want to raise children—and still feel like boys.*



Choice 3: Rewriting nursery rhymes

Have you heard the nursery rhyme: *What are little boys made of? Snips and snails and puppy dog tails, that's what little boys are made of! What are little girls made of? Sugar and spice and all things nice, that's what little girls are made of!*

We know boys aren't really made of snips and snails, just like girls aren't always nice. Rhymes like this are "stereotypes" about how girls and boys are.

Write a new, gender-equal poem about what girls and boys are made of. If you'd rather make it a song, you can do that too!

If you need inspiration, remember what G.I.R.L. stands for in Girl Scouts? Go-getters, innovators, risk-takers, and leaders! That's what girls can be!

STEP 3: **Hit the target!**

(Note to volunteers: This step calls for using the issue action cards at the end of this activity pack. If there are issues that you or parents are uncomfortable discussing with girls, you can pull those cards or create your own.)

Choice 1: Act it out

For this activity, you'll need to cut out the global action issue cards and put them into a bowl.

Break into teams and have each team choose one card from the bowl. Take a few minutes with your team and discuss how you will act it out. Once you've had a few minutes to practice your skit, perform it for the other teams. After everyone has performed, vote on which issue you think is the most important. Some questions you may want to talk about:

- *Why did you choose the issue you did?*
- *Who does this issue affect?*
- *Where does this issue take place? In our community? In our state, country, or world?*
- *Do any of the other issues you acted out relate to this issue?*
- *What could you do to help solve this issue?*

Choice 2: Stand up for an Issue

Choose one of the global action issue cards you care about. On poster paper, write or draw a picture of the issue on poster board. You don't have to copy it exactly as it is written on the card—put it in your own words. Don't be too fancy—these posters are going to get stepped on later! Think about how this issue affects girls and women in your community or around the world.

When you've finished making your poster, share it with the rest of your group. Have everyone lay their posters on the ground and then call "go!" Everyone should run to step on the poster they think has the most important issue on it. Be careful not to slip!

Remember, there's no right or wrong answer, and some girls in your group may have different ideas. Talk as a group:

- *Why did you choose the issue you did?*
- *Who does this issue affect?*
- *Where does this issue take place? In our community? In our state, country or world?*
- *Do any of the other issues you acted out relate to this issue?*
- *What could you do to help solve this issue?*

Choice 3: Gender Equality Issues Web

Lay out all the Global Action Issue Cards in front of you. What connections do you see between the issues? For example, if girls are sick and can't get health care, they may not be able to go to school, which affects their education.

On a piece of paper or poster board, glue or tape the issue cards and draw lines between the issues that you think are connected. Try to think of as many connections as you can! You may notice that some of the issues are connected to many other issues! Are there any issues you think are missing? Make more cards!

STEP 4: Plan a *Take Action* project for Gender Equality

Now that you've explored SDG 5 and your community, it's time to act! In a *Take Action* project, you have to:

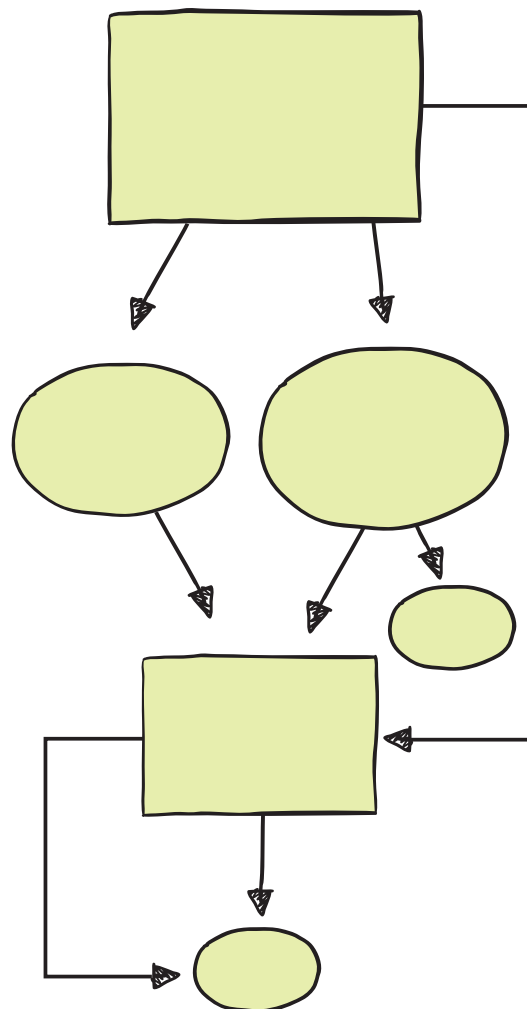
- Identify a problem
- Come up with a sustainable solution
- Develop a plan
- Put the plan into action
- Reflect and celebrate!

Based on the activities you tried in Steps 1–3, choose a problem that you care about. Some things to keep in mind as you make your plan are:

- *What's the problem?*
- *Why did it happen?*
- *Who does it affect?*
- *How can we help?*
- *Which solution will help the most? How do we know?*
- *How can we make sure our solution is sustainable?*

You may also want to think about:

- **People:** Who can help with your project?
- **Supplies:** Will you need to create posters? Print handouts?
- **A space:** Will you need a place to carry out your project? For example, your school or community center? Do you need transportation to get somewhere?
- **Money:** Do you need to put together a budget? Will you use cookie earnings to support this project?



■ **How will you know your project has worked?** How will you measure success?

Remember to make your project sustainable. That means the benefits of your project will last even after your project is over. Here are three ways to make your project sustainable and an example of each!

Make your solution permanent. For example, you might work with your library to start a computer or coding club for girls in your community.

Educate and inspire others. Make a video celebrating the gender equality and share it with your network. Change a rule or law. Work with your principal to make sure that your school's dress code applies equally to boys and girls.

The ideas are endless! Please do not choose a project from these examples. Instead, brainstorm ideas that will meet a need in your community, get feedback and come up with a plan.

STEP 5: **Carry out your *Take Action* project for Gender Equality**

Action!

Once you've made your plan, it's time to carry it out! Good luck!

Once you've completed your *Take Action* project, be sure to celebrate what you've done and share it with your Girl Scout community!

Need more advice or inspiration? Use the [G.I.R.L. Agenda resources](#) to come up with more ways that you can step up, speak out, and take a stand for gender equality!

GLOSSARY

Biology: The physical shape, behavior and other qualities of a particular organism, such as an animal or plant (“human biology”). The science that studies how living things grow and behave.

Brainstorm: When you try to solve a problem or come up with new ideas by having a discussion with another person or group of people.

Characteristic: A special quality or appearance that makes an individual or a group different from others.

Climate change: Change in the Earth’s weather patterns.

Collage: Artwork made by gluing different pieces of material to a flat surface such as paper or a poster board.

Culture: Language, customs, beliefs, and art of a particular group of people. For example, the hamburger is a part of American culture.

Discrimination: When you treat someone unfairly because of something about their identity, especially race, age, gender, sex, religion, etc.

Equal: Means the same for everyone. For example, each of you has an equal chance to win the game.

Equality: Being equal, fair and the same for everyone. For example, equality is when everyone has the same right to go to school.

Fairness: Treating people in a way that is right or reasonable.

Gender: Gender is social or cultural ideas about male and female roles and behaviors. Gender is not the same as sex.

Goal: A result or desire you work for. For example, “My goal is to make the world a better place.”

Health care: Medical care for people and communities.

Human rights: Basic rights and protection for all humans. A partial list includes the rights to food and shelter; education; health care; civic participation and expression; equal treatment before the law; and treatment with respect and dignity. People’s ability to fully exercise their human rights affects virtually every aspect of their lives.

Injustice: Unfair treatment, such as when you treat another person unfairly.

Innovation: A new idea or approach to something.

Issue: A matter of concern. For example, women not having equal rights as men is an issue.

Poverty: Being poor or not having money or possessions.

Sex: The biological differences between males and females. Sex is not the same as gender.

Social: Being part of life in groups or communities.

Society: A community or group of people who live in the same country or area and are linked with each other by such things as laws and customs.

Stereotypes: Generalizations and assumptions about individuals and communities based on their identity or behavior. For example, the idea that girls are weak at math is a stereotype. Such generalizations are often highly inaccurate or may be completely invented. Stereotypes can lead to stigma, discrimination, and other harmful outcomes.

Sustainable: When something can last or continue for a long time.

Trait: A quality that makes one person, animal, or thing different from another. For example, “That white dog has black spots; it’s one of the traits of a Dalmatian breed.”

United Nations: Organization formed to promote international peace, security and cooperation among countries in the world. Fun fact: The United Nations headquarters is in New York City, the same city as the Girl Scouts of the USA headquarters!

WAGGGS: World Association of Girl Guides and Girl Scouts.



End all unfair treatment (discrimination) of women and girls because of their gender.

Discrimination can limit the types of activities girls and women are “supposed to” do or enjoy, the kinds of clothes they can wear, or the kinds of jobs they can have.



End practices and traditions that hurt girls, such as child marriage.

Around the world, many girls are forced to get married while they are still children. Girls need to be able to finish school and decide for themselves when to get married.



Stop violence against women and girls.

Violence can prevent girls from going to school, getting jobs, or even leaving their homes.



Make sure that everyone in a household shares chores equally:

men and women, girls and boys, and that women and girls can speak up and take part in all parts of their community.



Make sure that women and girls can own land, inherit money, and use financial services like banks the same way that men and boys can.



Make sure women and girls have the same opportunity for leadership roles as men and boys.

This includes at work, at school, and in the community.



Make sure all girls and women have equal access to technology and the internet.

Technology helps us learn, connect with others, and even run a business. It should be available to everyone.



Give good health care to women and girls.

Make sure that women and girls can see doctors and get medicine when they need it.



Make sure that laws treat men and women, girls and boys, the same.



Make up your own!



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