



# Global Action Days TOOLKIT



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# Getting Started



## Introduction

Every Girl Scout is part of a special group of girls that stretches not just across the United States, but around the world. Girl Scouts of the USA (GSUSA) is a member of the World Association of Girl Guides and Girl Scouts (WAGGGS), which includes 10 million girls in 150 countries!<sup>1</sup> All those girls, in all those countries, are working to make the world a better place.

Throughout the year, girls have the opportunity to work together and participate in Girl Scout programming that relates to different global issues affecting women and girls. This toolkit describes nine international days and is designed to help volunteers engage with Girl Scouts on these global days of action.

## What Is Global Girl Scouting?

Global means relating to the whole world. A global organization is worldwide and international, and from our very beginning, the Girl Guide and Girl Scout Movement has been international in nature.

In 1909, Sir Robert Baden-Powell, founder of the Boy Scouts in the United Kingdom, held the first Boy Scout rally at a park in London called the Crystal Palace. As they gathered, a group of girls marched onto the Crystal Palace and demanded to be able to participate. Seeing the passion and commitment of these girls, Baden-Powell turned to his sister Agnes Baden-Powell to begin the Girl Guide/Girl Scout Movement. Soon after, groups started in the United Kingdom, Australia, Canada, Denmark, Finland, New Zealand, and South Africa.<sup>2</sup>

A few years later, in 1912, Juliette Gordon Low met Baden-Powell and discovered her life's purpose in Girl Scouting. She founded three troops of Girl Guides in London and Scotland before returning to the United States to found Girl Scouts of the USA, and start the first Girl Scout troop in Savannah, Georgia, on March 12, 1912.<sup>3</sup>

From that first meeting of 18 girls, Girl Scouts pushed boundaries—welcoming girls across class, cultural, and ethnic lines to ensure all girls, including those with disabilities, had a place to grow and develop their leadership skills.<sup>4</sup> They played basketball. They hiked, swam, and camped. They learned to read the world around them—for instance, earning badges by studying a foreign language or learning to tell time by the stars.<sup>5</sup>

Girl Scouting continued to expand its reach to more and more girls, with the first Girl Scout troops launching outside the United States in China, Syria, and Mexico. Lone Troops on Foreign Soil (now called USA Girl Scouts Overseas) registered its first Girl Scout troop in Shanghai, China, with 18 girls in 1925.<sup>6</sup> Today, Girl Scouts of the USA includes 2.6 million Girl Scouts in 92 countries around the world.<sup>7</sup>

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1. World Association of Girl Guides and Girl Scouts, Our World, <https://www.wagggs.org/en/our-world/>.

2. World Association of Girl Guides and Girl Scouts, Our History, <https://www.wagggs.org/en/about-us/our-history/>.

3. National Women's History Museum, Juliette Gordon Low, <https://www.womenshistory.org/education-resources/biographies/juliette-gordon-low>.

4. Girl Scouts of the USA, Juliette Gordon Low: A Brief Biography, <https://www.girlscouts.org/en/about-girl-scouts/our-history/juliette-gordon-low.html>.

5. Girl Scouts of the USA, Our History, <https://www.girlscouts.org/en/about-girl-scouts/our-history.html>.

6. Girl Scouts of the USA, Timeline: Girl Scouts in History, <https://www.girlscouts.org/en/about-girl-scouts/our-history/timeline.html>.

7. Girl Scouts of the USA, Our History, <https://www.girlscouts.org/en/about-girl-scouts/our-history.html>.

Juliette Gordon Low said it best when she declared, “Girl Scouting and Girl Guiding can be the magic thread which links the youth of the world together.” For over 100 years, the Girl Scout and Girl Guide Movement has brought girls together in a global sisterhood to make the world a better place.

There are many ways for girls to engage with this global sisterhood throughout their Girl Scout experience. Whether it is exploring global issues through a Girl Scout Journey, earning their Global Action award, or traveling with a Girl Scout Destination, girls can engage with global issues at every program grade level.

This toolkit—for learning about or taking part in nine global action days—is a resource for councils and volunteers to help girls connect to our global Movement and to the issues that affect girls around the world.

## How to Use This Toolkit

The program for each global action day in this toolkit includes:

- A description of the day
- Why Girl Scouts celebrate the day
- Any program or content notes related to sensitive issues
- Activities by program grade level (Daisy/Brownie/Junior and Cadette/Senior/Ambassador) and/or activities suitable for all ages
- Journey and badge connections
- Suggestions for community service or partnerships
- Additional resources and references

As girls learn about and explore the issues surrounding a particular day, they may be inspired to engage in community service or even complete a Take Action™ project. Depending on the program grade level of the Girl Scouts, these could be used as an option for a Journey Take Action project or lead to a highest award project. Journey and badge connections are listed for each day of action. Suggestions for community service are listed in each global action day section, and additional information on different community service and Take Action projects on page 8.

Some activities in this toolkit are applicable to multiple days. It is okay to use the resources and activities for one day in developing a program for another, similar day.

In addition to this program toolkit, councils will be provided with partnership and social media resources related to each day on a quarterly basis.

Many of the activities in this toolkit address issues that girls in Girl Scouts face. Be sensitive to the challenges and experiences of the girls in your troop or group as you explore these topics.

### TIPS AND TRICKS

Make sure you have a reasonable understanding of the issue or topic addressed by a global action day before sharing it with girls. We have you covered—you’ll find additional resources and background materials listed in the resources section for each global action day. You don’t have to know everything, but you should have a basic understanding of the topics you’ll be covering and the confidence to look up specific information if girls ask a question to which you don’t know the answer. This shows girls that it’s okay not to be “perfect” and encourages them to learn along with you.

You may also want to ask an expert to share their knowledge and experiences with your troop. Depending on the global action day you are celebrating, this may mean reaching out to a local company or nonprofit organization,

university, or government office. For example, on World Environment Day, you might invite an environmental scientist to your meeting to discuss the environment in your community and the way global issues, such as climate change, habitat loss, or natural disasters, have impacted the environment where you live. You may even tap experts within your own personal or professional networks who would love to share their expertise with your troop.

This toolkit includes nine global action days. Don't try to cover them all, at least not right away. Talk with girls about the days that are most interesting to them, and start with those activities. Some of the days fall quite close together, so you may also want to rotate days through different years. For example, this year you might explore information and communication technology (ICT) topics to participate in Girls in ICT Day, which takes place on the fourth Thursday in April, and next year, you might celebrate Global Action Week for Education, which falls on the third or fourth week in April.

Infuse a global perspective in all your activities, not just on these days. Everything we do in Girl Scouts, we do as part of a global sisterhood, 10 million girls strong. When you go hiking or camping, talk with your girls about ways we can all enjoy and protect our planet. When you are volunteering at your local food bank, remember that hunger is a problem everywhere in the world and that by addressing it in your local community, you are helping to solve a global problem. Even when you are just playing, take a moment to remember that all girls enjoy having fun and all girls deserve the opportunity to play. These simple connections remind Girl Scouts that they are part of a community much bigger than themselves.

## **BUILDING SAFE SPACE**

Many of the topics addressed by the days of action in this toolkit can be sensitive and challenging for girls to learn about. At the same time, these issues can deeply motivate girls to take action and create positive change. So it's critical that girls are able to explore these issues in a safe and supportive environment. Some suggestions for building this safe space within your troop or group meeting are:

- Let girls and parents know ahead of time what's on the table for discussion during the meeting. You don't have to go into the full meeting plan, but it's a good idea to give them a head's up so that they can plan and prepare together and you can obtain the necessary permissions, especially if you'll be addressing sensitive issues. A sample copy of a sensitive issues permission form is found in the appendix of this toolkit.
- Begin with an icebreaker or trust game, even if group members have known each other for a while. It helps to reinforce a sense of group cohesion.
- Set a group contract with the girls. This is a good idea to do with any group, regardless of what you're doing, because it empowers them to discuss and agree on how to treat each other and to establish group norms. Let girls come up with their own rules and discuss them until there is consensus. Some questions you may want to ask girls are:
  - What would make this a safe and respectful place for us to be?
  - What would be good ways to treat each other?
  - What group rules do you have in other places, like at school or in sports? Which ones apply here?
  - How will we make sure we all follow this agreement?
- Girl Scouts is a girl-led and challenge-by-choice environment. Make sure girls can opt out if they are uncomfortable or if they need a moment to process. Let them know some good ways to do that, such as going to the bathroom or getting a drink of water. Come up with a signal that girls can use to let you know if they'd like to talk to you privately about what they're feeling.

# Planning Your Program



## Keep It Girl-Led

Let the girls decide which days they are most interested in learning more about, and start there. Older girls, especially, can research what resources, activities, or speakers are most meaningful to them and do the work to make it happen. You may even turn over the entire meeting to them! But younger girls can also lead the way: they can choose between the different books or movies related to a specific topic and decide if they'd like to dive deeper into a topic. Be aware that they may not tell you that in so many words, so listen to their questions.

Girl Scouts of the USA understands that parents or guardians are the primary decision makers for their children and, as such, does not expect or require girls to participate in any activities that may be inconsistent with their family's faith and/or beliefs.

## Weave the Topic into a Troop Meeting

You can incorporate the activities in this toolkit into your regular troop or group meeting, giving girls the opportunity to engage with the topic they've selected in a fun, educational, and safe environment.

### PREPARE AHEAD

- Review the activities you'll be completing and prepare any supplies.
- Check out a few of the linked resources for additional background information on the day and the topic.
- If you'll be reading a book or watching a movie with the girls in your troop, read it or watch it before the meeting so that you are prepared to address the specific topics covered. Prepare some discussion questions for afterward.
  - If you'll be having a book discussion, make sure the girls have access to the book with enough time to read it. At least a month is good, so that they can balance the reading with their school work and other activities.
  - If you'll be watching a film, check your technology ahead of time—nothing is worse than finding out you can't play the film five minutes before you're supposed to start!
- Reach out to your network to see if anyone you know works in an area related to the issues of the global action day your troop has selected. Invite them to speak with the girls.

## Lead a Service Unit or Council Event

Hosting a global action day event is a great way to engage your wider Girl Scout community in celebration and action. If you are hosting a larger event, reach out to your council for additional resources on social media promotion or possible partnerships for your event.

## PREPARE AHEAD

- See the Prepare Ahead suggestions for leading a troop meeting. They all apply.
- Keep it girl-led. Engage a girl planning board to help plan, promote, and deliver the event. You'll want to engage this group of girls several months before the event. If your troop will be the planning board, you'll want them to begin learning about and understanding the topic well before they begin the planning process.
  - Decide your purpose: is this event meant to be educational? Action based? Both?
  - Who is your target audience?
  - Is this a onetime event or an ongoing project? [Council note—addressing several global action days throughout the year might make a great series.]
- If part of your event will involve a community service project, connect with the organization you'd like to work with at least three months ahead of time.

# Take Action Projects



## Why Take Action?

While learning about the topics related to the global action days, Girl Scouts may discover a topic they feel passionate about and want to do something about what they've learned. This is the perfect opportunity for a Take Action project.

First of all, what is a Take Action project? How is it different from the community service ideas suggested in this guide?

Girl Scouts often do community service *and* Take Action projects. Both kinds of projects help communities in different ways. What's the difference?

**Community service** is direct and immediate *service* that changes something *right now*. **Take Action projects** are longer-lasting *action* that gets at the *root causes* of issues.

Community service makes the world better for some people “right now.” For example, collecting cans of food for the local food pantry feeds people “right now.” Gathering toys for a family homeless shelter makes kids happy “right now.” Providing clothing and toiletries to people who have suffered a disaster helps them get through a traumatic event “right now.” These acts of kindness are important ways to help some people—right now.

Take Action projects, along with the Girl Scout Gold, Silver, and Bronze Awards, address the root cause of an issue and present sustainable, longer-lasting solutions. These projects strive to make the world a better place for more people for a much longer time. Sometimes, service and action just naturally blend together into one sustainable effort. As a Girl Scout, you use both service and action to live out the Girl Scout Law to “make the world a better place!”

For more information on Take Action, check out this [guide for volunteers](#).

## Setting the Stage for Take Action

If your Girl Scout troop will be completing a Take Action project on a global action day, help the girls prepare by learning about the issues surrounding the day they've chosen, connecting with relevant community resources and planning their project at least three to four months in advance.

Engage girls throughout the process by letting them take the lead. Ask questions that help them identify what issues they're interested in and the root causes, but don't answer these questions for them. The girls might already have issues that they feel passionately about, like animals or the environment, or you might start this process by presenting them with the global action days included in this toolkit to see what catches their interest. From there, help them learn more about the issue by reading books, watching movies, taking field trips, and talking to experts.

Help girls research and connect with local or national organizations related to their topic to ask questions, get advice, and ensure that their project idea meets the need they are trying to address.

**Remember local to global to local.** Global issues do not just happen somewhere else. Girls can Take Action by addressing a **global issue** that affects their **local community**, such as hunger, poverty, natural disasters, or human trafficking, for example. By addressing the issue on a local level, they are contributing to global progress. Be sure



to build in time for girls to research and discuss the way the issue they've chosen plays out around the world and brainstorm ways that their project might be replicated or expanded in the future. Help girls look for ways that their project can be shared with others, increasing the impact. Changes on a local level create change on a global level, which in turn creates change at the local level—that's the meaning of local to global to local.

Interested in going for one of the highest awards with your project? Be sure to review the [Bronze, Silver, Gold Award guidelines](#) before you get started. Consult your local council for specific guidance.

## **Volunteering with Younger Children**

As you consider partnering with other organizations, keep in mind that some have age minimums for volunteers. Before getting started, help the girls reach out to the organization to find out if they have an age restriction. If so, there may still be ways for your Girl Scout troop to support the organization, such as a food or supply drive, awareness raising, or other support.

You might also consider using a volunteer database, like [volunteermatch.org](http://volunteermatch.org), to search for opportunities in your local area that specify they welcome children and young people as volunteers. It's still a good idea to reach out directly to the organization to confirm that they can accept children or youth volunteers.

# The Global Action Days Patch



Girls earn the Global Action Days patch by celebrating three of the Global Action Days during the year by completing at least one activity from the toolkit for each day. Please note: Because World Thinking Day has its own award, it cannot be used to earn the Global Action Days patch.

For example, a Brownie Girl Scout might earn the Global Action Days patch by:

- Learning about **International Women’s Day** with your troop and then attending a local women’s soccer game to celebrate women’s success in sport.
- Hearing a woman with a career in tech talk about her work for **Girls in ICT Day** then starting a coding club for girls with the help of your school or library.
- Teaching her classmates about trash, recycling and composting for **World Environment Day**.

A Senior Girl Scout might earn the Global Action Days patch by:

- Learning about what girls need to stay in school in her community and elsewhere in the world for **Global Action Week for Education** then advocating for a change with your local school board.
- Job Shadowing a woman in tech for **Girls in ICT Day** for a day then building an app that addresses a need for girls in your community.
- Surveying the roles of women and men in her community for **International Day of the Girl** and sharing the results of your findings.

Girls can complete the chart on the next page to know when they have earned their Global Action Days patch.



**WHAT IT IS:** Throughout the year, Girl Scouts celebrate international days of action that celebrate women and girls, and address the different challenges we all face around the world. By earning the Global Action Days Patch, girls celebrate the achievements of women and girls, and learn about the issues that exist and how they can help.

**YOU’LL KNOW GIRLS HAVE EARNED THIS PATCH WHEN:**

They know more about the issues facing our world and what they can do to make the world a better place.

| The Global Action Day I celebrated was...     | What I did was...   | What I learned was...                          | The global issue this connects to is...         |
|---|---|--|---|
| <i>World Global Action Week for Education</i> | <i>Made a mind map of Human Rights with my troop and compared our list to the Universal Declaration of Human Rights</i> | <i>Everyone has the right to an education!</i> | <i>Education, gender equality, human rights</i> |
|   |   |  |   |
|   |   |  |   |
|   |   |  |   |

# World Thinking Day



## Activities for all Program Grade Levels

World Thinking Day is such a special day for Girl Scouts and Girl Guides that we offer a World Thinking Day award with new activities and ideas every year. Check out [this year's theme and new activities](#).

In addition to the World Thinking Day award activities, here are a few other suggestions:

**Learn the World Song.** The World Song embodies the principles and spirit of the Girl Scout/Girl Guide Movement. Learn the [song](#) with your troop to connect with girls around the world.

**Earn the Girl Scout Global Action award.** This award connects the WAGGGS sisterhood by helping girls work together to make a difference on topics that affect girls and women all over the world. It's an official national award so a girl can wear it just like a badge on the front of her vest or sash. This award, which has specific [guidelines](#) for program grade levels, can be earned year-round, not just on World Thinking Day.

**Find lines in common.** Divide girls into groups of three to five. Give each group a current world map, paper, a pencil, and a list of all [WAGGGS member countries](#). Instruct groups to find all the countries of WAGGGS that are at the same latitude or longitude as your council and list them on their papers. The first group to correctly identify all the WAGGGS associations in the countries they've listed wins.



WAGGGS Member Organization Countries

**FEBRUARY**

**22**

**WHAT IT IS:** World Thinking Day began in 1926 at the fourth World Conference of Girl Guides and Girl Scouts at Camp Edith Macy in New York. The delegates decided to create a special day when Girl Guides and Girl Scouts around the world think of one another and celebrate our global sisterhood. They called it Thinking Day and chose February 22 to celebrate. In 1999, at the 30th World Conference in Dublin, Ireland, delegates from around the world decided to emphasize the international aspect of our Movement, so they changed the name to World Thinking Day.

**WHY WE CELEBRATE:** Girl Scouts use this day as an opportunity to think of each other and our global sisterhood; to raise awareness about the issues that impact girls and young women from around the world; and to take action to address those issues as a global movement.

**Create a why-why-why chain.** Write an issue on a sticky note or on a white board and then ask girls for all the direct reasons that cause the issue. Write these down on more sticky notes and connect them to the first using string or tape (or draw an arrow if using a whiteboard). Ask girls to think through the possible reasons behind the first set of reasons. Add more sticky notes and arrows. The end result is a flowchart that highlights the complexity of the issue and shows the different scales of causation. Once the process has gone as far as it can with “why,” start asking girls “what,” “so what,” and “now what” questions: What’s the root cause we’ve found at the end of all these whys? So what does it matter? What is the effect or result? Now what can we do about it? Choose statements that are appropriate for your group, but that also challenge them. Or, let the girls come up with their own topics to explore.

Some issues for Daisies, Brownies, and Juniors to consider:

- Worldwide, 130 million girls are out of school.<sup>1</sup>
- Girls as young as six are less likely than boys to describe their own gender as brilliant.<sup>2</sup>
- Two thirds of children and young people surveyed by UNICEF in 2016 report being victims of bullying.<sup>3</sup>

Some issues for Cadettes, Seniors, and Ambassadors to work on:

- Forty percent of women in Nicaragua were married before age 18.<sup>4</sup>
- In 2017, only 6.4 percent of Fortune 500 CEOs were women.<sup>5</sup>
- Around the world, only 23 percent of the people elected to represent the populations in national governments are women, even though women make up half the world’s population.<sup>6</sup>
- Around the world, 250 million fewer women than men have access to the internet.<sup>7</sup>

## JOURNEY AND BADGE CONNECTIONS

Earn your World Thinking Day award by completing the action steps listed online.

## COMMUNITY SERVICE

Host a World Thinking Day event in your community and donate the proceeds to the Juliette Low World Friendship Fund in support of World Thinking Day around the world.

## RESOURCES

Regional listing of [WAGGGS member organizations](#)

[World Thinking Day](#)



1. United Nations Educational, Scientific and Cultural Organization, “Leaving No One Behind: How Far on the Way to Universal Primary and Secondary Education?” Policy Paper 27/ Fact Sheet 37 (2016), <https://en.unesco.org/gem-report/leaving-no-one-behind-how-far-way-universal-primary-and-secondary-education>.

2. L. Bian, S. Leslie, and A. Cimpian, “Gender Stereotypes About Intellectual Ability Emerge Early and Influence Children’s Interests,” *Science* 355 (6323), (2017): 389-391.

3. Special Representative of the Secretary-General on Violence against Children, “Ending the Torment: Tackling Bullying from the Schoolyard to Cyberspace,” (2016), <https://violenceagainstchildren.un.org/content/ending-torment-tackling-bullying-schoolyard-cyberspace>.

4. United Nations Population Fund, *Marrying Too Young: End Child Marriage*, (2012), <https://www.unfpa.org/sites/default/files/pub-pdf/MarryingTooYoung.pdf>.

5. V. Zarya, “The 2017 Fortune 500 Includes a Record Number of Women CEOs,” *Fortune*, June 7, 2017, <http://fortune.com/2017/06/07/fortune-women-ceos/>.

6. Inter-Parliamentary Union, *Women in National Parliaments*, 2018, <http://archive.ipu.org/wmn-e/world.htm>.

7. International Telecommunication Union, “ITU and UN Women Announce ‘EQUALS’ the Global Partnership for Gender Equality in the Digital Age,” September 20, 2016, <https://www.itu.int/en/mediacentre/Pages/2016-PR38.aspx>.

# International Women's Day



## Activities for All Program Grade Levels

**Read great women in literature.** Read a book with Girl Scouts that has a woman or girl as the main character. It can be fiction or nonfiction. Ask the girls what qualities the character has that they admire. Brainstorm ways that they can practice those qualities in their own lives. Optional: Have the Girl Scouts read books about different women or girls, real or fictional, then have them dress up and come in character to a meeting!

**Get out and about.** Go on a field trip to an event that features or celebrates women—a local sporting event, a concert, or an art exhibition featuring women. If you can't find an event in your community, take action and host one!

**Stand up against stereotypes.** With your troop or group, make a list of negative stereotypes they've heard about women or girls, such as "throws like a girl," "dumb blonde," or "girls aren't good at math." Brainstorm ways to respond to those comments and practice saying them with your group. Help girls think about where they may hear statements like these and who they can go to if they hear comments that put down women, girls, or anyone else (teachers, school officials, coaches, parents, Girl Scout volunteers, or others, for instance). Join the girls in making a commitment to speak up when you hear stereotypes.

## Daisy/Brownie/Junior Activities

**Do a quick draw.** Give girls paper and drawing utensils, such as markers, pencils, and crayons. Tell girls that you will call out different jobs that people hold and they will have 15 seconds to draw the first picture that comes to mind. Repeat this as time and girls' attention allows. Examples of roles include: doctor, lawyer, farmer, nurse, dancer, CEO, singer, etc. After you've finished all the drawings, ask girls the following questions:

- Why do you think you drew that role as a woman (or man)?
- Do you know someone who performs that role in real life? Or do you see someone on TV or in movies who plays that role?
- Could someone older or younger hold that job too?

Then tell girls that you will call out certain ways people are described, such as gender, age, or size, and that they will need to change that aspect of one of

**MARCH**

**8**

**WHAT IT IS:** Started by suffragists in the early 1900s, International Women's Day celebrates the social, economic, cultural, and political achievements of women.

**WHY WE CELEBRATE:** We celebrate to honor the many roles that women and girls play and to highlight opportunities and challenges in achieving gender equality. In the United States, March is also Women's History Month, which makes this an excellent opportunity to examine the impact of women on society.

their drawings. For example, if you call “age,” the girls will make one of the people they drew either older or younger.

Play several rounds and then ask girls:

- What do you think about your new drawings? Did your view of a person change when you altered their gender, age, or size?
- When you drew these roles the first time, why did you choose to make the person a man or a woman? Young or old? Smaller or larger?
- When you look at your new drawings, do you react differently to the person because of the changes you made?

Remember there are no right or wrong answers to these questions, and they are meant to generate discussion within your group.

**Examine roles around the world.** Globally, girls between the ages of five and 14 spend 40 percent more time on chores than boys their age.<sup>1</sup> Talk with girls about what chores they do, then discuss chores that girls around the world do. The top chores for girls globally are: cooking or cleaning the house, shopping for the household, fetching water or firewood, washing clothes, and caring for other children.<sup>2</sup> How do these chores compare with the chores the Girl Scouts in your troop have?

**Explore advertising.** Have girls create two collages: one that shows images of men and boys, one of women and girls. Then ask girls, what characteristics are portrayed only in the ads of men? Only women? What about both?

## Cadette/Senior/Ambassador Activities

**See things from where I stand.** In this activity girls measure and compare the roles of women and men in their local community and then compare them to global trends. As a group, complete the [From Where I Stand survey](#),<sup>3</sup> documenting the roles that men and women play in girls’ local communities. Once girls have completed the survey, calculate the gender ratio and complete your poster. Afterwards, explore the results and stories from around the world. If you wish, share the results of your survey as well!

Need an easy explanation of the activity? Watch this project briefing [video](#) from the World’s Largest Lesson.

**Mind the gap.** Globally, the average pay for women in 2017 was \$12,000 compared with \$21,000 for men.<sup>4</sup> Ask girls if they know what the gender wage gap is. (If not, ask them to look up each word separately and then see if they can put a definition together.) The gender wage gap is the difference between the amounts of money paid to men and women. Discuss with girls some of the most recent data available on the global gender wage gap in [this article](#)<sup>5</sup> and [these charts](#)<sup>6</sup> from the World Economic Forum.

Ask girls: What are some facts about the chart? If you were writing a newspaper article, what would be the headline? What questions do you have?

**Optional:** Have girls act out and film a news report about what they’ve discovered. Encourage them to share what

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1. United Nations Children’s Fund, “Harnessing the Power of Data for Girls: Taking Stock and Looking Ahead to 2030,” (New York: UNICEF, October 2016) <https://data.unicef.org/resources/harnessing-the-power-of-data-for-girls/>

2. Ibid.

3. “From Where I Stand: A Gender Equality Project for the Global Goals Project Briefing,” World’s Largest Lesson, <http://cdn.worldslargestlesson.globalgoals.org/2016/07/Project-Pack-11.pdf> (accessed July 7, 2018).

4. T.A. Leopold, V. Ratcheva, and S. Zahidi, “The Global Gender Gap Report: 2017,” World Economic Forum, <http://reports.weforum.org/global-gender-gap-report-2017/> (accessed April 7, 2018).

5. B. Harris, “What the Pay Gap Between Men and Women Really Looks Like,” World Economic Forum, <https://www.weforum.org/agenda/2017/11/pay-equality-men-women-gender-gap-report-2017> (accessed July 7, 2018).

6. T.A. Leopold, V. Ratcheva, and S. Zahidi, “5 Charts That Will Change How You See Women’s Equality in 2017,” World Economic Forum, <https://www.weforum.org/agenda/2017/11/women-equality-gender-gap-report-2017> (accessed July 7, 2018).

they've learned with their families and communities.

**Take a look at how the United Nations deals with gender equality.** Explore with the girls what the United Nations is doing through Sustainable Development Goal 5: Gender Equality, which can be accessed at [www.globalgoals.org](http://www.globalgoals.org).<sup>7</sup> Discuss with girls the different targets the United Nations is using to create action for gender equality. Ask girls if they agree with the targets. Do they think any are missing? If they were going to create targets to address gender equality, what would they be? *Note: Some of the targets for Sustainable Development Goal 5 refer to sensitive issues. Choose the targets that are appropriate for your troop and context, and obtain parental permission. Sample copies of sensitive issues forms can be found in the appendix.*

## JOURNEY AND BADGE CONNECTIONS

In **A World of Girls**, Brownies discover different cultures around the world and see how storytelling can inspire people to help others. Then girls may team up to tell their own stories in their own unique ways.

In **aMuse**, Juniors explore new roles, bust stereotypes, increase their confidence, and inspire others.

In **GIRLtopia**, Seniors develop their own vision of an ideal world and acquire the skills to make it a reality. By exploring women in history, interviewing inspiring mentors, or creating a short film, girls learn real-life lessons while building a brighter future.

The powerful benefits of strong, healthy relationships are explored on the **Mission: Sisterhood!** Journey. Seniors may role-play friendship scenarios, organize a Girl Power film club at school, or host a mixer where girls can meet, share stories, and make lifelong connections.

## COMMUNITY SERVICE

Help girls appreciate the women in their lives who have supported them. Brainstorm a list of the ways different women have helped and inspired them, such as a teacher, a family member, a mentor, or other role model. Encourage them to recognize these women—maybe with a card, a letter, or a simple “thank you.”

Connect with a women’s organization in your community to find out about the work they do. This might be a women’s shelter, a co-working space, or a women’s club. Learn more about the work they do with women in your community, and how Girl Scouts might be able to help.

## RESOURCES

Explore Sustainable Development [Goal 5: Gender Equality](#)

World’s Largest Lesson [From Where I Stand Resources](#) (see Project Briefing PDF for guidance on the From Where I Stand activity)

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7. The Global Goals for Sustainable Development, “5: Gender Equality,” <https://www.globalgoals.org/5-gender-equality>.



# Global Youth Service Day



## Activities for All Program Grade Levels

**Focus on community service with global connections.** Ask girls to think back about a community service or Take Action project that they did, or if you have not done one, brainstorm to find an issue that they care about. What issue did they address? Chances are the project they completed relates to a much bigger issue; maybe even one that the United Nations is addressing through the United Nations Sustainable Development Goals. Take a look at the 17 Sustainable Development Goals, which can be found at [www.globalgoals.org](http://www.globalgoals.org), and see where your issue fits (it may fit under several goals—that's okay). Then learn about what others are doing to address that goal, and maybe get some ideas for yourself too.

For instance, the girls might care about pets. Pets are part of Life on Land, Goal 15. Explore ideas with the girls about how they can help life on land, pets, or more. Or the Girl Scouts in your troop may have built a Little Free Library for their community—addressing Goal 4: Quality Education. Talk with them about issues of education around the world to help them see the connection between what they are doing at home and what others are doing around the world.

Choose one Sustainable Development Goal that the girls would like to work on. Then host or attend a community service event in your community that addresses that goal. Afterward, talk with girls about how their work in their local community connects to the goal they chose.

**Share your project.** Check out what [Girl Scouts are doing around the world](#) to take action—and submit your own Take Action project.

**Pick from 33.** Share with girls the 33 ways to Take Action listed in the Take Action section on page 37 of this toolkit. Choose one of the ways to act on an issue that they care about. Can you think of any other ways to take action?

**Celebrate!** Has your troop or group engaged in community service at other times this year? Make a list of the different community service activities and events that girls in your troop have participated in and take time to celebrate those accomplishments.

## JOURNEY AND BADGE CONNECTIONS

In *Between Earth and Sky*, Daisies help their communities through doing art projects, planting trees, or creating a garden.

**SECOND  
OR THIRD  
WEEKEND of  
APRIL**

**WHAT IT IS:** Global Youth Service Day (GYSD) celebrates and mobilizes the millions of young people who improve their communities through service. Started in 1988, GYSD is the largest service event in the world and the only one dedicated to the contributions that children and youth make all year long.

**WHY WE CELEBRATE:** Girl Scouts make the world a better place every day by taking action on issues they care about and dedicating many hours of service to their communities. On Global Youth Service Day, we celebrate their achievements and recognize the contributions that youth make around the world.

As they explore their own talents and learn about women who have made the world better, Juniors on the **Agent of Change** Journey also discover the benefits of teamwork—whether they’re talking about energy use, helping a local food bank, or using their unique talents in other ways.

From exploring debate techniques to interviewing someone from another country, Cadettes learn strategies for bringing people together in the **Finding Common Ground** badge.

By identifying global environmental issues and creating their own vision for change, Ambassadors on the **Justice** Journey work together to address food and land-use issues, improve food delivery systems, fight hunger in developing nations, or rediscover healthy eating traditions.

Communication takes the stage in **Your Voice, Your World: The Power of Advocacy**. Ambassadors spot problems, find solutions, and take action. Whether they’re making presentations, using social media, or lobbying government, girls raise their collective voices to make positive change.

## **COMMUNITY SERVICE**

Cadettes, Seniors, and Ambassadors, earn your Community Service Bar and wear it with pride!

## **RESOURCES**

[Global Youth Service Day site](#)

[United Nations Sustainable Development Goals](#)

# Global Action Week for Education



## Daisy/Brownie/Junior Activities

**Define education.** Watch and discuss with girls this UNICEF [video](#).<sup>1</sup> Ask girls what an education means to them. Then explore the reasons why 130 million girls around the world are not able to attend school.<sup>2</sup> Brainstorm solutions. (See World’s Largest Lesson link in Resources at the end of this section.)

**List human rights.** Ask girls to brainstorm what other rights they think all people deserve. As a group, create a list of human rights and see how your list compares to the Universal Declaration of Human Rights<sup>3</sup> or the United Nations Convention on the Rights of the Child.<sup>4</sup>

**Read *Malala’s Magic Pencil* by Malala Yousafzai.** Or, choose another book related to children’s education. Ask girls how they would change the world if they had a magic pencil like Malala’s or what change they’d like to see in the world. Give them time to write or draw their answers and ask them why their change would make the world a better place. Other books to consider reading: *Waiting for the Biblioburro*, *Razia’s Ray of Hope*, *Walking to School*, *I Have the Right to Be a Child*, or ask your local librarian for suggestions.

**Play switcheroo.** To help girls become more conscious of how gender stereotypes can affect behavior in a school setting, ask girls to take turns role-playing girls and boys. The roles include one teacher and an even number of boys and girls. Have two types of stickers available, one for “girls” and the other for “boys,” and let girls pick which they would like to be during the activity. Select one girl to be the teacher and have her teach a common school subject like math or science. Ask girls to act out a typical classroom situation, with the teacher in front asking questions. Halfway through have the girls switch roles. When you are finished, ask girls:

- Who put their hands up the most, boys or girls? Who offered up their opinions the most? Who disrupted the most?
- How did acting like a boy or girl make you feel or act differently? Why do you think boys and girls act differently?

**THIRD OR  
FOURTH  
WEEK of  
APRIL**

**WHAT IT IS:** An international annual campaign—led by the Global Campaign for Education with support from UNESCO—Global Action Week for Education raises awareness of the importance of education for achieving sustainability and of the commitments made by all participants to reach the global education goal by 2030.

**WHY WE CELEBRATE:** When a girl receives an education, it changes her life; and that change has a ripple effect on her family, her community, her country, and her world. Education is the most important tool we have to make the world a better place. We celebrate Global Action Week for Education so that all children, regardless of gender, income, or geography, have access to this vital resource.

1. UNICEF, What Does Education Mean to You?, video, <https://www.youtube.com/watch?v=Un5msddQl6U>.

2. United Nations Educational, Scientific and Cultural Organization, “Leaving No One Behind: How Far on the Way to Universal Primary and Secondary Education?” Policy Paper 27/Fact Sheet 37 (2016), <https://en.unesco.org/gem-report/leaving-no-one-behind-how-far-way-universal-primary-and-secondary-education>.

3. United Nations, Universal Declaration of Human Rights, illustrated e-book (2015), <http://www.un.org/en/udhrbook/index.shtml#1>.

4. UNICEF, “UN Convention on the Rights of the Child in Child Friendly Language,” poster, [https://www.unicef.org/rightsite/484\\_540.htm](https://www.unicef.org/rightsite/484_540.htm).

- Now that you have done this, is there anything you want to change about how you act in class?

## Cadette/Senior/Ambassador Activities

**Dig deeper into the what's and why's of staying in school.** One of the targets for the Sustainable Development Goal 4: Quality Education is that all girls and boys complete free, equitable, and quality primary and secondary education.<sup>5</sup> Help girls research what the high school graduation rate is in your community and what keeps students from finishing high school. Possible options are researching online, talking to school or district officials or educational nonprofits in the community, or touching base with other local resources. As a group, brainstorm reasons why kids don't finish school and what tools and resources might help. Compare possible reasons that kids in your community or state don't complete school with reasons from around the world. Specifically, ask girls to research or consider barriers to girls' education, such as cost, access, school bathrooms, access to sanitary products, and global conflict. This [UNICEF video](#)<sup>6</sup> draws a solution to the world's learning crisis.

**Start a book club.** As a group, select a book to read about girls' education around the world. Then, host a book club at your troop meeting to talk about what girls learned. Some questions to consider: What was the situation you read about? Why do you think girls' education is important? Brainstorm ways girls' education matters in your community and how to share what you've learned with others—maybe through a video, poem, or presentation. Not sure what to read? You might look for: *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, *Play Like a Girl: How a Soccer School in Kenya's Slums Started a Revolution*, *A Girl Called Problem*, or ask a librarian for more suggestions.

**Take a close look at your school:** Ask girls what affects girls' participation in school in their area. How do the issues girls in your community face relate or connect to issues girls face around the world? For one week, ask girls to track one or more of the following issues: who raises their hand or is called on in class, who are the teachers, who are the administrators, who is featured in their textbooks, how many girls participate in STEM/tech groups or classes, which sports are considered the most valuable, and who plays those sports. Come back the next week to discuss what they noticed.

## JOURNEY AND BADGE CONNECTIONS

***It's Your World—Change It!*** This Journey series helps girls understand what it means to be a leader who makes a difference in the world through unique leadership and advocacy challenges.

## COMMUNITY SERVICE

Visit your local school and ask what school supplies or other resources they need. Start a supply drive in your community.

Older girls could start an afterschool homework program. You can provide tutoring and homework assistance to younger students, teach a language, or deliver a lesson on the United Nations Sustainable Development Goals.

Share knowledge! Hold a book drive with your troop and donate your gently used books to a local literacy organization.

## RESOURCES

[Campaign for Education USA](#)

[Illustrated Universal Declaration of Human Rights](#)

Convention on the Rights of the Child: [Child Friendly Resources](#)

UNICEF and the World's Largest Lesson: [Why Are So Many Children Still Not in School?](#)

5. The Global Goals for Sustainable Development, "5: Quality Education," <https://www.globalgoals.org/4-quality-education>.

6. UNICEF, Drawing a Solution to the World's Learning Crisis, video, [https://www.youtube.com/watch?v=3\\_AQ7f4ZTBI](https://www.youtube.com/watch?v=3_AQ7f4ZTBI).

# Girls in ICT Day



## Activities for All Program Grade Levels

**Look at how you use technology.** Technology means different things to different people. Help girls understand that technology means all kinds of electronic devices, not just computers and the internet. On a big sheet of paper, have girls brainstorm the ways they use technology in school, out of school, and both. Some examples to get girls thinking might be: researching using online textbooks, completing assignments, getting class or grade information, playing educational games, playing noneducational games, checking social media like Instagram or Snapchat, texting with friends or family, listening to podcasts or watching videos... the list goes on!

**Consider the pros and cons.** Talk with girls about what they like and don't like about technology and what advantages or disadvantages technology has. Remember that their relationship with technology may be different than yours, so they may see different pros and cons than you do. Their comments may surprise you.

## Daisy/Brownie/Junior Activities

**What is ICT?** Ask girls to brainstorm all the ways they get information. They might say books, television, the internet, cell phones, radio, or something else. Make a list of everything they can think of, and then ask which of these ways of getting information is through information and communication technology? What does that mean? Have girls define each word separately and see if they can come up with a definition. Information and communication technology includes all devices, networking components, applications, and systems that, combined, allow people and organizations to interact in the digital world. How many of the ways girls thought of getting information were through ICTs? Now ask girls if they can think of any other ICTs?

**Talk to women in ICT.** Invite a woman in an ICT field to speak to your troop about her job. (Examples of ICT fields include computer support, website development, database analysis, information security, app development, digital strategy, social media strategy, and more.) Ask her how she got involved in this work, what she likes about it, what the hardest thing is, and any other questions you might have.

**Do a quick draw.** Give girls paper and drawing utensils, such as markers,

**FOURTH  
THURSDAY of  
APRIL**

**WHAT IT IS:** International Girls in ICT Day aims to create a global environment that empowers and encourages girls and young women to consider careers in the growing field of information and communication technologies (ICTs). To date, over 300,000 girls and young women have taken part in over 9,000 celebrations in 166 countries.<sup>1</sup>

**WHY WE CELEBRATE:** Information and communication technologies (ICTs) drive growth and innovation worldwide, infiltrating all aspects of our lives—for instance, are you reading this on a phone, tablet, or computer right now? Girls who learn app development and computer coding are not only well positioned for a successful career, but prepared to make the world a better place through technology.

1. International Telecommunications Union, What Is Girls in ICT Day?, 2018, <https://www.itu.int/en/ITU-D/Digital-Inclusion/Women-and-Girls/Girls-in-ICT-Portal/Pages/Portal.aspx>.

pencils, and crayons. Tell girls that you will call out different jobs that people hold and they will have 15 seconds to draw the first picture that comes to mind. Repeat this as time and girls' attention allows. Be sure to include jobs in ICT such as app developer, software engineer, data scientist, and website designer as well as other careers.

When the drawings are finished, ask girls the following questions:

- Why do you think you drew that role as a woman (or man)?
- Do you know someone who performs that role in real life? Or do you see someone on TV or in movies who plays that role?
- Could someone older or younger hold that job too?
- Do you see girls or women who can do these jobs, such as app developer or website designer?

Then tell girls that you will call out certain ways people are described, such as gender, age, or size, and that they will need to change that aspect of one of their drawings. So for example, if you call "age," the girls will make one of the people they drew either older or younger. Play several rounds and then ask girls:

- What do you think about your new drawings? Did your view of a person change when you altered their gender, age, or size?
- When you drew these roles the first time, why did you choose to make the person a man or a woman? Young or old? Smaller or larger?
- When you look at your new drawings, do you react differently to the person because of the changes you made?

Remember there are no right or wrong answers to these questions, and they are meant to generate discussion within your group.

## Cadette/Senior/Ambassador Activities

**Step into her shoes.** Job shadow a woman in an ICT field for a day to get a close-up look at her work. Not sure if there's an ICT company in your area? Take to the internet! Search for ICT companies and try to call one to talk to them about gender equality in ICT.

**Plan a movie night.** Watch and discuss a movie about women in technology, and then discuss it as a group. Possible movie ideas are *Hidden Figures*, *Code: Debugging the Gender Gap*, or *She Started It*. Or check for a recommendation at your local library.

## JOURNEY AND BADGE CONNECTIONS

From rock candy to static-charged balloons, Brownies learn how to see the science all around them while earning the **Home Scientist** badge.

Brownies use computers to make art, search for information, and connect with family and friends—safely—in the **Computer Expert** badge.

Energy use is the topic when Juniors on the **Get Moving!** Journey go for nature walks, interview power-use experts, or conduct energy audits of local buildings. They take action by launching carools, working to dim the lights on city buildings, or promoting energy savings at school.

Juniors discover the sound waves in a ringtone, the light magic that makes movies, and the topsy-turvy physics of roller coasters while earning the **Entertainment Technology** badge.

A wind farm, an environmental scientist, or experiments using wind teach girls about the air we breathe. Cadettes

can work together to complete their **Breathe** Journey by planting an indoor garden, campaigning against smoking, or pushing for clean-air initiatives in their community.

Cadettes investigate the science behind emotions—and run their own “happiness experiment”—in the **Science of Happiness** badge.

The Cadette **Entrepreneur** badge gets girls thinking about every aspect of entrepreneurship, from brainstorming ideas to mapping out a successful business model for their service or product.

Cadettes learn how to make positive choices online while earning the **Netiquette** badge.

Seniors earning the **Science of Style** badge dive into the science behind makeup, perfume, fashion fabrics, and skin care products.

The **Website Designer** badge helps Seniors learn how to how to design, build, and promote their own websites.

**Imagine Your STEM Future**—a career exploration series for high school girls—was developed to address the opportunities and challenges faced by girls regarding careers in science, technology, engineering, and math.

## COMMUNITY SERVICE

Create a Wi-Fi hotspot map of your community, including the public spaces with free wifi access in your neighborhood. Spread awareness to your community to let them know where they can access the internet.

Share some of the Think Like a Programmer, Think Like an Engineer, or Think Like a Citizen Scientist Journey activities with a younger group of girls at your school or in your service unit.

## RESOURCES

[EQUALS](#), a global network to bridge the digital gender divide

[Code: Debugging the Gender Gap](#) (documentary)

[She Started It](#) (documentary)

Not sure how to find a woman in tech in your area? The internet is your best friend here. You might search a site like LinkedIn for a woman in this field, or ask your own network for suggestions. You might also want to try your local university, or check out the [action map](#) at Equals.org to find programs and groups in your area. No luck? Try finding a “day in the lifestyle” podcast or a TED Talks video.

# World Environment Day



## Activities for All Program Grade Levels

**Get outside.** Host your troop meeting outdoors or spend an hour with friends enjoying a local natural area. Observe what you see: What plants or animals do you notice? What human impact do you observe? More options for hosting your troop meeting outdoors can be found in the Get Girls Outside option on Volunteer Toolkit (VTK).

**Measure one square foot.** Go outside and choose an area of land—it doesn't matter where as long as it's about one-foot square. Ask girls to carefully observe this small space. See how many things you can notice within that foot, things that no one has ever looked at before. This particular blade of grass. This unique pebble. Maybe an insect or a worm going about its day. How many unique things can you find in one square foot? After ten minutes or so, ask girls to share what they found.

## Daisy/Brownie/Junior Activities

**Where's the water?** With the Girl Scouts in your troop, find out where your community's water originates. A river? Mountain snow? Is there enough water for everyone? What can you do to protect it? If possible, take a field trip to see where your water comes from or is stored. If that's not feasible, you might also consider taking girls on a field trip to a local water treatment plant to find out what happens to water after it runs down the drain.

**Create connections.** Connect with a local environmental group to find out about the issues affecting your local community. Find another part of the world that is experiencing similar issues and what they are doing about it. Is there anything you can learn from them to help address the issue in your own community?

**Open a book.** Read out loud *Wangari's Trees of Peace: A True Story from South Africa* by Jeanette Winter to the girls. Talk with girls about what qualities helped Wangari Maathi succeed. What problem did she see? What did she do to address it? What can you learn from her? What problems do you see?

## Cadette/Senior/Ambassador Activities

**Dig into a book or movie.** Read *The Green Belt Movement* or watch *Taking Root: the Vision of Wangari Maathi*. Talk as a group about the connection between poverty reduction and environmental conservation. What struggles

JUNE

5

**WHAT IT IS:** World Environment Day is a global occasion to highlight and discuss the importance of environmental awareness and action.

**WHY WE CELEBRATE:** Our founder, Juliette Gordon Low, was a famous lover of nature. By celebrating World Environment Day, Girl Scouts honors her legacy by promoting respect and love of the great outdoors far and wide. Through Girl Scouting, girls see the Earth as their home. Whether they're learning about endangered wildlife, developing creative recycling projects, or working toward a grade-level award, girls focus on care, conservation, and responsibility. They make sure the beauty and wonder of our planet endure for future generations to enjoy.



did the Green Belt Movement face in getting started? What can you learn from them as you take action on an issue you care about?

**Hit the target.** Print and cut out the targets for Sustainable Development Goals 14 and 15: Life below Water<sup>1</sup> and Life on Land,<sup>2</sup> available at [www.globalgoals.org](http://www.globalgoals.org). Have girls randomly draw one target and quickly research what it means, then make a case to the group about why this target matters. After everyone has presented their targets, have each girl place a sticker on the target she believes is the most important. Brainstorm ways that your group can raise awareness or take action on this issue. Ask girls: Why do the goals and the targets matter? What is the most important part to you and why?

**Examine how it's made.** Look at five items you use every day, such as a soda bottle, jeans, a cell phone, hair ties, shampoo. Find out how one of these items is made and what the environmental impact of the item is. For example, the mining of rare minerals for cell phones leads to land degradation. Brainstorm more sustainable options. Maybe there is an easy change you can make, or maybe there's something you can innovate.

**Pass it on.** Partner your troop with a group of younger girls or students (a troop of Daisies or Brownies, or a class at their school) and lead a nature walk. This can be a hike in the wilderness, or a walk through your neighborhood. The important thing is for the older Girl Scouts to share and connect with younger girls about what they're seeing and appreciating.

## JOURNEYS AND BADGE CONNECTIONS

On the **It's Your Planet—Love It!** Leadership Journey—one for each level from Daisy through Ambassador—girls get the opportunity to learn about environmental issues, such as clean water and air, noise pollution, global warming, soil contamination, and agricultural processes. Each Journey is packed with current environmental information and offers ways to interact on topics that affect everyone on the planet.

Girl Scouts at every program grade level can explore the environment through the **Naturalist** legacy badge series.

Daisies, Brownies, and Juniors explore STEM and the planet through the **Think Like a Citizen Scientist** Journey series.

## COMMUNITY SERVICE

Attend a beach, river, or lake cleanup to protect local watersheds. Don't see one in your area? Organize your own.

Plant a tree.

Recycle paper, glass, plastic, metal, and old electronics. Make sure to check the recycling restrictions in your community first.

Teach girls and families about composting. Composting food scraps can reduce climate impact while also recycling nutrients.

## RESOURCES

[Girl Scout Outdoor Resources](#)

[The Green Belt Movement and Wangari Maathai](#)

[UN Sustainable Development Goal 14: Life Below Water](#)

[UN Sustainable Development Goal 15: Life on Land](#)

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1. The Global Goals for Sustainable Development, "14: Life Below Water," <https://www.globalgoals.org/14-life-below-water>.

2. The Global Goals for Sustainable Development, "15: Life on Land," <https://www.globalgoals.org/15-life-on-land>.

# International Day of the Girl



## Activities for All Program Grade Levels

Every year, Girl Scouts of the USA celebrates International Day of the Girl with a special campaign around the annual theme. Keep an eye out for those activities to be released during the summer every year. In the meantime, here are a few additional suggestions:

### Daisy/Brownie/Junior Activities

**Explore the theme.** Talk with girls about what the International Day of the Girl theme means for them and for Why do they think it is important? How do they connect to that theme? Are there groups or organizations in your community working on that theme? Invite girls to create a piece of art that represents what the global theme means to them.

**Create a girls' bill of rights.** Talk with girls about some of the issues and challenges that girls face around the world as well as the opportunities that exist. Ask girls to brainstorm what they think all girls should have (access to education, food and water, safety, and other basics) and create a girls' bill of rights. Ask girls what would need to happen to make their bill of rights a reality for the 1.1 billion girls around the world.<sup>1</sup>

Possible topics to discuss are: gender equality, human rights, access to education, poverty, health, leadership and empowerment, civic engagement, cyber-violence/cyberbullying, family violence and abuse, harassment, mental health, body image, self-esteem, role models, and mentors. Consider asking some of these discussion questions:

- If you did not have the tools you need at school, or even a school to go to, what challenges might you encounter?
- Why is education important, not just for girls, but for everyone in the world?
- What are human rights?
- Why do you think there is an International Day of the Girl?
- What can we do to support girls' rights in other countries?
- What can you do as a Girl Scout to help support girls' human rights?<sup>2</sup>

1. UN Women, "International Day of the Girl Child," <http://www.unwomen.org/en/news/in-focus/girl-child>.

2. Status of Women Canada, "Topics for Discussion," <http://www.swc-cfc.gc.ca/commemoration/idg-jif/topics-themes-en.html>.

OCTOBER

11

**WHAT IT IS:** On International Day of the Girl (IDG) the global community comes together to celebrate the power of girls and highlight, discuss, and take action to advance the rights of and opportunities for girls everywhere.

**WHY WE CELEBRATE:** We know that each girl has the power to exercise her G.I.R.L. (Go-getter, Innovator, Risk-taker, Leader)<sup>™</sup> potential. By supporting and investing in girls, we can make the world a better place. Girl Scouts also participates in the 11 Days of Action, starting on October 1, in advance of International Day of the Girl.

**Play switcheroo.** To help girls become more conscious of gender stereotypes ask them to take turns role-playing girls and boys in a classroom situation. The roles include one teacher and an even number of boys and girls. Have two types of stickers available, one for “girls” and the other for “boys,” and let girls pick which they would like to be during the activity. Select one girl to be the teacher and have her teach a common school subject like math or science. Ask girls to act out a typical classroom situation, with the teacher in front asking questions. Halfway through have the girls switch roles. When you are finished ask girls:

- Who put their hands up the most, boys or girls?
- Who offered up their opinions the most?
- Who disrupted the most?
- How did acting like a boy or girl make you feel or act differently?
- Now that you have done this, is there anything you want to change about how you act in class?
- Why do you think boys and girls act differently?

## Cadette/Senior/Ambassador Activities

**Plan a movie night:** Watch *Girl Rising* with the girls. (You may also select portions, depending on time. Be aware that this movie contains references to sensitive issues; be sure to watch it ahead of time.) Discuss the stories of the girls featured. How are the girls’ lives different? How are they the same? If they were going to tell their life stories in a *Girl Rising* format, what would they want to include?

**Film your own story.** Help girls can make a short film using a smartphone or camera using vignettes about an issue that they or other girls in your community face.

**Complete the survey, From Where I Stand.** This activity asks girls to measure and compare the role of women and men in their local community, then compare it to global trends. As a group, complete the From Where I Stand [survey](#) documenting the roles that men and women play in girls’ local community. After girls have completed the survey, calculate the gender ratio and complete your poster. Afterwards, explore the results and stories from around the world. If you wish, share the results of your survey as well!

Need an easy explanation of the activity? Here is a project briefing [video](#) that does the trick.

**I’m a G.I.R.L.** Around your meeting space, hang posters with the words “Go-getter,” “Innovator,” “Risk-Taker,” and “Leader.” Ask girls to stand by the word that they think best describes them. In the groups that form, ask girls to discuss what each trait means and how it is embodied in women or girls that they admire. Ask them to share examples of times that they’ve embodied that quality. Then ask girls to stand by the quality that they would most like to develop in themselves. Ask them what they like about this quality and who represents this quality to them. Encourage girls to come up with one way they could practice this quality in the next week.

## JOURNEY AND BADGE CONNECTIONS

In **aMuse**, Juniors explore new roles, bust stereotypes, increase their confidence, and inspire others.

Cadettes take a critical look at media in the **MEdia** Journey and learn to reshape negative messages into positive ones. As they explore this topic, they may rewrite hurtful song lyrics, start a blog about movies, or use social media to combat stereotypes.

In **GIRLtopia**, Seniors develop their own vision of an ideal world and acquire the skills to make it a reality. By exploring women in history, interviewing inspiring mentors, or creating a short film, girls learn real-life lessons while building a

brighter future.

### **COMMUNITY SERVICE**

Partner with a younger troop of girls or a classroom and have the older Girl Scouts read books about great girls or women throughout history.

### **RESOURCES**

World Association of Girl Guiding and Girl Scouting [activity pack to celebrate International Day of the Girl](#)

Additional stories, videos, and a quiz from the UN Women's [webpage](#) on International Day of the Girl Child

From Where I Stand [activity guide and additional resources](#)

[11 Days of Action](#) leading up to International Day of the Girl

# Global Poverty Day



## Activities for All Program Grade Levels

**Quiz yourself.** Take the [Women and Poverty quiz](#) from UN Women.

**Discuss Poverty.** Discuss the United Nations Sustainable Development Goal 1: No poverty and its associated targets—which can be accessed from [www.globalgoals.org](http://www.globalgoals.org)—with girls. Print copies of the No Poverty Targets and discuss what they mean with girls. Ask girls why it is important to address poverty, if they think the United Nations sustainable development goal is a complete plan, or if there are other things that must be done to address poverty. Have girls brainstorm additions to the list. Girls can choose one target and come up with ways to address it. Possible ideas to get them started might be: partnering with a local hunger or poverty organization, making a presentation to their city council or mayor’s office on the issue, or leading an educational and supplies drive at their school.

**Get into your community.** Take a field trip with girls to an organization addressing poverty in their communities and what that group is doing to address it. Afterward, discuss how the organization’s work can be connected to the larger issues of poverty around the world. Create connections between what is happening in your community to what is happening globally.

## Daisy/Brownie/Junior Activities

**What is poverty?** Mark one side of your meeting space “agree” and the other side “disagree.” Tell girls that you will be reading some statements and if they agree, they should move to one side of the room, and if they disagree, move to the opposite side. Read a few statements from the list below.

- Poverty is not having enough money to eat two meals a day.
- Poverty is not having access to clean water and sanitation.
- Poverty is not being able to read or write.
- Poverty is not being able to have a voice in my community.
- Poverty is not being able to live in a place that is safe from flooding.
- Poverty is not being able to vote in elections.
- Poverty is not having a doctor or nurse that I can go to in my area.
- Poverty is not being able to afford new clothes for special occasions.

OCTOBER

17

**WHAT IT IS:** Global Poverty Day is designated to raise awareness of the need to eradicate extreme poverty around the world. Poverty eradication is a leading part of Sustainable Development Goals (SDGs).

**WHY WE CELEBRATE:** More than 700 million people around the world live in extreme poverty and struggle to fulfill basic needs that most of us take for granted, like health, education, and access to water and sanitation.<sup>1</sup> Girls are key to ending global poverty. An informed and educated girl is more likely to earn a higher income in a career of her choice, prepared to make informed choices about her health and family, and pass along the benefits that she’s received to others in her community, meaning that everyone benefits.

1. United Nations, “No Poverty: Why it Matters,” [https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/1\\_Why-it-Matters\\_Poverty\\_2p.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/1_Why-it-Matters_Poverty_2p.pdf).

- Poverty is not being able to afford the bus fare to visit a relative in another town.
- Poverty is not being able to afford a special treat for your children's birthdays.<sup>2</sup>

Ask girls to share why they agree or disagree with each statement. Write a group definition of poverty. Useful questions for prompts are: Is poverty always about money? Is there a connection between poverty and having control over your life? Is there a connection between poverty and feeling safe and secure? Is there a connection between poverty and the environment you live in?

**Book it.** As a group, read a book that addresses the issue of poverty and discuss the story with the girls. There are many to choose from. Some recommendations are: *Last Stop on Market Street* by Matt de la Peña, *The Hard Times Jar* by Ethel Footman Smothers, or *The Streets are Free* by Kurusa and Monika Doppert.

## Cadette/Senior/Ambassador Activities

**Take a step.** [This activity](#) is provided by the United States Conference of Catholic Bishops.

**Eat below the line.** One in ten people in the world lives on less than \$1.90 per day, which the World Bank defines as extreme poverty.<sup>3</sup> Extreme poverty, which affects families in every region of the world, means more than hunger; it means lack of options. Take a field trip to the grocery store and compare prices to develop three meals that would equal less than \$1.90 per serving. Make the meals to serve to guests and discuss the issue of poverty and hunger together.

### JOURNEY AND BADGE CONNECTIONS

Each year, Girl Scouts of all levels can earn their **Global Action award**. This award connects the WAGGGS sisterhood by helping girls work together to make a difference on a topic that affects girls and women all over the world. It's an official national award, so a girl can wear it just like a badge on the front of her vest or sash.

The **Sow What?** Journey is all about food—how and where it's grown, harvested, processed, distributed, and consumed—and why it matters. Seniors share their knowledge and host a farmers' market, inspire others to eat locally, or plan a community vegetable garden.

In **GIRLtopia**, Seniors develop their own vision of an ideal world and the skills to make it a reality. By exploring women in history, interviewing mentors, or creating a short film, girls learn real-life lessons while building a brighter future.

### COMMUNITY SERVICE

Organize a food or donation drive with your troop, school, or service unit for a local food pantry, soup kitchen, or homeless shelter.

Volunteer at a local shelter, food bank, or soup kitchen.

Deliver meals to homebound individuals.

### RESOURCES

World's Largest Lesson's [No Poverty](#) materials

[Global Poverty Day](#) activities and materials by Oxfam (in addition to the What Is Poverty? activity on page 30)

[Take a Step](#): Illustration of Advantages, Disadvantages and Factors Leading to Poverty, lesson plan from United States Conference of Catholic Bishops

2. Oxfam, "Global Poverty Learning Day: Workshops for Key Stages 3-4," <https://www.oxfam.org.uk/education/resources/global-poverty-learning-day>.

3. World Bank, Poverty and Shared Prosperity 2016: Taking on Inequality, doi:10.1596/978-1-4648-0958-3. License: Creative Commons Attribution CC BY 3.0 IGO (Washington, DC: World Bank) <http://www.worldbank.org/en/publication/poverty-and-shared-prosperity>.

# 16 Days of Activism Against Gender-Based Violence



## Before You Begin

Violence can be a sensitive and challenging topic, so it's important to carefully assess your group and your capacity prior to engaging with this topic. This may mean that you consider whether you need additional information on the many different forms of gender-based violence (GBV) to safely and accurately share that information with girls. It may also mean considering, through conversation with parents, what the Girl Scouts in your troop are ready to learn about. All activities must be delivered in spaces where girls feel supported and safe. You are encouraged to find local support services before beginning any of these activities. You should obtain parental permission prior to engaging in these activities or discussion. Samples of parental permission for sensitive issues forms can be found in the appendix.

## Activities for All Program Grade Levels

**Set group norms or agreement.** Discuss with girls what would make them feel safe and welcome in discussing issues of violence. Some questions you may want to ask girls are:

- What would make this a safe and respectful place for us to be?
- What would be good ways to treat each other?
- What group rules do you have in other places like at school or in sports? Which ones work?

It is a good idea to consider your own boundaries within the context of this topic as well. Doing so will help you set expectations within the group, and keep girls and adults safe when discussing sensitive topics.

## Daisy/Brownie/Junior Activities

**What is a life free from violence?** Share with girls the United Nations Convention on the Rights of the Child.<sup>1</sup> Let girls know that they, and all children, have the right to be safe from violence. Ask girls to brainstorm what other rights they think children should have and compare them to the rights

**NOVEMBER 25**  
*to*  
**DECEMBER 10**

**WHAT IT IS:** The 16 Days of Activism Against Gender-Based Violence is a global campaign calling for the elimination of all forms of violence against women and girls, coordinated by the Center for Women's Global Leadership. It begins on November 25 (International Day for the Elimination of Violence against Women) and ends on December 10 (International Human Rights Day), to emphasize that violence against women is a violation of human rights.

**WHY WE CELEBRATE:** Violence impacts women and girls in every country, at every age, including our members. Girl Scouts builds leaders who are prepared with the courage and knowledge to take on issues like these, not just in the future but today.

1. UNICEF, "UN Convention on the Rights of the Child in Child Friendly Language," poster, [https://www.unicef.org/rightsite/484\\_540.htm](https://www.unicef.org/rightsite/484_540.htm).

listed in the Convention on the Rights of the Child.

**Book it.** *Hands Are Not for Hitting* by Martine Agassi is a story about alternative actions and activities that children and adults can do with their hands instead of hitting. After reading the story, give girls scenarios and ask them to act out what they could do instead of hitting. Some possible scenarios are:

- Someone took the toy you were playing with. What could you do?
- Someone accidentally knocked you down on the playground. What could you do?
- You want to be the first in line. What could you do?
- Someone picked up your beads and they fell off the string. What could you do?
- You're mad at your mom. What could you do?

**Examine types of violence.** Very Violent, Very Peaceful,<sup>2</sup> an activity developed by the San Diego District Attorney's office and Project Concern International, helps girls begin to explore what violence is in some of its many forms. In your meeting space, put a sign saying "very violent" on one side of the room and a sign saying "very peaceful" on the other side. Connect the signs with a piece of string or tape. Tell girls that you will read statements and they should move to whichever side of the room they think goes with that statement. Let girls know there is not a right or wrong answer and that participants can choose to stand at any point on the tape between the two signs. Read five to ten of the statements below. Select statements based on the maturity and ability of your group. Not all topics will be appropriate for all girls or all groups.

- A boy hits a girl.
- A girl hits a boy.
- Your friend gives you a hug when you feel sad.
- Someone yells at you.
- Someone spreads a rumor about you.
- Someone calls you "stupid."
- Someone kisses you when you don't want them to.
- Someone helps you with your homework.
- Someone touches your hair after you asked them not to.
- A boy shows you his butt and it makes you uncomfortable.
- A person kills another person.
- A child hugs her mom.
- A friend shares their lunch with you.
- You get spanked.
- Someone you don't know follows you home every day.
- A group of girls gives you the silent treatment.
- Your sister breaks your favorite necklace.
- Your friend gives you a birthday present.
- Your brother or sister locks you in the closet.
- You lock the dog out of the house without dinner.
- Your teacher tells the whole class that you got an "F" on your test.
- You wish your friend good luck at their basketball game.

Discuss the statements you read with the girls. Prompt them with questions, such as Why did you think that was very violent (or very peaceful)? Why were you not sure? Does it depend on the situation? Why might someone act that way?

Explain that there are many kinds of violence. Physical violence is when someone uses their body or a weapon to hurt your body. Emotional violence is when someone uses words to hurt your feelings or scare you. Sexual violence is when someone makes you do some kind of sexual activity when you don't want to. All kinds of violence are wrong and can affect us in many ways.

2. San Diego County District Attorney's Office and Project Concern International, Girls Only Toolkit, <https://girlsonlytoolkit.org/safepactices/>.



Ask girls what they think some of the consequences of violence are. For example, teasing might result in hurt feelings. Pushing can result in someone falling down or getting physically hurt. Spreading rumors might hurt someone's feelings and might mean that the rumor spreader is no longer trusted.

**Who can help?** Have girls brainstorm a list of people that they can contact or tell if they experience or witness violence. This can be teachers, parents, other relatives, school officials, or other trusted adults. Let girls know that they have lots of options if they witness or experience violence and that it isn't their fault. Make a list that everyone can take home.

**Reiterate for girls the difference between tattling and telling.** *Tattling* is wanting to get someone in trouble or avoid blame. Tattling is when no one is hurt or in danger. It's not an important problem and can be solved without an adult. *Telling* means keeping yourself or others safe from a real problem—it's important and urgent. Someone may be hurt or in danger, and an adult is needed to help solve the problem. Ask girls to brainstorm situations when someone is tattling versus when someone is telling.

## Cadette/Senior/Ambassador Activities

**Define gender-based violence.** Ask girls if they have ever heard this term before and what they think it means. If girls aren't sure, help them define each word separately and then put together a definition. Gender-based violence (GBV) is violence directed at someone because of their gender or sex, resulting in physical, emotional, sexual, or psychological harm, and it is a violation of human rights. Ask girls to share examples of gender-based violence that they have witnessed or heard about by writing their examples on slips of paper, crumpling them up, and adding them to the middle of your meeting circle. You or the girls can then choose slips of paper from the pile to discuss. (Possible examples include online bullying and slut shaming, news reports of sexual harassment in the work place, domestic violence, or date rape.)

As an option, you can open this up into a conversation about forms of GBV that occur globally. Every ten minutes an adolescent girl dies as a result of violence.<sup>3</sup> Other incidents, such as female genital mutilation or cutting (FGM/C), child marriage, and acid attacks, are not as common in the United States as in some other countries, but human trafficking, domestic violence, and sexual assault occur here as well as around the world. Reiterate that GBV is a global phenomenon, not something that only happens some place far away or among people in other countries.

**Identify cool or not cool.** Girls discuss and identify positive and negative signs in a relationship and can explain their reasoning. Lead the group of Girl Scouts through the [coolnotcoolquiz.org](https://coolnotcoolquiz.org) slides and ask them to discuss whether a scenario is "cool" or "not cool" in a relationship before clicking to the next slide. After completing the quiz, pair girls up to create and present their own cool-not-cool scenarios—then quiz the rest of the group about the meaning of each girl-made scenario.

**Plan a movie night.** Choose a movie that addresses issues of gender-based violence such as *He Named Me Malala* or *Girl Rising*. Watch the movie together and then discuss how girls felt about what they saw.

**Book it.** Ask girls to read *In the Time of the Butterflies* by Julia Alvarez. Then host a book club at your troop meeting. The book is about the Mirabel sisters, whose assassinations led to the declaration of International Day for the Elimination of Violence Against Women. Some [discussion questions](#)<sup>4</sup> to get you started are available from the Chicago Public Library.

**Think globally, act locally.** Discuss ways that Girl Scouts can create change on the issues they've learned about. Ask

3. UNICEF, A Statistical Snapshot of Violence Against Adolescent Girls, (October 2014), [https://www.unicef.org/publications/index\\_76212.html](https://www.unicef.org/publications/index_76212.html).

4. Chicago Public Library, "In the Time of Butterflies Discussion Questions," <https://www.chipublib.org/in-the-time-of-the-butterflies-discussion-questions/>.

girls what they think it means to “think globally and act locally.” How can they start to create change on the issues that they care about in their communities? Share with girls the appropriate [G.I.R.L. Agenda](#) guide for their grade level group, and use the guide to make a plan to advocate for change, whether that is petitioning the school board for increased funding for girls’ sports, writing a letter to a government official about violence against women and girls, educating their peers about online harassment and bullying, or any other issue the girls care about.

## **JOURNEY AND BADGE CONNECTIONS**

Developing healthy relationships, navigating cliques, and moving beyond stereotypes are major themes in **aMAZE! The Twists and Turns of Getting Along**. Cadettes team up on projects with younger girls, senior citizens, or classmates to share their new friendship-building skills.

The **Be a Friend First (BFF)** program is designed to work with the **aMAZE!** Leadership Journey. In BFF, girls explore thorny issues like peer pressure, stereotyping, gossip, and cliques through role-playing, creative writing, games, and discussion exercises. Girls can also do projects in their schools and communities to tackle bullying issues on their own terms and turf.

Seniors explore the powerful benefits of strong, healthy relationships in **Mission: Sisterhood!** In this journey, girls may role-play scenarios, organize a film club at school, or host a mixer where girls can meet, share stories, and make lifelong connections.

## **COMMUNITY SERVICE**

Partner with a domestic violence support organization in your community. Ask a member of the organization to talk with the girls about what the organization does and what support or supplies they might need. Raise awareness in your community about the need.

## **RESOURCES**

[G.I.R.L. Agenda toolkit](#)

WAGGGS Voices against Violence Leader Handbook [fact sheets](#)

That’s Not Cool: About [abuse](#) for teens

That’s Not Cool [quiz](#)

That’s Not Cool [home page](#)

[Futures Without Violence](#) (parent organization for That’s Not Cool)

The San Diego County District Attorney’s Girls Only [toolkit](#)

# Appendix 1: Sample Sensitive Issues Forms

Below is a sample sensitive issues form to use if the global action day program you've developed will address issues that are, or could be, considered sensitive or controversial in nature.

Your council may have a specific 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 is established.

## Sample 1: Parental Notification for Sensitive Issues

Signed permission is required for special programs focusing on sensitive issues. Maturity, religious beliefs, cultural standards, and family values are to be considered when planning programs. A parent meeting to discuss and review the program is recommended.

Dear Parents/Guardians:

Our troop plans to participate in a program featuring information and discussion on the following sensitive issue(s):

**[List issues for your event/activity here—for example, “child marriage” or “girls’ access to education.”]**

The activity will use the following format and include the following activities: **[Clearly outline program content. List presenters and the agencies they represent. List any materials such as videos or handouts that girls will use during the activity—for example, “watch the documentary Girl Rising and discuss the topics in it.”]**

Please contact the following person if you have any questions concerning this activity:

Adult in charge of the activity: \_\_\_\_\_ Phone #: \_\_\_\_\_

### PARENT/GUARDIAN PERMISSION VERIFICATION

Girl's name: \_\_\_\_\_ Date of activity: \_\_\_\_\_

(Check one.)

Has my permission to attend and participate in the following activity.

Does not have my permission to attend and participate in the following activity.

**[Describe the activity above. For example, “Watch the documentary Girl Rising and discuss the topics in it.”]**

Parent/guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_ Phone #: \_\_\_\_\_

## Sample 2: Parental Permission for Participation in a Sensitive Issues Activity

Sensitive Issues such as religious beliefs, cultural and family values, eating disorders, AIDS, substance abuse, child abuse, and suicide are issues that our children think and/or talk about at one time or another. Girl Scouting plays a role in helping girls to make informed, responsible decisions about their well-being. The organization takes great strides to train staff and volunteers to manage topics such as these with committed care and applied knowledge.

By obtaining your permission to discuss these topics with your daughter, you will be allowing a healthy interaction that will hopefully allow your daughter to gain the confidence needed to come to you, the parent, for your influence.

At **[Insert event information here]** your daughter will be participating in a program that may feature information and discussion on the following:

**[Insert topics here. See the bulleted samples below.]**

- Girls' access to education
- Global citizenship
- Cultural and family values
- Sexual identity
- Child marriage
- Emotional & physical safety
- Global action
- Religious beliefs
- Gender roles

I have read the items listed above. I understand that my daughter will be discussing these issues that are, or could be, considered to be of a sensitive or controversial nature.

I understand that parents/guardians will be notified if, during any sensitive issue discussion, the leader/advisor present believes that immediate parental intervention is needed for the safety and well-being of my daughter.

I, the parent/guardian of \_\_\_\_\_, give permission for my child to participate in the **[Insert event.]**

I have discussed with my daughter that her participation in this discussion is voluntary and that she may leave the discussion at any time if she is not comfortable.

I permit my daughter to participate in a discussion about and share her opinions regarding the topics listed above.

I do not permit my daughter to participate in the discussion of the topics listed above.

Signature of parent/guardian: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix 2: 33 Ways to Take Action

## EDUCATE AND INSPIRE OTHERS TO BE PART OF THE CHANGE.

1. Do a show-and-tell.
2. Create a poster campaign.
3. Perform a skit.
4. Make a “how to” handout.
5. Draw a comic.
6. Give a speech.
7. Write and perform a song.
8. Make an animated movie.
9. Make a live-action movie.
10. Make a presentation.
11. Create a workshop, perhaps in partnership with a local business or organization, to teach a skill such as coding, camping, canoeing, robotics, sewing, car care, healthy eating, gardening, home repair, budgeting, or anything else.
12. Create a workshop to teach others about healthy living through exercise, nutrition, mental health, or other way.
13. Create a social media campaign.
14. Make video tutorials to teach a skill.
15. Organize an email campaign.
16. Organize a petition.
17. Organize an event—concert, play, poetry slam, art exhibit, sporting event, field day, or something else—to raise awareness about an issue.
18. Make a “playbook” to help others follow your lead—such as, how to mentor robotics teams, organize a workshop or event, advocate to city council, create an online petition, or change a law.

19. Make an app that helps people take action on an issue.

20. Create a website.

21. Write an op-ed or letter to the editor of a newspaper or magazine.

22. Start a blog.

## MAKE YOUR SOLUTION PERMANENT.

23. Make and install something outside, like benches, bird houses, a dog run, a ropes course, a sensory trail for children with disabilities, or a Little Free Library.

24. Plant something—a butterfly garden, a tree, a wind chime garden, or the like.

25. Make something inside for a Maker Space, a reading room, or other interior location.

26. Create a collection of: children’s books for a children’s hospital or family shelter, oral histories for town museum, or whatever else meets the need.

27. Advocate for building a permanent community improvement, for example, a sidewalk, a bridge, a park, streetlights, a stoplight, or something else.

## CHANGE A RULE, REGULATION, OR LAW.

28. Make a presentation to your school principal.

29. Make a presentation to your school board.

30. Make a presentation to your city council.

31. Speak up at your representative’s town hall meeting.

32. Create an online petition.

33. Advocate for a law with your state government.

# Appendix 3: Glossary of Terms

**16 Days of Activism Against Gender-Based Violence:** A global campaign dedicated to ending gender-based violence, November 25 to December 10.

**Advocacy:** Activity by an individual or a group that aims to influence decisions made within political, economic, and social systems and institutions.

**Agenda 2030:** Universal and transformative United Nations agenda and a plan of action for people, the planet, and prosperity. It seeks to strengthen universal peace and eradicate poverty in all its forms and dimensions, which is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, are committed to implement this plan within the next 15 years until 2030. Also known as Sustainable Development Goals, Global Goals.

**CEDAW:** The Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) is a convention adopted by the United Nations in 1979. It outlines what discrimination against women is and includes an agenda for action. The United States is one of only eight countries that has not ratified the convention; 186 have ratified the convention.

**Child marriage:** The practice of marrying a child to an adult. In practice, it is almost always a young girl married to a man. It is sometimes called forced early marriage because girls may be forced by their families to marry much older men, interfering with their ability to go to school. International agreements state that the minimum age for marriage is 18.

**Convention on the Rights of the Child (CRC):** Human rights treaty adopted by the United Nations in 1989. The CRC outlines the political, social, economic, civil, and cultural rights of children, and requires that states consider and act in the best interests of every child. The United Nations defines a child as anyone under the age of 18.

**Cultural norms:** Values, beliefs, and behaviors of a particular group of people or society. Expectations and the “rules” that guide the behavior of people in these groups are considered cultural norms. Cultural norms must not interfere with or impede upon anyone’s human rights.

**Digital gender divide:** Economic and social inequality between men and women with regard to access to, use of, or impact of information and communication technologies (ICT). United Nations Sustainable Development Goal 5b: Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

**ECOSOC:** Economic and Social Council of the United Nations. Serves as the central body discussing economic and social issues and formulating policy recommendations addressed to member states and to the United Nations system.

**Female genital mutilation (FGM):** The term FGM is used to describe all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for nonmedical reasons. It is most commonly practiced in parts of Africa, Asia, and the Middle East and among some immigrant groups in North America and Europe. FGM is recognized internationally as a violation of the human rights of girls and women. It is nearly always carried out on minors and is a violation of the rights of children. The practice also violates a person’s rights to health, security, and physical integrity, the right to be free from torture and cruel, inhuman or degrading treatment.

**Gender:** Refers to the social distinctions between boys and girls and men and women that are socially constructed rather than biologically determined. Reflected in roles that boys and girls play in society and the status that they occupy within it. Gender roles tend to be dynamic. They vary from one culture and time period to another and are characterized by unequal power relationships. Gender roles are learned.

**Gender equality:** Women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural, and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women and the roles they play. It is based on women and men being full partners in their homes, their communities, and their societies. Gender equality starts with equal valuing of girls and boys.

**Gender mainstreaming:** Strategy to ensure gender perspectives and attention to gender equality in policy development, research, advocacy, legislation, and resource allocation as well as in the planning, implementation, and monitoring of programs and projects.

**Girl or girl-child:** Girls are human beings of the female sex. A girl is typically defined as someone between the ages of five to 18 years, however, in legal, social, and cultural contexts this age range is sometimes as wide as birth to age 21. The term “girl” can also encompass the characteristics and cultural roles that make up girlhood or the experience of being a girl.

**Girls in ICT Day:** A global effort to encourage girls and young women to consider studies and careers in information and communication technologies (ICT). Takes place on the fourth Thursday of April.

**Global Action Week for Education:** An international annual campaign led by the Global Campaign for Education with support from UNESCO to raise awareness of the importance of education for achieving sustainability and the commitments made by all to reach the global education goal by 2030.

**Global Poverty Day:** A day to raise awareness of the need to eradicate extreme poverty around the world. Held on October 17.

**Global Youth Service Day:** A day to celebrate and mobilize young people to improve their communities through service as well as to recognize the contributions to service that children and youth make throughout the year.

**Honor Killing:** The murder of a family member, usually female, by a male relative who believes that the family member has committed an act that has brought dishonor to the family. Such acts may include refusing to enter into an arranged marriage or seeking divorce, among others. The accusation may or may not be true, and the murderer usually goes unpunished. Honor killings are a grave violation of human rights.

**Human rights:** Universal rights, freedoms, and protections to which all human beings are entitled, regardless of who they are or their circumstances. All human beings have, by nature of being human, human rights and nothing, including cultural norms, can impede upon a person’s human rights. Article 1 of the Universal Declaration of Human Rights (a document that outlines 30 agreed upon human rights) states that “All human beings are born free and equal in dignity and rights.” Categories of human rights include social, political, and economic rights.

**Human trafficking:** The recruitment, transportation, and receipt of people for the purpose of forced labor or sexual exploitation. Trafficking usually involves coercion, lies, threats, abuse, or other forms of force for the purpose of exploitation. Human trafficking is a problem in every country in the world, including the United States. About 15,000 people, mostly women and girls, are trafficked into the United States each year alone, in addition to the thousands trafficked within U.S. borders.

**Information and communication technologies (ICT):** All devices, networking components, applications and systems that, combined, allow people and organizations to interact in the digital world.

**International Day of the Girl:** An international observance day declared by the United Nations to celebrate the power of girls and highlight, discuss, and take action to advance the rights and opportunities for girls everywhere. Held on October 11.

**International Women’s Day:** A global day celebrating the social, economic, cultural, and political achievements of women. Held on March 8.

**Intersectionality:** A theory which considers that the various aspects of humanity, such as class, race, sexual orientation, and gender, do not exist separately from each other, but are complexly interwoven and that their relationships are essential to an understanding of the human condition.

**Poverty:** The state of not having access to the resources to satisfy basic human needs, such as food, clean water, or shelter. About one-fifth of the world’s population lives in extreme poverty.

**Sustainable Development Goals (SDGs):** 17 goals and 169 targets adopted by world leaders in September 2015 to end poverty, fight inequality and injustice, and end climate change by 2030. They build on the Millennium Development Goals that the world committed to achieving by 2015.

**Sex:** Refers to the biological difference between girls and boys and women and men. Differences are reflected in male and female bodies.

**Sexism:** The belief that one gender or sex is better or more valuable than another. Sexism also refers to practices that discriminate against one sex or gender over another.

**The Universal Declaration of Human Rights (UDHR):** A declaration adopted by the United Nations on December 10, 1948, (now known as International Human Rights Day) that outlines the rights to which every human being is entitled. It is divided into 30 articles.

**UNICEF:** The United Nations Children’s Fund provides short-term emergency care and long-term development and support to children and mothers in developing countries. UNICEF also supports and helps protect the rights of all children.

**United Nations (UN):** An international organization founded in 1945 and dedicated to maintaining international peace and security, developing positive relations between nations, and promoting social progress, better standards of living, and human rights. There are currently 193 member states in the UN.

**UN Women:** United Nations entity dedicated to gender equality and the empowerment of women. It was formed in 2010 by combining several UN agencies that addressed issues of concern to women and is currently headed by Phumzile Mlambo-Ngcuka.

**World Association of Girl Guides and Girl Scouts (WAGGGS):** Official umbrella organization for all national Girl Guide and Girl Scout organizations in the world. It is comprised of 150 member organizations organized into five regions—Africa, Arab, Asia Pacific, Europe, and Western Hemisphere.

**World Environment Day:** A day to highlight and discuss the importance of environmental awareness and action. Held on June 5.

**World Thinking Day:** An international day, held on February 22, to celebrate the global sisterhood of Girl Scouting and Girl Guiding.