



Open the GATE

GIRLS' ACCESS TO EDUCATION TOOLKIT



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WHY GIRLS' ACCESS TO EDUCATION MATTERS

A girl's education has an enormous impact on her life, the life of her family, the development of her country, and the future of our world. When girls get the opportunities they deserve, amazing things start to happen; poverty goes down, economies grow, families get stronger, and babies are born healthier.

But around the world, more than 32 million girls are missing from elementary schools, and that number jumps to 98 million adolescent girls who are not attending middle and high school. In total, 130 million girls are not in school.¹ That's a lot of empty desks—and a lot of dreams being cut short.

As Girl Scouts®, we believe in the power of every G.I.R.L. (Go-getter, Innovator, Risk-taker, Leader)TM to change the world, and we know a little something about tackling big challenges. That's why we've partnered with the Obama Foundation's *Girls Opportunity Alliance* to educate our members about the importance of girls' education, and how they can help their sisters at home and around the world stay in school, get the most out of their education, and achieve their dreams.

An educated girl can change the world, and with her sisters around the world supporting her, she will. Girls are the best experts, advocates, and activists for their own rights and the rights of girls everywhere. They are capable of taking action and creating change not just in the future, but today. We hope that this toolkit will help you, as leaders, parents, educators, and girl allies, to support them as they discover why girls' opportunities for education are so important, to connect with the issues that girls face in the U.S. and around the world, and to help ensure that every girl has the opportunity to learn.

Girl Scouts' Global History

From our very inception as an organization, *Girl Scouts* has been a global movement. Our founder, Juliette Gordon Low, discovered her life's purpose on a trip to England where she met Lord and Lady Baden-Powell and was introduced to the Girl Guides. She founded three troops of Girl Guides in London and Scotland before returning to the United States to start the first Girl Scout troop in Savannah, Georgia, in 1912, where she founded the Girl Scouts of the USA.

From that first meeting of 18 girls, Girl Scouts pushed boundaries, welcoming girls across class and cultural lines to ensure that all girls, including those with disabilities, had a place to grow and develop their leadership skills.² 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.³

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 1925, with 18 girls in Shanghai, China.⁴ Today, Girl Scouts of the USA includes 2.6 million Girl Scouts

1. United Nations Educational, Scientific and Cultural Organization, *Leaving no one behind: How far on the way to universal primary and secondary education?* (London: UNESCO), <https://unesdoc.unesco.org/ark:/48223/pf0000245238>.

2. "Juliette Gordon Low: A Brief Biography," Girl Scouts of the USA, accessed May 30, 2019, <https://www.girlscouts.org/en/about-girl-scouts/our-history/juliette-gordon-low.html>.

3. "Our History," Girl Scouts of the USA, accessed May 30, 2019, <https://www.girlscouts.org/en/about-girl-scouts/our-history.html>.

4. "Timeline: Girl Scouts in History," Girl Scouts of the USA, accessed May 30, 2019, <https://www.girlscouts.org/en/about-girl-scouts/our-history/timeline.html>.

in 92 countries around the world.¹ Girl Scouts is also a member of the World Association of Girl Guides and Girl Scouts, or WAGGGS, which serves 10 million girls in 150 countries around the world.

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.” Every Girl Scout in our Movement seeks to “make the world a better place and be a sister to every Girl Scout.” By learning about the challenges facing girls in our country and around the world, and by working together to develop solutions, we fulfill the tenets of the Girl Scout Law.

The Girls Opportunity Alliance™

The *Girls Opportunity Alliance*, a program of the Obama Foundation, seeks to empower adolescent girls around the world through education, allowing them to achieve their full potential and transform their families, communities, and countries. The *Girls Opportunity Alliance* engages people around the world to support adolescent girls and the grassroots leaders working to educate them.

The *Girls Opportunity Alliance* aims to lift up the work being done around the world by:

- **Inspiring, empowering, and connecting grassroots leaders**

The foundation wants to ensure that those on the front lines are supported with effective strategies to enhance and scale their work. The foundation created an online network to connect leaders to one another so they can share best practices, resources, encouragement, and ideas.

- **Driving specific commitments through GoFundMe**

These grassroots leaders need more than visibility and connections to each other—they need financial support. To close this gap, the foundation worked with GoFundMe to launch the *Girls Opportunity Alliance* Fund, a fund that directly supports grassroots leaders working on girls’ education.

- **Inspiring and challenging young people in the developed world to join us**

The Obama Foundation wants young people in the United States and around the world to learn about this issue and get involved. From encouraging young people to share a presentation on this issue at school to collaborating with girl group organizations who have expanded their programming to include work on adolescent girls’ education, the foundation offers resources to help young people turn their passion about this issue into action.

Working together, we can increase support for and awareness of community programs that are making a difference, spark a vibrant global discussion on adolescent girls and the barriers that prevent them from reaching their full potential, and provide opportunities for global citizens to act.

HOW TO USE THIS TOOLKIT

This toolkit is written for adult volunteers and staff to support Girl Scouts at every program grade level in exploring the topic of girls' access to education.

It is structured in three (3) parts:

- **Before You Begin:** Suggestions and information for adults on how to prepare girls to learn about issues pertaining to girls' access to education, and information on obtaining consent from parents or guardians to discuss potentially sensitive issues with their Girl Scouts.
- **Game:** Girls explore the issues affecting girls' access to education (GATE) by playing the Open the GATE game and trying out the activities on the cards.
- **What Next:** Guidance for adults to help girls process what they've learned and move from learning to action through sections on civic engagement, advocacy, or a Take Action™ project.

The *Open the GATE Game* is written for girls to begin to explore some of the major issues around the world that impact girls' ability to receive an education, including:

- **Poverty and lack of resources**
- **Poor health and nutrition**
- **Unpaid care work and child labor**
- **Unsafe conditions such as school harassment, violence, natural disasters and war**
- **Harmful practices such as child marriage**

This game is framed to inform Girl Scouts about these challenges by exploring and identifying the tools that girls the world over need in order to overcome them. There are five (5) kinds of cards in this toolkit, representing five items that girls need in order to address the challenges listed above:

- **Resources**
- **Good health and nutrition**
- **Time for their education**
- **Safety**
- **Community support**

You may find that after playing this game, girls want to make a difference in tackling these issues. We encourage this! We've included activities that girls can use to take what they've learned by playing the Open the GATE Game and engage their communities, advocate on behalf of girls, or complete a Take Action project to improve girls' access to education. This toolkit is a great way to begin exploring issues that girls can then use to inform their Bronze, Silver, or Gold Award projects.

While this toolkit is designed to be played as a game, if your Girl Scouts want to do a deep dive on the issues that impact girls' access to education, you could also approach it as a series, and address each need in an individual meeting. If you have the time, this approach can give more time for girls to absorb the content and create connections to their own lives and communities.

If you find that your girls are craving more, go back and explore some of the other activities that interest them! Keep it girl-led and let them decide what issues they care about and which activities they'd like to try.

BEFORE YOU BEGIN

Build Safe Space

Many of the topics addressed in the *Open the GATE Game* can be sensitive and challenging for girls to learn about. At the same time, these issues can deeply motivate girls to create positive change. So it's critical to build an environment where girls feel safe and supported. Here are some suggestions for building this safe space within your troop or group meeting:

- Let girls and parents know ahead of time what's on the table for discussion before the meeting so that they can plan and prepare together and you can obtain the necessary permissions, especially if you'll be addressing sensitive issues. Sample copies of sensitive issues permission forms can be found in this section.
- Begin with an icebreaker or trust game, even if group members have known each other for a while. This will help to reinforce a sense of group cohesion.
- Establish a group agreement with the girls about how to treat each other. This is a good idea to do with any group, regardless of what you're doing, because it empowers group members to discuss and agree on how to establish group norms. Let girls come up with their own rules and discuss them until there is consensus. If you have already made a group agreement in the past, review it before starting your meeting. Some questions you may want to ask are:
 - What would make this a safe and respectful group for us to belong to?
 - 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?
- Make sure girls know that they can opt out if they are uncomfortable or if they need a moment to process what they're learning. Let them know some good, nondisruptive ways to do that, such as taking a bathroom break 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 separately about what they're feeling.
- Leave time for debriefing. With busy meetings and a lot going on, sometimes the time to debrief an activity can get cut short. Girls need time to process the information that they've absorbed and particularly if the topic has been challenging or sensitive, to center themselves before moving on to another activity.

Know Your Group and Your Community

Some of the issues discussed in the *Open the GATE Game*, such as poverty or violence, may be issues that impact girls or their families in your group personally. This is another reason to meet with families ahead of time to discuss the topics and activities your Girl Scouts will be engaged in.

It may also be beneficial, if you have time, to do some initial research on how these issues impact girls' education in your own communities: the ways that school funding is allocated, the impact of school violence, and the ways that inequality may exist for girls in your community.

Avoid “Us” vs. “Them”

The goal of this toolkit is not to cause Girl Scouts feel pity for girls “over there,” but to help them recognize our shared experiences and humanity and become aware of the ways in which limiting girls' access to and success in education impacts everyone. As you and the girls learn about issues facing girls the world over, you can also use this information to think critically about any assumptions you may be making.

Consider the language you use and the way you conduct conversations about global issues, whether it's girls' education or other issues. In these discussions and activities, help girls to explore differences and similarities, and push girls to consider the implications of an issue in their community as well as others.

This becomes particularly important as girls think about Take Action projects, which should always be developed in partnership with a community. If girls choose to do a Take Action project, push them to connect directly with stakeholders. Will this project address a real need in the community? How do girls know? Who have they asked?

Be Ready to Address Sensitive Issues

Many of the issues that impact girls' access to education can be difficult to discuss or learn about. It can be hard for girls to learn about what girls elsewhere in the world experience, or to talk about challenges that they themselves have experienced that have impacted their education. It's crucial to prepare girls and gain parental permission prior to beginning.

There's no agreed definition about what makes an issue sensitive, but for purposes of this toolkit, sensitive issues include those which:

- Deal with questions of values and beliefs, and can divide opinions among individuals, communities, and a wider society.
- Affect the social, cultural, economic, and environmental context in which people live.
- Are complicated, with no clear answers because they are issues about which people hold strong views based on their own experiences, interests, values, and personal context.
- Can affect local, national, and global communities.
- Include a wide range of topics such as human rights, sexuality, gender roles, political issues, etc.
- Are culturally or community specific. For example, an issue that is sensitive or controversial in one community or country may be widely accepted in another.

We encourage you to review the activities on each card and select those that match the maturity and interests of your group. Challenges to girls' education—particularly violence, harassment, poverty, and child marriage—should be approached with sensitivity and with the informed consent of parents and guardians. Some cards in the Girls' Access to Education toolkit are specifically labeled for older Girl Scouts with a "CADETTE SENIOR AMBASSADOR Card" in the upper corner. If you are using this toolkit with Daisies, Brownies, or Juniors, please remove those cards or adapt them to fit the age and maturity level of your group.

Although it can be tempting to avoid sensitive topics, controversy and disagreement can also stimulate deeper thinking and understanding, leading girls to a greater understanding of their own values and beliefs, as well as helping them develop empathy and perspective for others. The issues that impact girls' education around the world—poverty, violence, discrimination, and gender norms—also impact girls in the United States. There is no country that has a monopoly on inequality, and no country is free of it, either. Some of the topics addressed in this toolkit may affect girls in your group now or in the future. Please discuss these topics with respect and sensitivity.

Girls can begin learning about sensitive issues if those issues are presented in an age-appropriate way and in a safe, supportive environment by a trusted and informed adult who cares about them. Girl Scouts can play a role in helping girls make informed, responsible decisions based on their own well-being and their family's values by providing a safe space for fact-based discussion and exploration of sensitive issues.

Sensitive issues may challenge your own thinking at times, as a leader, parent, adult volunteer, or staff member, but with good guidance and training from your council, you can. You do not have to have all the answers. The purpose of these conversations is to allow girls to lead the conversation and explore these topics for themselves. Your role is to create a safe space for girls to grow, question, and learn.

Please consult your council for their process for handling sensitive issues and obtaining parental permission. Below are two sample forms if your council does not currently have one.

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 cultural and family values, religious beliefs, menstruation, gender roles, HIV/AIDS and STIs, child marriage, adolescent pregnancy, and emotional and physical safety, among others, are issues that 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 places great emphasis on training staff and volunteers to manage topics such as these with committed care and applied knowledge.

By giving us your permission to discuss these topics with your daughter, you will be supporting a healthy interaction that will hopefully help your daughter gain the confidence needed to come to you, the responsible adult, for guidance.

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

[Insert possible topics here.]

- ☐ I have read the items listed above. I understand that my daughter will be involved in discussions about 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 **[Insert event]**.
- ☐ I have discussed with my daughter that her participation in this activity is voluntary and that she may leave the discussion at any time if she is not comfortable.
- ☐ I **permit** my daughter to participate in this activity and share her opinions regarding the topics listed above.
- ☐ I **do not permit** my daughter to participate in a discussion of the topics listed above.

Signature of parent/guardian: _____ Date: _____

The next section of the toolkit—The *Open the GATE Game*—is written for girls! Please print the instructions and cards and allow girls to read and set up the game themselves, with your help if needed.

OPEN THE GATE GAME

How to Play - For Girls

Girls' education can transform communities, countries, and the world. But girls need a few key things in order to access education. In this game, you'll learn about five things that girls need:

1. Girls need **resources**
2. Girls need **good health and nutrition**
3. Girls need **time**
4. Girls need **safety**
5. Girls need **community support**

Aim of the game: Collect one card from each category that represents something girls need in order to access education.

Finish the game by putting the collected cards together to create a world where all girls can get the high quality education they deserve.

Supplies for the game:

- You may need access to the Internet on a laptop, computer, cell phone, or tablet. Some cards will ask you to look up information or watch a video.
- Blank paper
- Markers

Age group: All ages. However, some cards are appropriate only for older Girl Scouts (Cadettes, Seniors, or Ambassadors). These cards are marked "CADETTE SENIOR AMBASSADOR" on the top left corner of the card.

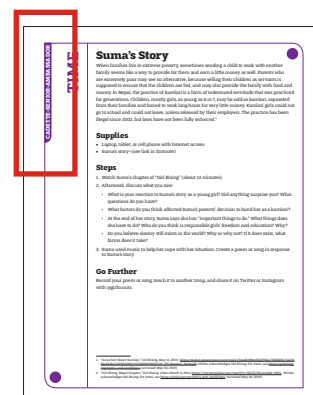
Group size: For two or more teams. Ideally, play this game in small teams of five or six people.

Winning the game: A team wins the game when they have collected one card in each of the five categories.

Time needed: Approximately 2 hours but may be longer or shorter depending on the format of the game you choose.

Set up/Supplies:

- One die (not included)
- A facilitator to manage the game. This could be a group leader, or team members can take turns.
- A printed copy of the cards, at least letter size.
- If you are printing the game yourself, print the pack **ONE-SIDED**.



Versions of the Game:

Longer Version (2+ hrs):

- Mix up the cards and lay out them out on the ground face down in any arrangement you like—circle, square, parallelogram! This is your game board.
- Roll the die. This is the number of steps you'll take. The card you land on is the one you must play.
- If you complete the activity on the card, you get to keep the card. The goal of the game is to collect five cards, one in each category.
- Continue to play until a team has collected one card from each category.
- After the winning team has collected a card from each category, create an issues map linking the cards together.

Shorter Version (1 hr):

- Divide cards up by their category.
- Teams roll the die and select a card based on the number that they roll:
 - 1 = Resources
 - 2 = Good Health and Nutrition
 - 3 = Time
 - 4 = Safety
 - 5 = Community Support
 - 6 = WILD CARD (choose from any category)
- Continue to play until a team has collected a card from each category.
- The winning team creates an issues map using the cards collected.

Other ways to use this toolkit include:

- Try to complete each activity from each category.
- Focus on one category in each meeting for a series of five meetings, and then complete a *Take Action* project.
- Focus on the issues or ideas that you are most interested in learning more about.
- Use this toolkit if you need ideas for your Bronze, Silver, or Gold Award.

Create a School Budget

Imagine that your team is creating the budget for your local high school of 500 students and you are going to present it to the school board (the other teams) who will approve or deny your budget. Your school district has \$10,000 to spend per student, on everything that a school needs: teachers, classrooms, equipment and supplies, transportation, and more. How would you spend your money?

Steps

1. Work with your team to calculate the amount of money your school can spend.
2. Divide your budget into major categories using the worksheet below.
3. Once you've made your budget, present it to the other teams for approval. Be sure you can answer these questions:
4. How did you decide what to spend? How will your budget help girls to stay in school?
5. Imagine that you could only spend \$5,000 per student. What would you cut? What if you had only \$800 to spend? What if you had only \$50?

Budget Categories	How much we'll spend:
Transportation - Buses and drivers to transport students	
Facilities - To ensure that students attend schools that are clean, safe and well-maintained	
Energy - To ensure that the school is lit during the day, heated in winter, and cooled in summer	
Health & Safety - A school nurse to care for sick or hurt students, security to keep staff and students safe	
Instruction - Qualified teachers and aides, and classroom supplies	
Curriculum & Staff Development - Curriculum, training, and instructional support so that teachers can provide students with knowledge and skills	
Food Services - Nutritious, affordable meals	
Library Services - Library facilities and library staff to provide research assistance and resources	
Counseling Services - Counselors for testing prep, college prep, drug/alcohol abuse programs, and supporting family needs	
School Leadership & Support - Principal, assistant principals, and administrative support staff	
Other - What else do you think the school should budget for?	

Go Further

Find out what your local school's budget actually is. How much does the district spend per student? What do they spend it on? Present your budget to your principal or superintendent. What feedback do they have for you?

How do you decide?

The World Bank defines extreme poverty as living on less than \$1.90 (US dollars) per day.¹ Approximately 736 million people around the world live in extreme poverty.² Some people think this is not as bad as it sounds, because food or goods in other countries cost less than here in the United States. However, the calculation for extreme poverty uses a technique called purchasing power parity (PPP), which means that it takes into account the difference in prices between countries. So people living in extreme poverty in other countries are living on the daily equivalent of what \$1.90 would buy you in the U.S. This is an incredibly small amount of money on which to survive. In some countries public education is free, but in other countries that's not the case. And even if education is free, there are sometimes costs like school supplies, tests, or meals during the school day. For those families living in extreme poverty, choosing whether to pay school fees or purchase other necessities such as food, medicine, or shelter can be a difficult decision, and a girl's education is sometimes the first expense to go. How would you decide?

Steps

1. Construct a budget for your team for a week with the spending limit of \$1.90 per person per day. So if you have five people on your team: $\$1.90 \times 5 = \9.50 per day (\$66.50 per week).
2. Create a list of what a family may need for a week, considering meals for everyone, water for drinking and bathing, transportation, energy, medical bills, education, and any other needs you can think of.
3. Decide as a team what you'll buy from the categories below.

Groceries

Loaf of bread	\$2.50	Bananas (6)	\$4.83	Can of tomatoes	\$1.00
Milk (1 gallon)	\$3.50	Lentils (1 lb)	\$2.39	Apples (1 lb)	\$1.49
Cereal	\$4.49	Carrots (1 lb)	\$1.99	Toothpaste	\$2.35
Oats (2 lbs)	\$2.50	Potatoes (5 lbs)	\$3.99	Tuna (1 can)	\$0.99
Eggs (dozen)	\$2.20	Sugar (4 lbs)	\$2.59	Flour (5 lb)	\$2.56
Rice (10 lb bag)	\$10.00	Cheese (1 lb)	\$4.99	Toilet Paper (1 roll)	\$0.90
Whole Chicken	\$9.87	Can of tomatoes	\$1.00	Soap	\$1.75

Other Expenses

Transportation		Utilities		Accommodations	
Tank of gas	\$38.50	Internet Access	\$12.50	1-bedroom apartment	\$188
Bus Fare (per ride)	\$1.25	Electricity	\$20.00	2-bedroom house	\$375
Walking	Free	Gas – cooking	\$5.00	Stay with relatives	Free
		Gas – heating	\$20.00		

4. Some costs were not included in your weekly budget, like medical care, clothing, entertainment, or education. Did you have any money left over to spend on these things? What would your life be like if you had little or no money to spend on these things?
5. After you've made your budget, roll the die. The number you roll will give you an expense that occurs outside of your regular budget:
 1. Someone in your family had to go to the Emergency Room this week, costing \$150! Did you set aside any money for medical costs? If so, is it enough? What will you have to give up in your budget to pay this expense?
 2. Someone in your family needs to take the SAT test to apply for college, costing \$65. Do you pay the money?
 3. Your landlord is raising the rent by \$100 a month (if you are staying with relatives, they are kicking you out). What do you need to change about your budget to cover this new cost? Or do you decide to move?
 4. It's someone's birthday this week! Do you get them a gift? Bake a cake?
 5. School is starting this week. School supplies are \$25 per person and at least two people in your family need supplies. What do you do?
 6. You wake up with a fever and a headache. You feel terrible. What do you decide to do? Do you still go to work or school? Do you go to the doctor (at least \$25)? Do you get some over-the-counter medicine (\$13)? Do you ignore your illness and hope it goes away?

Go Further

The expenses given in this game are generalizations. Look up the costs of basic needs in your community, as well as the minimum wage. How would these actual numbers impact the way you created your budget?

1 Francisco Ferreira, Dean Mitchell Jolliffe, and Espen Beer Prydz, "The International Poverty Line Has Just Been Raised to \$1.90 a Day, but Global Poverty Is Basically Unchanged. How Is That Even Possible?" *Let's Talk Development* (blog), World Bank Blogs, May 11, 2019, <https://blogs.worldbank.org/developmenttalk/international-poverty-line-has-just-been-raised-190-day-global-poverty-basically-unchanged-how-even>

2 "Overview," Poverty, The World Bank, accessed May 11, 2019, <http://www.worldbank.org/en/topic/poverty/overview>

How do you get to school?

What are the different ways girls get to school in your community? Do girls walk to school? Ride bikes? Take a school or public bus or train? Do parents or adults drive girls to school? How long does it take to get to school?

Steps

Draw a map of your community showing the different ways that girls get to school. With your team, talk about:

- How far away is too far for a girl to go to get to school?
- Are there any ways that are unsafe for girls to get to school in your community, like walking or riding a bike on busy or dangerous streets?
- What makes a way to get to school unsafe for girls? How do girls avoid unsafe travel to get to school?
- What might make these ways to get to school safer?
- Are there any ways that girls get to school that are different from the ways you get to school?
- In some parts of the world, especially in rural areas, schools can be very far away from where families live. Some parents worry about whether girls will be safe walking to school for several hours, or schools might be too far away for girls to walk.

As a group, brainstorm possible solutions that will make it easier and safer for girls to get to school. Solutions might include building closer schools, providing safe school buses or public buses, or giving every girl a bicycle so she can get to school faster. Your team might have totally new ideas!

Go Further

Try a new way of getting to school outside your normal way. If you drive, try taking public transit. If you walk, try biking. What differences do you notice? What do you see differently in this new way of traveling? Do any parts of the route make you feel unsafe? What would it be like to go to school this way every day?

VIDEO EXTRA



Diana's Story

Promise Diana Mandala grew up in a village in Thyolo, Malawi with her parents, who are both farmers. During her elementary school years, Diana would have to wake up and leave before sunrise to walk 15 miles barefoot to

school. She got home each night after sunset. Watch her story from *Girls' Opportunity Alliance*—how did she get an education?

Watch the video at vimeo.com/girlscoutsusa/malawi

Poverty Quiz

Quiz yourself. How much do you know about global poverty? Get at least three questions right to collect this card:

1. Women in high-income countries can expect to live how many more years on average than women in low-income countries? 10 years, 12 years, 24 years, or 30 years?
2. Which country has the world's largest number of people living in extreme poverty? Nigeria, India, Ecuador, or Belarus?
3. Extreme poverty is defined by the World Bank as living on what amount of money per day?
4. What percent of girls in the U.S. live in low-income families?
True or false: In low-income countries, girls are more likely to be out of school than boys. (True)

How does poverty impact girls' education? What do you think?

Go Further

How does poverty impact girls in your community? Find an organization in your city, town, or state that works with families experiencing poverty to find out more.

Answers

1. 24 years¹ 2. Nigeria² 3. Less than \$1.90 per day³ 4. 41%⁴

1. "Global Health Observatory (GHO) Data," World Health Organization, accessed May 11, 2019, https://www.who.int/gho/women_and_health/en.
2. Homi Kharas, Kristofer Hamel, and Martin Hofer. "The Start of a New Poverty Narrative," Brookings (blog), The Brookings Institution, June 19, 2018, <https://www.brookings.edu/blog/future-development/2018/06/19/the-start-of-a-new-poverty-narrative>.
3. Ferreira, Jolliffe, and Prydz, "The International Poverty Line."
4. "The State of Girls 2017: Emerging Truths and Troubling Trends: A Report from the Girl Scout Research Institute," Girl Scouts of the USA, accessed May 11, 2019, https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/about-girl-scouts/research/GSUSA_State-of-Girls-Report_2017.pdf.

What do schools need?

Schools around the world all look different. Some schools are big, with many students. Some schools are just one room, with all grades together.

Steps

With your team, brainstorm what you think all schools need to have in order to help students, especially girls, learn. Think about what you use at school every day: books, desks, computers, etc. Don't forget things like lights or bathrooms! What about teachers?

After you've brainstormed your list, divide it into "necessities" and "nice to haves." In other words, what do you think is absolutely essential to education? What items are helpful, but students can still learn without these things?

Choose the top three most important things students (in particular, girls) need for education.

Go Further

Find out if all girls in your community or state have the resources they need to get a quality education. Set up a meeting with someone in your school district or state department of education. Ask them if they agree with your list. What do they think are the most important things to give girls access a high-quality education? Do all girls in your community have access to these things?

Period Math

At least 500 million women and girls around the world don't have adequate facilities for menstrual hygiene management.¹ For girls, this limits their ability to attend school, and can even cause them to drop out of school altogether. In some communities, women and girls are considered "unclean" during menstruation and have to limit their interactions with others.

Steps

1. Find out how much it costs to buy menstrual supplies in your community. You might be able to look up this information on the internet. How much does it cost for hygiene management during a menstrual period each month? How about each year?
2. Calculate how many days a girl can expect to menstruate during her lifetime. How many of those days may fall during a school year? How many days would a girl miss because of her period, if she couldn't afford menstrual supplies?
3. Are there any alternatives that you know of for people who cannot afford menstrual supplies? Does your school offer them?

Go Further

Do girls in your community have support when they are menstruating, or are they teased or mocked? How do girls in your community feel about having periods? Brainstorm some things that might help girls or women in your community feel better or more supported while they are menstruating.

1. "Menstrual Hygiene Management Enables Women and Girls to Reach Their Full Potential," World Bank Group, accessed February 2, 2019, <http://www.worldbank.org/en/news/feature/2018/05/25/menstrual-hygiene-management>.

Hunger Hurts Learning

Nutrition is important to succeeding in school! When a person is hungry or malnourished (not having enough to eat or not eating healthily for an ongoing time), success in education is difficult. In this activity, you'll remember a time when you were hungry and act out what it might feel like to be hungry when you are trying to learn. Not getting proper nutrition can lead to stunting in children, meaning that they are not able to grow normally. This health issue is more than just being short; stunted children get sick more often, miss time in school, perform less well in school, and can grow up to be economically disadvantaged. Adolescent girls need good nutrition because their bodies are growing, and they need protein, iron, and other micronutrients to support their growth.

Steps

1. Think back to a time when you were really, really hungry. What did that feel like?
2. Act out what it feels like to be very hungry. Do you feel tired? Unfocused? Irritable? Do you have low energy?
3. Now act out what it might be like to do the following things when you are severely hungry:
 - Take a math test
 - Sit still and pay attention in class
 - Walk to school
 - Give a book report
 - Take care of younger kids
4. Think back to what it felt like when you were really, really hungry. Talk with your group: What happened? When were you able to get food? What kind of food did you get? How did you feel afterward?
5. Talk with your group: How would you feel if you had that really really hungry feeling all the time? What would that be like? What do you think would be some of the long-term consequences?

Go Further

Connect with an organization that is addressing hunger in your community. Find out from them how many kids in your community experience hunger on a regular basis. What are some of the reasons kids in your community are hungry versus in other parts of the world? What can you do about it?

What's on your plate?

Food gives us the energy we need to stay alive, grow, and learn. It can also represent our heritage and ancestry. A healthy diet can help protect against malnutrition in many forms, including noncommunicable diseases, and girls need nutritious food to grow and develop. But there are nearly 821 million people who don't have regular, reliable access to safe and affordable food, and 60% of them are women and girls.¹ As a result, girls may have less energy to pay attention in school; they may get sick more often and miss school, and ultimately may have less chance to get a good education.

Supplies

- Access to the Internet on a laptop, tablet, or cell phone
- Paper and drawing materials to draw a picture of a meal

Steps

1. As a team, design a meal that would make a person feel full, healthy, satisfied, and ready to learn. What ingredients are in your meal? How much of each ingredient?
2. As a group, talk about what makes your meal healthy. What about your meal represents your group or your heritage? What about your meal makes you feel good?
3. Choose one ingredient in your team's meal and look up where it comes from. What part of the world does it originate in? How far does it have to travel to get to you?
4. Imagine that you are going to school in another part of the world. What might be some local ingredients that you could use to recreate your healthy plate? Create a second plate that represents this meal. The International Center for Tropical Agricultural (CIAT) might give you some ideas about where different foods are grown: <https://blog.ciat.cgiar.org/origin-of-crops/>

Go Further

Most of us are familiar with the "My Plate" food guidelines provided by the U.S. government². But do you know what nutrition guidelines look like around the world? Look up the guidelines from three other countries and compare their recommendations to our country's. What differences do you notice? If human beings need basically the same nutrients to survive, why do food guidelines vary from country to country? How does advertising affect our individual ideas about what's healthy? How does lobbying affect our national ideas about what's healthy? You can find some examples of food guidelines around the world at The Food and Agricultural Organization of the United Nations: <http://www.fao.org/nutrition/education/food-dietary-guidelines/home/en/>

1. "Women Are Hungrier," World Food Program USA, accessed May 11, 2019, <https://wfpusa.org/women-are-hungrier-infographic/>.
2. "2015-2020 Dietary Guidelines for Americans," Food and Agriculture Organization of the United Nations. accessed May 30, 2019, <http://www.fao.org/nutrition/education/food-dietary-guidelines/regions/countries/united-states-of-america/en/>.

Why do girls go hungry?

Globally, women and girls are much more likely to live in extreme poverty than men. Of the 821 million people who are food insecure in the world right now, 60% are women and girls.¹ The World Food Program gives three reasons that girls and women experience more food insecurity: Deep-rooted gender norms, man-made conflict, and lack of women's resources.²

Steps

1. Create an impact web showing how these three challenges can cause girls to go hungry. For example, in some countries, gender norms may mean that girls have to wait to eat after their fathers and brothers, so there is less food for them as a result. As another example, gender norms in some countries related to the way girls are expected to look may lead girls to develop eating disorders.
2. Using another color, show other ways these three challenges might impact girls' access to education. For example, valuing men and boys above girls may also mean that other resources, like money necessary for school, go to boys in a family instead of girls. The cultural pressure to look a certain way may distract from a girl's ability to focus in school.
3. Circle or star the impacts that your team identified that affect girls in your local community or the U.S. How are these impacts connected to the others?
4. Brainstorm some ideas to impact these three main reasons.

Go Further

Compare the issues you identified that affect girls' nutrition in your community with the issues that impact girls around the world. What connections do you see? What are some ways that you can fight for girls' nutrition at home and globally?

1. "Women Are Hungrier," World Food Program USA.

2. "Women are Hungrier," World Food Program USA.

Ending Menstrual Stigma

Girls miss a lot of school because of their periods, either because they lack the supplies to manage their periods or because they are embarrassed or ashamed of having their periods. Why don't people feel comfortable talking about menstruation? Periods are a health reality for most women in the world. Yet the menstrual cycle is often not discussed in public because of cultural discomfort, social customs, or simply lack of information about the topic.

Steps

1. As a group, brainstorm all of the euphemisms you have heard for menstruation ("Aunt Flo," "time of the month," "on the rag," even "period" counts). Write on a whiteboard or large paper every term you can think of for menstruation.
2. Then discuss as a group:
 - Have you received education or information about starting your period?
 - Have you missed school, work, or an event because of your period?
 - Have you missed school, work, or an event because you were afraid of someone finding out you were on your period?
 - Do you use a euphemism to talk about your period?
 - Are you comfortable talking to classmates about your period?
 - Are you comfortable talking to family members about your period?
 - Would you be able to go to school if you didn't have access to menstrual supplies or safe bathrooms?
3. Finally, think of some ways that you could destigmatize periods in your own life. What difference would this make for you or for girls around you?

Go Further

Create a poll and plan to give it to 10 of your female classmates or friends with these questions. Find out how girls in your community feel about their periods. Are they comfortable talking about periods? Do they know what menstruation is and how to manage it? Compile the data and find out how girls feel about their periods and talking about their periods. How can we help girls be more comfortable with their periods? Then adapt the questions to find out what boys know about menstruation. What differences do you see in the responses?

Water Watch

Access to clean water at our homes is something many of us take for granted, but that is not the case for many people around the world. Time spent collecting water is one of the biggest burdens for women and girls, keeping them from doing other things like going to school. If you had to collect water for yourself or your family, how would that affect your time?

Steps

1. Think back to yesterday. How many times did you do each of the activities in the chart below?
2. Calculate how much water you used during the day based on the average amount of water used in each activity. Share your total with your team and compare scores. Did you all use about the same amount of water?
3. The average jerry can used for collecting water holds 5 gallons. How many trips would you take to get the water you used if you had to collect it from a facility 2 miles away? How many miles would you have to walk? What if the water facility was 5 miles away? How long would this take?
4. As a group, discuss how having to collect the water you use would affect your time. Would you have to change the things you do each day to use less water or make more time to collect water? What would you have to give up?

Activity	Average amount of water ¹	Estimate how many times a day you do this	Total Amount of Water Used
Getting a drink of water	8 ounces		
Showering (10 minutes)	35 gallons		
Flushing the toilet	3 gallons		
Brushing your teeth (2 minutes)	2 gallons		
Washing your hands and face	1 gallon		
Washing dishes with a dishwasher	11 gallons		
Washing dishes by hand	18 gallons		
Washing clothes (1 load)	25 gallons		

Go Further

Keep a water diary for a day to see how your family uses water at home. Track every time you and your family use water for one day (washing your face, flushing the toilet, cooking, washing dishes, gardening, etc.) and total the amount of water you use. Bring this information to the next meeting to talk about it. Did the number of times you used water or the total amount surprise you? How many trips would you need to make if you had to collect water using a 5-gallon jerry can?

¹ The numbers used here are averages based on data from The USGS Water Science School. "Water Questions & Answers: How much water does the average person use at home per day?," U.S. Geological Survey, <https://water.usgs.gov/edu/qa-home-percapita.html> (accessed May 30, 2019).

Unpaid Care Calculator

Unpaid care work is all the unpaid services people do within a household or family, including caring for others, cooking, cleaning, and other household work. This work is incredibly important to the success of families, communities, and even countries, but it isn't often recognized as part of the economy, so it goes uncounted. This hurts women and girls, who do the majority of unpaid care work around the world. Globally, women do over 76% of unpaid care work, more than three times as much as men.¹ And girls contribute, too. Girls age 5-14 spend 550 million hours **every day** on chores, 160 million more hours than boys their age spend.² The amount of time girls spend on chores compared to boys can mean they have fewer opportunities for school, sports, and just time to play and be a kid.

Supplies

- A calculator
- Access to the Internet on a laptop, tablet, or phone

Steps

- As a group, brainstorm the different forms of unpaid care work that you and other girls or in your life do. This might be things like making meals, caring for children, helping elderly or sick family members, arranging or providing transportation, cleaning, etc.
- Make a detailed list of the things that most of the girls in your group or women in your life do without being paid. Pick two or three of the things on your list and estimate how much time is spent on each task. Use the Internet to calculate how much it would cost to pay someone to do each chore. For example, you might find that the average rate of a housecleaning service is \$60 per hour in your area. If you or your mom clean the house for an hour, that is \$60 worth of labor!

Go Further

- One way to measure the cost or value of unpaid care work is researching what it would cost to pay someone else to do that work, like in the activity above. Another way to think about the cost of unpaid care work is to think about what it prevents women and girls from doing. What might women or girls be able to do if they could spend less time providing unpaid care?

VIDEO EXTRA



Laxmi's Story

Laxmi was forced to put her education to the side when her mother became very ill. Instead of attending school, she would attend to her mother and younger siblings. Sadly, Laxmi's mother passed away when

Laxmi was only 13 years old. From then onwards, Laxmi had to work as a cleaner in up to seven households to help support her family. Her father, an alcoholic, was not able to contribute to the family. So Laxmi was expected to make ends meet. Watch her story from Girls' Opportunity Alliance—what did she do to get an education?

Watch the video at vimeo.com/girlscoutsusa/india

1. Addati, Laura, *Care Work and Care Jobs for the Future of Decent Work*, International Labour Organization, May 11, 2019, https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_633135.pdf.

2. "Harnessing the Power of Data for Girls: Taking Stock and Looking Ahead to 2030," United Nations Children's Fund, accessed May 30, 2019, <https://www.unicef.org/gender/files/Harnessing-the-Power-of-Data-for-Girls-Brochure-2016-1-1.pdf>.

Chore Charade

Supplies

- Cards with the most common chores that girls perform around the world: fetching water, collecting firewood, washing clothes, cooking meals, cleaning, and caring for siblings or other family members.

Steps

1. Girls split up into two teams. Play “rock, paper, scissors” to see which team goes first.
2. One girl draws a charade card and must act out the chore written on the card while her teammates guess. They have 30 seconds to guess the chore. If they can’t, the other team has the opportunity to steal.
3. The team with the most cards wins.
4. After playing, discuss the chores you acted out:
 - Are any of these chores that you do in your daily life? Which ones?
 - What do you think it would be like to have to do chores like this every day for many hours?
 - It’s important that we all help out around the house and it can be good to do chores to help our families, but it’s also important for girls to go to school and to have time to be kids too! What kind of changes can make it easier for girls to do chores without it affecting their education?

Go Further

Try this game as a relay race. Set up stations where girls must do each chore listed above, then see how quickly each team can complete the relay!

Suma's Story

When families live in extreme poverty, sometimes sending a child to work with another family seems like a way to provide for them and earn a little money as well. Parents who are extremely poor may see no alternative, because selling their children as servants is supposed to ensure that the children are fed, and may also provide the family with food and money. In Nepal, the practice of *kamlari* is a form of indentured servitude that was practiced for generations. Children, mostly girls, as young as 6 or 7, may be sold as kamlari, separated from their families and forced to work long hours for very little money. Kamlari girls could not go to school and could not leave, unless released by their employers. The practice has been illegal since 2002, but laws have not been fully enforced.¹

Supplies

- Laptop, tablet, or cell phone with Internet access
- Suma's story² (see link in footnote)

Steps

1. Watch Suma's chapter of "Girl Rising" (about 13 minutes).
2. Afterward, discuss what you saw:
 - What is your reaction to Suma's story as a young girl? Did anything surprise you? What questions do you have?
 - What factors do you think affected Suma's parents' decision to bond her as a kamlari?
 - At the end of her story, Suma says she has "important things to do." What things does she have to do? Who do you think is responsible girls' freedom and education? Why?
 - Do you believe slavery still exists in the world? Why or why not? If it does exist, what forms does it take?
3. Suma used music to help her cope with her situation. Create a poem or song in response to Suma's story.

Go Further

Record your poem or song, teach it to another troop, and share it on Twitter or Instagram with @girlscouts.

1. "Issue Fact Sheet: Kamlari," Girl Rising, May 11, 2019, https://static1.squarespace.com/static/54aeb989e4b02736a774dd68/t/5af348fa562fa7cf25042b97/1525893370670/UE_IFS-Kamlari_2018.pdf. GSUSA acknowledges Girl Rising. For more, see <https://girlrising.org/terms-and-conditions> (accessed May 30, 2019).

2. "Girl Rising, Nepal Chapter," Girl Rising, video, March 6, 2014, <https://www.youtube.com/watch?v=Hk2Q7WLzn0s&t=205s>. GSUSA acknowledges Girl Rising. For more, see <https://girlrising.org/terms-and-conditions> (accessed May 30, 2019).

Child Labor or Not?

There's a difference between child labor and your parents asking you to help out around the home. "Child labor," defined by international standards, is work that is hazardous to a child's health and development, demands too many hours, and/or is performed by children who are too young.¹ Child labor can interfere with a child's right to education and to healthy childhood play. Boys appear to face a greater risk of child labor than girls, but this may be because girls' work may be less visible and less reported. In many places, girls are more likely to work in private homes or do household chores to the extent where it interferes with their education or childhood, while boys are more likely to engage in economic activities outside the home.² Can you tell the difference between work kids do that is helpful or harmful?

Steps

1. Draw (or imagine) a line down the middle of your meeting space. Everyone stands on the line to start.
2. Choose a leader or take turns reading the short scenarios below about children working.
3. After each statement, decide whether or not you think the activity is child labor. Step to the left of the line if you think something is child labor, and step to the right if you think it is not. Take more steps away from the line to indicate how sure you are. Stay on the line if your answer is "I don't know."
4. Once everyone has moved, the people who are furthest away from the line explain why they think something is child labor or not. If this person's explanation changes your opinion, move to where they are standing.

Child Labor or Not Statements

- Alejandro is 11 and works in a shop for a few hours in the evening three days a week after school. Child labor or not?
- Sofia is 13 and just started working with her mother in the tobacco fields. She works long hours but doesn't miss much school. The work is hot and exposes her and her mother to pesticides and nicotine, a neurotoxin. Child labor or not?
- Francoise is 9 and lives with her "aunty." She cleans the house, cooks the meals, fetches water, and is not allowed to attend school. Child labor or not?
- Nikolai is 16 and works full time in an automotive repair shop. Child labor or not?
- Sunju is 8 and weaves rugs in a factory to pay off a family debt. Child labor or not?
- Deepica is 14, takes care of her younger brothers and sisters after school, and starts making dinner before her parents get home from work. Child labor or not?

Go Further

Child labor is sometimes used in many industries that make some of our favorite products—clothes, jewelry, cell phones, and other electronics. Take one of your favorite possessions and see if you can trace where it was made and how. Then come back and tell your group what you learned!

1. "What Is Child Labour," International Labour Organization, May 11, 2019, <https://www.ilo.org/ipecc/facts/lang-en/index.htm>.

2. "Harnessing the Power of Data," United Nations Children's Fund.

Meet Muzoon, a Syrian Refugee

Supplies

- Tablet, phone or laptop with Internet access
- Muzoon's article¹ (see link in footnote)
- Muzoon on education² (see link in footnote)

Muzoon is a girl who lives in a refugee camp in Jordan after her family fled the civil war in their home country, Syria. Because of how unsafe it is, some parents feel that their daughters will be better protected if they are married. But when girls get married, they are less likely to continue their education.

Watch Muzoon's story and then read her interview. Discuss with your team:

- Why do girls get married in refugee camps?
- What makes going to school in a refugee camp challenging?
- The Syrian conflict began in 2011. How old were you in 2011? What would it have been like to have to leave your home? What impact would that have had on your education?

Go Further

People who have had to move because of war or natural disasters sometimes need additional support as they settle into their new communities. Does your community offer this kind of support? Are there people in your community who might benefit from this support? Find a local community organization that supports immigrants or refugees who have resettled in your area. What kind of work are they doing?

1. "Muzoon Almellehan," The World's Largest Lesson, The Global Goals for Sustainable Development, accessed April 17, 2019, <http://cdn.worldslargestlesson.globalgoals.org/2017/01/Muzoon-Changemakers-Take-Action2-2-6.pdf>. GSUSA acknowledges the Global Goals Campaign. For more, see <https://www.globalgoals.org/asset-licence> (accessed April 17, 2019).

2. "Mazoun Almellehan: On education," UN Humanitarian, video, November 10, 2015, <https://www.youtube.com/watch?v=zBzYG3Jr80k>.

Meet Wadley, Girl Rising

In the aftermath of natural disasters, it can be more difficult for girls to return to school. The school building may have been destroyed, or the routes to school washed away. If families have to evacuate or leave their community, it may be harder to enroll their children in school in a new place, and families may feel it is less safe to send their daughters to school. The cost of rebuilding, or the loss of work, may make it harder for families to afford education for their children. How can a natural disaster affect girls?

Supplies

- Laptop, phone or tablet with Internet access
- Wadley's story¹

Steps

1. Watch Wadley's chapter of "Girl Rising," about 15 minutes (see link in footnote).
2. Afterward, talk about what you saw:
 - What differences did you see between Wadley's life before the hurricane and after?
 - Why do you think it was important to Wadley to go back to school?
 - What can make it difficult to get an education after a natural disaster like the hurricane in Haiti?
 - How might you feel if you couldn't go to school or see your friends after a natural disaster happened in your community? If you have experienced a natural disaster, what do you remember about what happened after the disaster?
3. Make a list or draw a picture of some things people need after a natural disaster takes place. Who are some people who help after natural disasters? What are some ways that you can help? How can you make sure that your help is useful?

Go Further

Women and children account for more than 75 percent of people displaced by natural disasters and 70-80 percent of people needing assistance in emergency situations.² As a group, think about the kinds of natural disasters that can occur where you live. How do people prepare and respond when they happen? Using the Internet, find another place in the world where this kind natural disaster can happen. What do people who live there do to prepare and respond? Compare the responses and see if there's anything we can learn from each other.

1. "Girl Rising, Haiti Chapter," Girl Rising, video, Feb 25, 2019, <https://www.youtube.com/watch?v=yyN6QyMzb3E&t=35s>. GSUSA acknowledges Girl Rising. For more, see <https://girlrising.org/terms-and-conditions> (accessed May 30, 2019).

2. Elizabeth Ferris, Daniel Petz, and Chareen Stark, "Disaster Risk Management: A Gender-Sensitive Approach Is a Smart Approach Chapter 4 of The Year of Recurring Disasters: A Review of Natural Disasters in 2012," *Brookings* (blog), *Brookings Institution*, May 30, 2019, <https://www.brookings.edu/research/disaster-risk-management-a-gender-sensitive-approach-is-a-smart-approach-chapter-4-of-the-year-of-recurring-disasters-a-review-of-natural-disasters-in-2012>.

Safe Schools

Safe schools protect students from violence and the threat of violence, theft, bullying, and harassment. School safety includes physical and emotional safety, and goes beyond the classroom, including keeping students safe on their way to and from school and at extracurricular activities.

Supplies

- Paper
- Writing utensils

Steps

1. Make a list or draw pictures of things that make a school safe. These things might include stop signs or speed bumps to slow traffic near the school, clean drinking water, caring teachers and staff, and students who respect each other. Be sure to include in your list things that make a school both physically safe and emotionally safe.
2. Now make a list of things that make a school unsafe. These things might include bullying by students, teachers or staff; violence in or around the school; and exposed lead or unsafe sanitation.
3. Of the items on your list, which are issues in your community?
4. Decide as a group which unsafe thing you think is the most important to address.
5. What would solve that problem? Who would need to help? What would have to happen?
6. Think outside your community: What are some stories or examples you've heard about where schools have not been safe, for girls or for any student? How does this make you think about your own school and getting an education? What connections do you see between issues of school safety in your community and in other communities around the country and the world?

Go Further

Investigate how school safety is addressed around the world. What are the different ways that people have tried to make schools safer? Do any of them seem like they might make schools in your community safer? Is there anything you could do in your community to make schools safer for students in other communities?

Gender-Based Violence

All students have the right to feel safe when they are at school, but sometimes the behavior of other students, or even teachers and staff, can harm students or make them feel unsafe. Acts or threats of violence to a person because of their gender or sex is called gender-based violence and includes physical and verbal bullying and harassment. What can you do if you see gender-based bullying or violence happening in your school?

Steps

1. Read the scenarios below and decide if you think these scenarios are gender-based bullying or violence.
2. Choose one scenario to act out with your group. Decide who will play the different characters and imagine how this scenario could be solved.
3. Act out your scenario, including acting out what solution you think could address it.
4. After you've acted out your scenario, talk about why you chose what you did and what other options the characters might have had. How do you think this situation would have affected the people in it?

Scenarios

- A group of girls in Elsa's class are texting rumors about her to everyone else in the school. Even Elsa's best friend Natalie doesn't want to be seen with Elsa anymore. When teachers see the students texting on their cell phones, they just say to put them away, but that doesn't stop the texting.
- Jenny isn't the most graceful girl in the world, but she's usually okay with that. During gym class, she trips as she's running down the basketball court and goes flying across the floor. One of the boys in her class rolls his eyes and says to his friends, "That's why they shouldn't even let girls in here," and all of them laugh.
- Cristina hates her history class. Her teacher, Mr. Edwards, keeps making mean comments when she answers a question wrong. Even some of the other students have started doing it.
- Alyssa and Sylvia are standing in the hallway talking before class when Pedro walks by. Alyssa reaches out and slaps Pedro's butt as he passes. Pedro gives Alyssa a dirty look and Sylvia looks shocked. "What?" Alyssa says. "It was just a joke!"

Go Further

Do students in your school experience gender-based violence or bullying? Where? Who is affected? Make a map of your school and mark the places where this kind of bullying can take place. Who can you share this information with?

Gender-Based Violence

Acts or threats of violence to a person because of their gender or sex is called gender-based violence, and includes bullying and physical, verbal, and sexual harassment. Worldwide, an estimated 246 million children experience school-related gender-based violence every year.¹ Gender-based bullying is the most common form of school violence in the U.S. Some form of gender-based bullying will be experienced by 80% of adolescents before graduating high school.² What can you do if you see gender-based bullying or violence happening in your school?

Steps

1. Read the scenarios below and choose one to act out with your group.
2. Decide who will play the different characters in the scenario and imagine how this scenario could be solved.
3. Act out your scenario, including acting out what solutions you think could address it.
4. After you've acted out your scenario, talk about why you chose to do what you did and what other options the characters might have had. How do you think this situation would have affected the people in it?

Scenarios

- A group of girls in Elsa's class are texting rumors about her to everyone else in the school. Even Elsa's best friend Natalie doesn't want to be seen with Elsa anymore. When teachers see the students texting on their cell phones, they just say to put them away, but that doesn't stop the texting.
- Jenny isn't the most graceful girl in the world, but she's usually okay with that. During gym class, she trips as she's running down the basketball court and goes flying across the floor. One of the boys in her class rolls his eyes and says to his friends, "that's why they shouldn't even let girls in here," and all of them laugh.
- Ashley just asked Nate out, and he rejected her. Her drama teacher, Mr. Allen, sees that she's upset and asks her about it, so Ashley tells him what happened. When she's finished, Mr. Allen says, "Boys your age aren't always the smartest. If I was still in high school, you would totally be my type." Ashley says, "Thanks, Mr. A," but afterward she feels really weird that Mr. Allen said that.
- A group of boys have been snapping girls' bras in class. Now they've taken it a step further and started to try to unclip them. When a teacher sees this happening, the boy who gets caught gets yelled at, but it doesn't seem to change the behavior of the rest of the group.
- As Sofia and Carla are walking home from school, someone shouts something sexual at them from a car. The girls ignore it and keep walking, but the car turns around and the driver and passenger continue to shout at the girls to try to get their attention.

Go Further

Do students in your school experience gender-based violence or bullying? Where? Who is affected? Make a map of your school and mark the places where this kind of bullying can take place. Who can you share this information with? What could you do about this? Do you think the experiences in your school are different from other schools in your community or around the world? How could you find out?

1 United Nations Educational Scientific and Cultural Organization, *Gender-Based Violence in Schools a Significant Barrier to the Right to Education* (London: UNESCO), <https://en.unesco.org/news/gender-based-violence-schools-significant-barrier-right-education>.

2 Dorothea Anagnostopoulou et al., "School Staff Responses to Gender-Based Bullying as Moral Interpretation: An Exploratory Study," *Educational Policy* 23, no. 4 (February 13, 2008), <https://doi.org/10.1177/0895904807312469>.

Consequences of Child Marriage

Around the world one in four young women alive today were married before the age of 18. If nothing changes, up to 280 million girls alive today are at risk of becoming brides by the time they turn 18.¹ Girls who marry before age 18 are more likely to drop out of school, and are at a greater risk of sexual, physical, and emotional violence.² How else can marrying early affect a girl's life?

Supplies

- Butcher paper
- Markers, crayons, or colored pencils

Steps

1. Draw an outline of one member of your team on a large piece of paper.
2. With a red pen or marker, write or draw pictures inside the outline that show the consequences of child marriage on a girl.
3. With an orange pen or marker, write or draw on the outside of the outline the consequences of child marriage on her family.
4. With a black pen or marker, write or draw on the outside of the outline the consequences of child marriage on a community.
5. Flip your paper over and draw another outline of a teammate on the paper.
6. With a purple pen, write or draw pictures inside the outline that show the consequences for a girl of avoiding child marriage.
7. With a blue pen, write or draw on the outside of the outline the consequences for a family of avoiding child marriage.
8. With a green pen, write or draw on the outside of the outline the consequences for a community of avoiding child marriage.
9. Discuss as a group what impact avoiding child marriage can have on girls, their families, and their communities.

Go Further

Share your outlines with us on social media. Tag @girlscouts and use the hashtag #ChildNotBride. Present the impact of child marriage on girls to your school, church, or other community.

1. United Nations Children's Fund, *Ending Child Marriage: Progress and Prospects* (New York, NY: UNICEF), https://www.unicef.org/media/files/Child_Marriage_Report_7_17_LR.pdf.

2. Glinski, Alison, Magnolia Sexton, and Lis Meyers. *The Child, Early, And Forced Marriage Resource Guide Task Order* (Washington, DC: Banyan Global), https://www.usaid.gov/sites/default/files/documents/1865/USAID_CEFM_Resource-Guide.PDF.

Law Look Up

Each year 12 million girls are married before the age of 18. That is 23 girls every minute. One girl every two seconds.¹ Think this only happens in other parts of the world? Twenty states in the U.S. do not set an age floor for marriage. Only one state, Delaware, sets an age floor at age 18 with no exceptions.² Based on state marriage license data and other sources, advocacy groups and experts estimate that between 2000 and 2015 alone, well over 200,000 children younger than 18—nearly all of them girls—were married in the United States.³ What are the laws in your state?

Supplies

- Access to the Internet to research child marriage in your state
- If the Internet is not accessible, have a copy of Tahirih Justice Center resource: Understanding State Statutes on Minimum Marriage Age and Exceptions⁴

Steps

1. Where do children get married? What circumstances lead to child marriage? What do you think? What assumptions do you have?
2. Look up your state's laws for child marriage. What is the minimum age for marriage? Are there any exceptions? What requirements are there for getting married if you are under 18?
3. Think: Based on what you have learned about child marriage, do you think these laws protect girls?
4. Pair: Talk with another girl about child marriage laws in your state. Do you agree or disagree with the current laws?
5. Share: Share what you talk about with more Girl Scouts. Is there a way that you can share what you've learned with your community?

Go Further

Contact your state legislator to find out what they think about the current laws. If you think the laws should be changed, make a plan! Check out the G.I.R.L. Agenda Powered by Girl Scouts resources or the Take Action, civic engagement, and advocacy activities at the end of this toolkit. You might be inspired by Cassie Levesque, a former Girl Scout who took on child marriage laws in her home state of New Hampshire!

1. "About Child Marriage," Girls Not Brides, accessed January 28, 2019, <https://www.girlsnotbrides.org/about-child-marriage/>.

2. Tahirih Justice Center, "Understanding State Statutes on Minimum Marriage Age and Exceptions," last modified May 24, 2018, <https://www.tahirih.org/wp-content/uploads/2016/11/2018-State-Marriage-Age-Requirements-Statutory-Compilation.pdf>.

3. Aizenman, Nurith, "The Loopholes That Allow Child Marriage In The U.S." Goats and Soda (blog), NPR, January 28, 2019, <https://www.npr.org/sections/goatsandsoda/2017/08/30/547072368/a-look-at-the-loopholes-that-allow-child-marriage-in-the-u-s>.

4. Tahirih Justice Center, "Understanding State Statutes."

Know Your Rights

The Convention on the Rights of the Child (CRC) is an international document that lists the rights of children, including the right to a good education. The Convention on the Elimination of Discrimination Against Women (CEDAW) does the same thing for women and girls and says that girls and women should have the same right to education as boys and men. What else do these conventions say?

Supplies

- Access to the Internet
- For Cadettes, Seniors, and Ambassadors: CEDAW in Brief for Adolescents by UNICEF¹
- For Daisies, Brownies, and Juniors, the CRC Child Friendly Version² reproduced in the appendix with permission by the Council of Europe.

Steps

1. If you are a Daisy, Brownie, or Junior, read or have an adult help you read the CRC.³
2. If you are a Cadette, Senior, or Ambassador, read CEDAW in Brief for Adolescents by UNICEF.
3. Choose one article of the convention you read and create a poster or skit to represent what it means to other girls.

Go Further

The United States has not ratified the CRC or CEDAW. The right to education in the United States is determined by the individual states. What are some of the arguments for the ratification of these conventions? What are some of the arguments against? Decide what you believe, and then reach out to your elected officials to share your views.

1. "Convention on the Elimination of All Forms of Discrimination Against Women in Brief for Adolescents," UNICEF, accessed May 11, 2019, GSUSA acknowledges the United Nations Children's Fund (UNICEF). For more, see https://www.unicef.org/gender/files/CEDAW_in_Brief_For_Adolescent-Web_Version.pdf.

2. Nancy Flowers, ed., *Compasito: Manual on Human Rights Education for Children* (Strasbourg: Council of Europe, 2007).

3. Flowers, Nancy, *Compasito*. Reproduced with permission by the Council of Europe. ©2007 Council of Europe. For more information on the Council's youth programs, please visit: <https://www.coe.int/en/web/youth>.

Letter to the Adults in Your Life

Many examples of heroes in girls' education had support from their parents or other adults in their lives. For example, Pakistani activist and Nobel Peace Prize winner Malala Yousafzai's father helped her stay in school and speak out for girls everywhere. What do you need from the adults in your life to get the most out of an education? What do girls around the world need from parents, adults, and governments?

Steps

1. Write a letter to an adult in your life explaining what you need from them in order to succeed in your education.
2. If you wish, you can share what you wrote about with the group or you can say "pass."
3. Write a second letter to a policy maker, government official, or leader about what girls in your community and girls around the world need to succeed in education. You can decide whether the girls in your group want to each write a letter, or if you want to write one letter collectively.
4. When you are finished, read this letter out loud.

Go Further

Talk about your letters with the adults in your life, if you are comfortable with that, or submit your letter to the editorial page of your local newspaper. Have your voice heard!

The Ripple Effect

When girls receive an education, it's a bit like dropping a stone into a still lake. The ripples start small, but soon the whole lake is moving and changing. A girl's education may start by changing her life, and that will change the life of her family, then her community, then maybe even her world.

Supplies

- Paper
- Markers

Steps

1. Draw a set of four circles inside each other. The innermost circle represents YOU. Write or draw pictures of how your education impacts your life and how it will impact your future.
2. In the next circle, write or draw pictures of how your education impacts your family.
3. In the next circle, write or draw pictures of how your education impacts your community.
4. In the last circle, write or draw pictures of how your education impacts the world.

You can also do this activity by writing or drawing pictures about the impacts of the number of girls being educated:

1. In the first circle, write or draw pictures of what would happen if one girl is educated.
2. In the next circle, write or draw pictures of what would happen if you educate a group of girls (like your Girl Scout troop).
3. In the next circle, write or draw pictures of what would happen if you educate all the girls in a country.
4. In the last circle, write or draw pictures of what would happen if you educate every girl in the world.

Go Further

This game focuses on girls' access to education, but are there other issues that you think need to change for girls? Talk with your team about your ideas and think of something small that you could do that might create a ripple effect of change.

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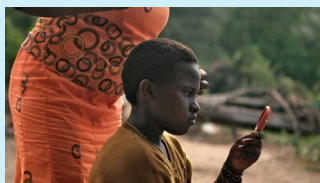
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VIDEO EXTRA



Rebecca's Story (*sensitive issues*)

Across many countries and cultures, female genital mutilation (FGM) is considered a rite of passage for girls transitioning into womanhood. Although countries like Kenya have outlawed this practice, it still continues today. At 12 years old, Rebecca underwent a traditional rite of passage

ceremony into womanhood, where they cut her genitalia. After much suffering during and following the procedure, when Rebecca feared for her life, she vowed to never let her daughters go through what she went through. Shortly after recovering, Rebecca dropped out of school and was married. When she was pregnant, Rebecca discovered the Alternative Rite of Passage (ARP) program and ceremony. What were the ripples of Rebecca's decision?

Research online what some alternate rites of passage look like. What rites of passage do girls go through in your community to celebrate growing up? If not, can you create one?

Watch the video at vimeo.com/girlscoutsusa/kenya

The Final Challenge

All of the challenges that affect girls' access to education are interrelated, and so are the things that girls need. A strong community can help girls feel safe when they're going to school. Resources for girls and their families can give girls the time they need to study, and good nutrition can help them focus on their schoolwork.

For your final challenge:

1. Take the five cards your team has collected and spread them out so you can see all five. How do they relate to each other?
2. When someone on your team sees a connection, tape a piece of string from one card to the one it connects to.
3. Come up with at least one way to connect each card to the others, but you don't have to stop there! How many connections can you find?

After you've finished playing the Open the GATE Game, be sure to reflect on what you learned and how you're feeling now. Learning about the challenges that girls face can be hard, and it's important to take time to process everything you've learned and ask questions.

WHAT CAN GIRLS DO NEXT?

Whew! You and your girls made it! Hopefully your Girl Scouts enjoyed playing the game and learned a lot. As the final challenge says, be sure to take time with the girls to process what they learned. There are a few good techniques to do this, and you may already know some, but just in case:

- **A rose, a thorn, a bud:** Ask girls to go around the circle and say one thing they are glad they learned, one thing they are sad or angry about, and one thing they are hopeful about.
- **One-word feeling:** Ask girls to say one word about what they're feeling. Give girls the option of passing if they're not comfortable sharing.
- **Have a "snowstorm:"** girls write their reactions or feelings down on a slip of paper, then throw all the papers into the middle at the same time. Each girl chooses someone else's slip of paper to read out loud.

You know your group best, and you'll know after they finish the game how they are feeling (and if you can't tell, ask!) but this is a good time to leave some space for questions or thinking. Girls may not be ready to ask any questions yet, but relaxed "down" time will give them some space to process and follow up if they need to.

After your group has taken some time to process, they may be ready to do something about what they've learned! We hope so! They are Girl Scouts, after all, and making the world a better place is what we do.

The rest of this toolkit is written for you, the adult, to guide the girls in exploring how to improve girls' access to education. The following sections will give you ways to engage girls through Civic Engagement, Advocacy, and Take Action. But remember to **keep these activities girl-led**. You're there to "guide on the side," to help girls make a complete plan and carry it out, but girls should still be the ones coming up with the ideas and doing the work.



Civic Engagement

Civic engagement is one way that Girl Scouts can fulfill our mission to “make the world a better place.” While many people often associate civic engagement with political action, civic engagement means promoting the quality of life in a community through both political and nonpolitical processes. It can include political action, as well as connecting to information and current events, participating in community activities, and service. The activities in this section will help girls explore their community and discuss ways they can engage it to benefit girls’ education locally and globally.

Activity 1: Define community and civic engagement

Objective

Girls define community and civic engagement, identify their past experiences with civic engagement, and describe how civic engagement can be used to improve girls’ access, quality, and achievement in education.

Ask girls what “community” means to them. Who is a part of their community, and what does their community look like? How big is their community?

Supplies

- Paper
- Markers

Instructions

Say:

- A “community” is a group of people who all live in the same place or who have a particular thing in common.
- Based on this definition, what communities are you part of? How big are some of your communities?
- Depending on how you look at it, your community could be the entire world. Think about it: As a Girl Scout, you are part of a sisterhood that stretches throughout 150 different countries and speaks many different languages, but we’re all part of the Girl Guide Girl Scout community. We all have Girl Scouting and Girl Guiding in common, no matter what part of the world we are from.
- Are you part of any other global communities?
- How does it make you feel to be part of a global community?

Ask girls to create a visual representation of their community. This could be an art piece, a poster, a collage, or whatever girls feel will help them best express what their community means to them. When they’ve finished, ask all girls to share their community with the group. Then discuss:

- What does a good community need?
Girls might say things like communities need leaders, people who care about them, safety, or something else.
- What do girls in particular need from their communities?
This could be things like schools, safe streets, treatment equal to boys, or many answers.

- What do communities need from girls?
Girls might say that communities need girls' ideas, hard work, and engagement, or they might say something totally different! There are no right answers here.
- What do you need from your community?
- What does your community need from you?

Ask girls if they have ever heard the term *civic engagement*.

- Civic engagement is working to make a difference in our community and developing the knowledge, skills, values, and motivation to make that difference.
- Civic engagement doesn't have to be political, although it can be if you want it to be. You can participate in civic engagement by volunteering, doing community service, or getting involved in anything that promotes the quality of life in a community.
- Can anyone think of examples of civic engagement that they've done?

Give girls time to share their experiences with civic engagement. If girls don't bring it up, you can also mention that by doing Take Action projects through Girl Scouts, whether it's for a Journey or a Highest Award, they're being civically engaged.

- What do you think are some ways that you can use civic engagement to help improve access, quality, and achievement in girls' education? If girls need help getting started answering this, some ideas might include attending school board meetings (or even better, speaking at school board meetings on behalf of girls!), volunteering with a literacy program, organizing and mobilizing around community issues, or serving in student government.

Have girls brainstorm all the ways that members of their community can be civically engaged, from volunteering at a soup kitchen, to attending public meetings, to voting. Have girls circle in one color the activities that they have personally done. Then in another color, have girls circle the activities that they would most like to try.

Afterward, debrief:

- What are some forms of civic engagement that you've personally tried?
- What was it like?
- How did you feel after you'd done it?
- What is one thing that you'd like to try doing?
- What would it take to be able to try that form of civic engagement?
- Where can you find out more about it?

Activity 2: Map girls' education in your community

Objective

Girls create a visual representation of their community, including the places where girls need support for their education.

Supplies

- Poster board or butcher paper
- Markers

Instructions

Say:

- Have any of you heard the word “community?” What do you think community means?
- Give girls time to answer.
- A community is a group of people who all live in the same place or who have a particular thing in common.
- What community do you live in? What communities are you a part of? Girls might say things like their neighborhood, their school, a sports team, Girl Scouts, their family, etc.
- What makes a community a good place to live?
- What do communities need?
- Today we’re going to create a map of the community where we live. We’re going to try to include all the parts of our community—our school, the streets, our houses, parks, post offices and libraries, everything that our community has! What things can you think of in our community?

Give girls time to brainstorm what is included in their community. If they need help thinking of things in their community, you might ask:

- When you go outside, what do you see in your neighborhood?
- What are places you go to?
- Are there schools in our community? Libraries? Are there other places where girls learn?
- What about where they go to have fun?
- Are there any places girls can’t go? Why?

Let girls work together on their community map. This map doesn’t have to be perfect or to scale—it’s just a way for girls to think about what exists in their community. Once girls have finished, ask:

- What do you like about your community?
- What don’t you like about your community?
- Are there things that girls in your community need? What would make the community better?
- How does your community address the needs of girls? Especially for education?
- Is there anything that girls need that our community doesn’t have?
- Are there any places that aren’t safe for girls? Why?
- How could the community make these places safer for girls?

Have girls mark places on their community map where girls' needs are met and note what is missing for girls in their community.

Say:

- It's up to all of us to help make our community a good place to live. That's what civic engagement is all about! Taking care of our community.
- What are ways that girls can take care of the community?
- What are ways that our community takes care of girls?

Let girls make lists, draw pictures, or explain the changes that they would like to see to their community. Let them add anything to their community map that they would like to see that might help girls' access to education or improve the educational opportunities for girls in their community.

Activity 3: Civic Engagement Self-Portrait

Objective

Girls identify their personal qualities and interests that they can use to increase girls' access, quality, or achievement in education, and create a visual representation of themselves and their interests.

Supplies

- Poster board or butcher paper
- Markers

Instructions

Say:

- Civic engagement isn't just about what you do, it's also about the qualities, values, and skills you bring to the process.
- Each of us has things that we're good at. How can you use what you're good at to make your community a better place?
- What are you passionate about? Your passions might include issues that you feel strongly about, but they might also be the things that you enjoy a lot, like sports or music.
- We're going to create civic engagement self-portraits. First, draw an outline of yourself. Inside your portrait, you're going to show all the skills, qualities, values, and passions that you can use to make our communities a better place.
- Outside of your portrait, you'll show all the issues that you feel strongly about in your community—issues that girls face every day.

Give girls plenty of time to complete their portraits. When girls are finished, hang them around the meeting space and have everyone do a gallery walk. Afterward, ask girls:

- What are some of the skills and values in this group?
- What are some of the issues that you noticed were common among the portraits?
- What do you think are some of the biggest challenges that girls face in getting a good education?
- How could you use your qualities, values, and skills to address these challenges?
- How could we use all our skills together to address these challenges?

Help girls create a plan using their skills to address one of the challenges they identified.

Activity 4: Civic Duty: Create an access to education election calendar.

Objective

Girls identify relevant elections, meetings, and other key dates when key education decisions are made within their community and then create a plan to share this information with others.

Supplies

- Poster board or butcher paper
- Markers

Instructions

Say:

- One important aspect of civic engagement in the United States is voting. We vote for laws we want for our communities and for people we want to represent us.
- Even if you are not old enough to vote yet, you can still encourage others to vote, to learn about the issues that matter, and to make informed decisions that will make our communities better.

Help girls research upcoming elections in their community that affect education. Will your community be voting on a bond or tax levy in the next few years? What have your representatives done to support education in your community, and when are they up for re-election? Girls may want to contact their school superintendent's office, school board, PTA, or other education organizations to find out more about upcoming elections that will impact education in their community.

Once girls have gathered information, they should create a calendar to inform others about the important elections, school board meetings, or congressional sessions. Ask girls if they'd like to post this calendar online or present this information to parents of students at their school. What other ways could they get this information out to the community?



If the girls want to take it further, try one of the Citizen badges:

Daisy Good Neighbor badge: Daisies explore the communities they belong to, from their roles as Daisies in Girl Scouts to their place as residents of their town. They'll also learn how people work together to be good neighbors to one another.



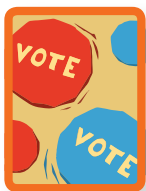
Brownie Celebrating Community badge: Brownies who earn this badge will discover how communities celebrate their unique qualities and how supporting the people within communities can mean everything from looking for landmarks to marching in a parade. Girls will learn how their communities honor and observe their special traits as they celebrate their traditions.



Junior Inside Government badge: Citizens are responsible for knowing the basics of government. To earn this badge, Juniors will go beyond the voting booth and inside government by examining laws, reporting on issues, and deciding what it means to be an active citizen.



Cadettes Finding Common Ground badge: Cadettes will explore the challenges of finding common ground with those who have different opinions. Elected leaders often need to make compromises, so girls will investigate how negotiations happen by learning about civil debate, accommodations, mediation, and group decision-making.



Seniors Behind the Ballot badge: Making your voice heard through voting is both a right and a responsibility, whether you're voting for class president or our nation's leaders. Seniors will learn about elections, investigate the ins and outs of voting, and help get out the vote.



Ambassadors Public Policy badge: Ambassadors have already learned about the need to speak up about issues important to them, but by taking the next step and exploring public policy, they'll dive deeper into the laws and government actions surrounding specific issues. Through advocacy, learning about public policy on a local or state level, and action, Ambassadors will learn firsthand how citizens can change the world.



Advocacy

Advocacy is active support of a cause or proposal. Advocacy is often thought of as being political or confrontational, but it is just a tool to get government, businesses, schools, or other institutions to change a policy or practice. Advocacy is a part of civic engagement, but not all civic engagement is advocacy. For example:

1. Tutoring girls in an after-school program is an example of civic engagement, but it is direct service, not advocacy.
2. Talking with your school board about increasing funding or resources for low performing students who need more support is an example of both civic engagement and advocacy.

Girls are the best experts in their own lives, and in the issues that affect them, and we don't think that girls have to wait to grow up to advocate and lead on issues they care about. Girls have the ability to raise their voices and make change now, and this module is designed to help them practice those skills.

The activities in this section are meant to help girls practice their advocacy and develop a plan to advocate on behalf of girls' education.

Activity 1: An Issue I Care About

Objective

Girls identify a problem they feel passionate about that relates to girls' access to education and begin to think of solutions.

Supplies

- Paper
- Markers
- Stickers

Instructions

Reflect with girls on the issues that they've learned about in girls' education, here in the United States and around the world. Have girls write (or help them write) the issues they care about, one per page, and post them around your meeting space. If girls have trouble thinking of the issues they care about, remind them of what you've already learned and ask them to think about problems that they or girls they know have. Some examples might be:

1. Some families can't afford to send their daughters to school.
2. Some people don't think girls should go to school or do the same things as boys.
3. Teachers in the classroom call on boys more than girls.
4. Not all girls are confident about raising their hands in class.
5. Some people think that math and science are just for boys.
6. People see being "like a girl" as being a bad thing. (Ex: "throws like a girl," "acts like a girl")

If more than one girl writes down the same issue, such as child marriage, group those ideas together.

Once the group has brainstormed all the issues they care about and posted them, give each girl three stickers. Ask her to go around the room and put a sticker on each of the issues she cares about the most. Choose the issue with the most stickers to talk about.

Ask girls:

- What are some things we could do ourselves to help solve this problem? (Civic engagement and/or service)
- Who are some people we could educate about this problem? (Raise awareness)
- Who could we talk to who could help us change this problem? (Advocacy)

Have girls write down their ideas. This is the start of a plan!

Activity 2: Be a Global Advocate

Objective

Girls practice persuading others to agree to their solution to help girls' access education.

Instructions

Share with girls the ways that Girl Scouts and Girl Guides advocate for girls' rights at the United Nations through this activity, adapted from the World Association of Girl Guides and Girl Scouts (WAGGGS). Then girls practice making their own case for girls' access to education.

Say:

- Advocacy is trying to influence people to make decisions that will improve our lives and the lives of others. Let's break that down.
- Girl Guides and Girl Scouts are advocates for gender equality. Each year, Girl Scouts attend the United Nations' Commission on the Status of Women (CSW), a large conference with thousands of people held every year in New York City to discuss the needs and rights of women and girls around the world. Each year, Girl Scouts of the USA brings a group of girls to speak out for girls' rights.
- Imagine that you are at CSW. Think about the issues we've discussed that affect girls' access to education around the world. How do you think that governments can make it easier for girls to go to school and do well?
- Pretend the other girls are government representatives at the United Nations. You and your team are going to try to convince them to support your ideas for girls' access to education. You'll have three minutes to share your ideas about what you think governments should do to help girls stay in school and do well.
- The audience (all the other girls) will vote on whether they feel convinced by your speech. If you get more than half the votes, your proposal will become law.

Divide girls into teams of two or three and give them time to think about what they'd like to say. Once girls have had time to create and practice their message, have every team present their case for girls' education. After each speech, the other teams (representing the United Nations) should vote.

After everyone has finished, say:

- What did you think were some of the best ideas?
- How did you feel giving your speech in front of an audience?
- Who else would you want to share your speech with?

Activity 3: Practice Speaking Out

Objective

Girls advocate on behalf of girls' access to education with community leaders.

Just because girls can't vote yet doesn't mean they can't share their views on things that matter to them.

Instructions

Help girls find out who is their representative on the school board, state legislature, or Congress, and set up a meeting to share what they've learned about girls' access to education. Depending on the age of your girls, you may have to help them make the call or request for a meeting.

Brainstorm with girls what they'd like to tell the person they meet with:

- Why does girls' access to education matter?
- What is the most important thing you've learned?
- What would you like them to do?
- Talk about what they'd like to learn from the person they meet with:
- What is it like to hold this position?
- What's the hardest part of your job?
- What's the best part?
- How do you influence education laws in our community?

If your Girl Scouts are able to meet with a representative, be sure to be on time to the meeting and wear your Girl Scout uniform. Bring a box of cookies if you can!

Activity 4: Plan your Advocacy

Objective

Girls design an advocacy plan.

Instructions

Using the worksheet below, have girls design an advocacy plan to help them address an issue that they've discovered that affects girls' access to education. Be sure to answer the following questions:

- What is the problem or issue?
- How does this issue affect girls in my local community? How does it affect girls in other communities?
- What is my goal?
- What facts do I know?
- What are some rules, laws, or policies that apply here?
- What additional facts or information do I need?
- How can I gather this information?
- Who are the decision-makers I need to influence to solve this problem?
- What are some possible solutions to this problem?
- Who are some people who could help me with this problem?
- What are some barriers to these solutions?
- What is my backup plan?

MY ADVOCACY PLAN



What is the problem or issue?

What is one possible solution to this problem?

Four facts that I know:

1.

2.

3.

4.

What is my goal?

What is my plan?

Rules that apply to this problem:

What additional information do I need?

Who makes these rules?

How can I get this information?

Who are decision makers that I need to influence in order to solve this problem?

Who can help me solve this problem?

What are some barriers to my solution?

What is my backup plan?



Take Action™

Take Action Projects ask Girl Scouts to understand the roots of a problem so they can develop a project that continues to address the problem—even after their project is over.

Whether your *Take Action* project happens in your own community or on the other side of the world, you can always create a global link—a connection between you, your project, and a broader context in the world.

As a refresher, in a *Take Action* project, girls:

- Identify a problem
- Investigate the root causes of the problem
- Come up with a sustainable solution
- Develop a team plan
- Put the plan into action
- Reflect on what worked, what didn't work, and what they learned

Girls should actively participate in each step of *Take Action* in order to keep it girl-led. Younger girls may need more guidance, but they can and should decide as a team what project they want to address.

When implementing a *Take Action* project that will impact others beyond your community or in another country, there are additional considerations that girls should think about as they plan and implement their project.

Global *Take Action* projects should:

- **Be Culturally Sensitive:** Consider the culture and customs of community that girls are seeking to work with.
- **Work In partnership:** Develop a solid relationship and partnership with the community.
- **Address a Community Need:** Address a TRUE community need, identified by working with the community.
- **Address a Root Cause:** Address the underlying issues that are causing the problem, not just the symptoms of the problem.
- **Provide a Sustainable Solution:** The solution should be long-term and have support and buy-in from the community.

Below are some suggested questions to help girls think through their project.

- Why do we want to do this project? What is motivating us? (Is it to serve others or is it to get something for yourself?)
- What community is this problem affecting?
- How do you find out what the community's needs or problems are?
- Who can help you discover the needs of the community?

- Will this solution actually help the community being affected?
- Is this solution appropriate for the community experiencing the problem?
- Is there a member of the community who can help us answer these questions?
- How can you make your project sustainable when you aren't there?
- How can you measure your success when you aren't there?
- Is there an organization or local service group that we can partner with?
- Is our project timeline culturally appropriate (holiday/season, etc.)?
- If we're working on an international issue, how might we adjust the timeline to account for international travel, time delays, etc.?
- How do we need to adjust tasks for the international location?
- How will we fund this project? Account for any international costs (i.e., shipping, customs).
- How will you measure if it's having an impact?
- How can we pass on this project and ensure that it is sustainable?

If girls are unsure of what they can do to support girls' access to education, share with them some of the following examples. These examples may help spark their ideas and give them ideas of what they may be able to accomplish as they get older in Girl Scouts!

Global *Take Action* Examples: At Home

- Girl Scout Brownies are upset to learn that without access to clean water and sanitation, many girls end up missing school. For their *Wonders of Water Journey* project, they set up a WASH (Water, Sanitation, and Hygiene) Station on Family Night at their elementary school and teach other kids and families about the importance of handwashing. They tell people about the United Nations Sustainable Development Goal 6: Clean Water and Sanitation, and what they can do to help achieve this goal.
- A multi-age level group watch the film "Girl Rising" and decide to take action on the issue of girls' access to education. They connect with a local organization in India and find out that children don't have access to schoolbooks in that area. The group decides to create a mobile library, where students can borrow books. The local organization helps the girls obtain a vehicle and purchase correct books. They agree to manage the program once it's completed.
- Cadettes working on their Silver Award are interested in focusing on climate change. They hear about the impact of climate change on island countries (i.e., Kiribati). They connect with a Peace Corps volunteer and learn that most greenhouse gases come from industrialized countries. Using this information, they create an environmental awareness program and sustainable energy fair for their town where people can come learn about sustainable solutions.

Global Take Action Examples: Via Travel

- A troop of Seniors has decided to go on a five-night Caribbean cruise. They are filling in their trip application for the council and there is a question that asks, “How does the trip relate to the Girl Scout Leadership Experience?” The troop leader asks the girls, “How can we make sure this trip relates to Girl Scouts?” The girls looked on the website of the cruise ship and saw that one of the shore excursion options was to plant trees in a local community. The girls have been working on the *Breathe!* journey and know from their research that cruise ships put out lots of carbon emissions. The girls think that planting trees would be an appropriate way to give back, so they sign up for the activity. Before they travel, the girls decide to film their tree-planting day to earn part of their Digital Move Maker badge. They interview the local guide about the types of trees there and their importance to the environment. When they get home, the girls decide to organize a local tree-planting initiative. They research local trees, speak with local officials and companies, and eventually find a site next to a factory. They ask their local council if they can have a space to host a screening of the tree movie made on their cruise to talk about what they learned. Lots of troops come to the screening to learn about their cruise, and they recruit four more troops of girls to participate in their local tree planting project.
- While on a family trip to Bolivia, an Ambassador Girl Scout learned that teenage girls didn’t have access to sanitary menstrual pads, and as a result they missed school or even dropped out. She partnered with a shelter for teen mothers in Bolivia to learn more about the issue, and then created a workshop to teach young women and families in the community how to make reusable, washable, and affordable menstrual pads. By addressing the full family, her project addressed one of the root causes, stigmatization of menstruation. As a result of the workshop, her project helped families keep girls in school. Back in her home in the United States, she also investigated how low-income and homeless girls access menstrual hygiene and partnered with another local nonprofit to share her workshop and what she’d learned.

Activity 1: Explore Root Causes by Creating a Why-Why-Why chain

Supplies

- Sticky notes or a whiteboard
- String or tape

Objective

Girls identify an issue and work backward to find the root cause.

Instructions

After girls have chosen the issue that they’d like to address, you can explore the root causes of the issue by making a why-why-why chain. Write the issue on a sticky note or on a whiteboard 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 will be a flowchart that highlights the complexity of the issue and shows the different scales of causation.

For example, Brownies may identify a problem that girls don’t raise their hands in class. “Why is that?” you ask. “Girls are afraid of being wrong,” they may reply. “Why is that?” you

ask again. “Girls are afraid of being embarrassed or people thinking they are dumb,” they may reply. “Why?” you ask again. “Girls are worried about what other people think.” “Girls think they have to be perfect.” “Girls see other girls try and fail,” they may reply. Ahh, now you’re getting to some root causes! Girls don’t have role models who show them they can try and fail. Girls feel pressure about what other people think of them. All of these are possible root causes that girls can address through their Take Action project.

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?

Activity 2: Sustainable Brainstorm

Objective

Girls identify three ways to create sustainable change in girls’ access, quality, and achievement in education: educating and inspiring others, making something permanent, and changing a rule, regulation, or law.

Instructions

As a group, ask girls to identify a problem they care about related to girls’ access to education. After choosing a problem, divide the group into three teams. Ask each team to brainstorm answers to one of the following questions, then share their ideas:

- What is something I could do to educate others about this problem?
- What is something I could do, make, or share that could address this problem?
- What is a rule, regulation, or law that could be changed to address this problem? Who could I talk to about that?

After brainstorming, have each group present their question and the ideas that they generated. Discuss which idea the group would like to work on to *Take Action* to address the problem they’ve identified.

Activity 3: Connect to the Sustainable Development Goals¹

Objective

Girls connect the issues they’ve identified with global problems that countries around the world are trying to solve through the United Nations Sustainable Development Goals.

In 2015, world leaders at the United Nations agreed to work together to accomplish 17 goals by 2030—these are referred to as the **Global Goals for Sustainable Development (SDGs)** or Global Goals, for short. They focus on things like taking care of the environment, making sure all people have enough to eat, and improving people’s health.

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

Instructions

Ask girls to brainstorm a problem for girls' access, quality, or achievement in education in your community. Then help girls look up the 17 SDGs at www.globalgoals.org.¹ How does the problem (or solution) that girls have identified connect to some of the goals? Girls may find connections between one, two, or all of the goals. Discuss as a group the ways that these goals impact your local community as well as communities around the world. What can we learn from each other to accomplish these goals?

Activity 4: Plan a Global *Take Action* Project.

Objective

Girls practice community problem solving by identifying a problem in their community or beyond and creating a *Take Action* project to address the problem.

Instructions

Using the following questions, girls create a team plan for their *Take Action* project. These questions can help to ensure that girls are addressing a true need in partnership with the community.

Identify a problem:

- What community is that problem affecting?
- Does the community need help?
- How do you find out what the community's needs or problems are?
- Who can help you discover?

Research the root causes:

- What are the underlying causes of the problem?
- What are the underlying causes of those causes?
- Who can we talk to confirm our ideas?

Come up with a sustainable solution:

- Will this solution actually help the community being affected?
- Is this solution appropriate for the community experiencing the problem?
- Is there a member of the community who can help us answer these questions?

Develop a team plan:

- How can we make our project sustainable when we aren't there?
- How can we measure the project's success when we aren't there?
- Is there an organization or local service group that we can partner with?
- Is our project timeline culturally appropriate (holiday/season, etc.)?
- If we're working on an international issue, how might we adjust the timeline to account for international issues?
- How do we need to adjust tasks for the international location?
- How will we fund this project? Account for any international costs (i.e. shipping, customs).
- Implement the project.

Reflect:

- What is the intended impact of our project?
- What is the actual outcome?
- How can we measure whether it's having an impact?
- How can we pass the maintenance of this project along to people in the community?

After girls have completed their *Take Action* project, be sure to spend some time celebrating and debriefing the experience! Often, girls can easily identify the ways their project fell short or the issues they had in completing it, but they don't always take a moment to celebrate the successes and the ways that they have made the world a better place through Girl Scouts. Take the time to acknowledge and recognize their achievements.

APPENDIX I: GLOSSARY

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

Agenda 2030—A 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. Overcoming this challenge is 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 and 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 have 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, thereby 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.

Discrimination—Unfair treatment of a person or group for any reason such as being a girl or a boy, belonging to a particular race or religion, or having different abilities. When people are discriminated against, they cannot enjoy their full human rights.

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, and 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. Gender roles tend to be dynamic and are reflected in roles that boys and girls play in society and the status that they occupy within it. 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.

Gender parity—when an equal number of girls and boys or men and women are represented in a particular situation. For example, a school where there are 100 girls and 100 boys enrolled would have gender parity, and a country where equal numbers of girls and boys are enrolled in school is said to have achieved gender parity in education

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.

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 their circumstances or who they are. All human beings have, by nature of being human, human rights. 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.

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.

Right—Something to which a person has a just claim, such as powers or privileges that a person is entitled to.

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.

Global Goals for Sustainable Development

(SDGs)—The 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.

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.

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.

APPENDIX II: CONVENTION ON THE RIGHTS OF THE CHILD (CRC)

(Child-Friendly Version) *Reproduced with permission from the Council of Europe.¹*

Article 1, Definition of a child: Until you are eighteen, you are considered a child and have all the rights in this convention.

Article 2, Freedom from discrimination: You should not be discriminated against for any reason, including your race, colour, sex, language, religion, opinion, religion, origin, social or economic status, disability, birth, or any other quality of your or your parents or guardian.

Article 3, The child's best interest: All actions and decisions that affect children should be based on what is best for you or any child.

Article 4, Enjoying the rights in the Convention: Governments should make these rights available to you and all children.

Article 5, Parental guidance and the child's growing abilities: Your family has the main responsibility for guiding you, so that as you grow, you learn to use your rights properly. Governments should respect this right.

Article 6, Right to life and development: You have the right to live and grow well. Governments should ensure that you survive and develop healthily.

Article 7, Birth registration, name, nationality and parental care: You have the right to have your birth legally registered, to have a name and nationality and to know and to be cared for by your parents.

Article 8, Preservation of identity: Governments should respect your right to a name, a nationality and family ties.

Article 9, Separation from parents: You should not be separated from your parents unless it is for your own good (for example, if a parent mistreats or neglects you). If your parents have separated, you have the right to stay in contact with both of them unless this might hurt you.

Article 10, Family reunification: If your parents live in different countries, you should be allowed to move between those countries so that you can stay in contact with your parents or get back together as a family.

Article 11, Protection from illegal transfer to another country: Governments must take steps to stop you being taken out of their own country illegally.

Article 12, Respect for the child's opinion: When adults are making decisions that affect you, you have the right to say freely what you think should happen and to have your opinions taken into account.

Article 13, Freedom of expression and information: You have the right to seek, get and share information in all forms (e.g. through writing, art, television, radio and the Internet) as long as the information is not damaging to you or to others.

Article 14, Freedom of thought, conscience and religion: You have the right to think and believe what you want and to practise your religion as long as you do not stop other people from enjoying their rights. Your parents should guide you on these matters.

Article 15, Freedom of association and peaceful assembly: You have the right to meet and to join groups and organisations with other children as long as this does not stop other people from enjoying their rights.

Article 16, Privacy, honour and reputation: You have a right to privacy. No one should harm your good name, enter your house, open your letters and emails or bother you or your family without a good reason.

Article 17, Access to information and media: You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and the Internet. Information should be beneficial and understandable to you.

1. Nancy Flowers, *Compasito*.

Article 18, Parents' joint responsibilities: Both your parents share responsibility for bringing you up and should always consider what is best for you. Governments should provide services to help parents, especially if both parents work.

Article 19, Protection from all forms of violence, abuse and neglect: Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you.

Article 20, Alternative care: If parents and family cannot care for you properly, then you must be looked after by people who respect your religion, traditions and language.

Article 21, Adoption: If you are adopted, the first concern must be what is best for you, whether you are adopted in your birth country or if you are taken to live in another country.

Article 22, Refugee children: If you have come to a new country because your home country was unsafe, you have a right to protection and support. You have the same rights as children born in that country.

Article 23, Disabled children: If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

Article 24, Healthcare and health services: You have the right to good quality healthcare (e.g. medicine, hospitals, health professionals). You also have the right to clean water, nutritious food, a clean environment and health education so that you can stay healthy. Rich countries should help poorer countries achieve this.

Article 25, Periodic review of treatment: If you are looked after by local authorities or institutions rather than by your parents, you should have your situation reviewed regularly to make sure you have good care and treatment.

Article 26, Benefit from social security: The society in which you live should provide you with benefits of social security that help you develop and live in good conditions (e.g. education, culture, nutrition, health, social welfare). The Government should provide extra money for the children of families in need.

Article 27, Adequate standard of living: You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who cannot afford to provide this.

Article 28, Right to education: You have a right to education. Discipline in schools should respect your human dignity. Primary education should be free and required. Rich countries should help poorer countries achieve this.

Article 29, The aims of education: Education should develop your personality, talents and mental and physical skills to the fullest. It should prepare you for life and encourage you to respect your parents and your own and other nations and cultures. You have a right to learn about your rights.

Article 30, Children of minorities and native origin: You have a right to learn and use the traditions, religion and language of your family, whether or not these are shared by most people in your country.

Article 31, Leisure, play and culture: You have a right to relax and play and to join in a wide range of recreational and cultural activities.

Article 32, Child labour: The government should protect you from work that is dangerous to your health or development, that interferes with your education or that might lead people to take advantage of you.

Article 33, Children and drug abuse: The Government should provide ways of protecting you from using, producing or distributing dangerous drugs.

Article 34, Protection from sexual exploitation: The government should protect you from sexual abuse.

Article 35, Protection from trafficking, sale, and abduction: The government should make sure that you are not kidnapped, sold or taken to other countries to be exploited.

Article 36, Protection from other forms of exploitation: You should be protected from any activities that could harm your development and well-being.

Article 37, Protection from torture, degrading treatment and loss of liberty: If you break the law, you should not be treated cruelly. You should not be put in prison with adults and should be able to stay in contact with your family.

Article 38, Protection of children affected by armed conflict: If you are under fifteen (under eighteen in most European countries), governments should not allow you to join the army or take any direct part in warfare. Children in war zones should receive special protection.

Article 39, Rehabilitation of child victims: If you were neglected, tortured or abused, were a victim of exploitation and warfare, or were put in prison, you should receive special help to regain your physical and mental health and rejoin society.

Article 40, Juvenile justice: If you are accused of breaking the law, you must be treated in a way that respects your dignity. You should receive legal help and only be given a prison sentence for the most serious crimes.

Article 41, Respect for higher human rights standards: If the laws of your country are better for children than the articles of the Convention, then those laws should be followed.

Article 42, Making the Convention widely known: The Government should make the Convention known to all parents, institutions and children.

Articles 43-54, Duties of Governments: These articles explain how adults and governments should work together to make sure all children get all their rights.