

GET GOING

Get going is all about taking your message further and the best way to do that is through advocacy.

Everyone can be an advocate, not matter how young or old. Advocacy can be as simple as inspiring a young Guide to believe in herself or as difficult as organising as large scale event or media campaign. Through the 'Girls Guiding the Way project' we will challenge all Units to take an active role in advocacy

Learn that advocacy is:

Being a Leader

Passing on the message

Standing up

This section will contain: tips on advocacy and ideas on how to advocate in your meeting place; ideas for displays, a fully programmed night to teach Guides how they can change the world; and many more activities on the theme to use in the Unit whenever you choose!



ADVOCACY IS: BEING A LEADER

Advocacy is about being confident enough to know what you believe in and to be able to share that with others. To be comfortable advocating we must first have the self confidence and leadership skills to do so!



To be a great Leader, you need to be inspired by great leaders; this includes Guide Leaders as well as other community leaders, family members and strong women throughout history.

A great way to be inspired by others is to hear their stories.

Perhaps you could use the personal stories from the 'Get Inspired' or 'Get the Facts' section of this resource to get inspired!

ADVOCACY IS: PASSING ON THE MESSAGE



We all have the right to say how we feel about issues that affect us. Advocacy is about passing on that message.

We can pass our message on through speaking, dancing, acting, debating, singing, drawing and even by simply being able to voice what we like and dislike! There are many different ways of passing on a message so it is important that you know that just because someone might not be a confident speaker or writer doesn't mean they have to miss out on having their say.

When passing on a message it is important to get your facts right! Maybe you could use the 'Get the Facts' and 'Get Noticed' section of this resource to research all of your facts before you decide to 'Get Going'.

Did you know? The World Association of Girl Guides and Girl Scouts says Advocacy is about speaking out to influence others and bring about positive change."



ADVOCACY IS: STANDING UP



Advocacy is about being the person or group who is willing to stand up for what they believe in.

We all have the right to make up our own minds and have our own opinions. Just because your best friend believes one thing does not mean that you have to believe that thing too! Instead of just making up our mind based on what someone else tells us we should know how to go searching for the facts and use them to reach an informed decision.

Standing up is about taking what you feel and believe to the next level. It is not just about standing up for things that affect you, it is about standing up for things that may affect you or your friends and family in the future, it is also about standing up for things that affect people like you, particularly girls and women in other countries.

Some people may not have the chance in their communities/countries to stand up for what they believe in, although we may not be there with them, we can stand alongside them in support of their message. As members of an organisation with 10 million girls in 144 countries around the world, we have a responsibility to make sure that our Guides and Leaders help to build a better world for all girls and women, all people, in our generation and in generations to come.



Did you know? Margaret Mead, a respected cultural anthropologist once said "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has".

HOW TO ADVOCATE AT YOUR MEETINGS

The World Association of Girl Guides and Girl Scouts support the many United Nations 'days of action', 'weeks of action', 'months/years/decades of action'. You could use these action times as themes for your Unit meetings! Look at this action calendar for ideas:

MARCH:

8th : International Women's Day
21st : Harmony Day
22nd : World Water Day

APRIL:

7th : World Health Day

MAY:

15th : Day of Families
31st : No tobacco day

JUNE:

5th : Environment Day
20th : World Refugee Day

AUGUST:

9th : Day of the world's Indigenous peoples
12th : Youth Day

SEPTMEBER:

8th : Literacy Day
21st : Day of peace

OCTOBER:

1st : Day of older persons
10th : Mental Health Day
16th : World Food day

NOVEMBER:

20th : Universal Children's day
26th : Day for the elimination of violence against women

DECEMBER:

1st : World AIDS day
3rd : Day of Disabled persons
10th : Human Rights Day

Advocating by doing

There are many things you can do at your meetings that show your support for the messages you are advocating. There is no point running around advocating a message if you don't even do the things you are advocating for!

If you advocate for Reducing, Reusing and Recycling then:

Make sure that when you buy supplies you do your best to *reduce* the amount of harmful packaging items you purchase. Let everyone know that they need to save specific items to *re-use* and make sure you remind them how they can be safely reused. If the item can no longer be reused then make sure you have the bins needed to *recycle* it!

If you advocate for Fair Trade then:

Find out where you can purchase Fair Trade products in your area. Find out what types of Fair Trade products are available and don't forget to use them for your cooking nights, camps, sleepovers etc.

If you advocate for making healthy food choices then:

Make sure to choose lots of healthy food options when you have food at your meetings, camps and sleepovers.

If you advocate to ban smoking in public places then:

Put up a sign at your Guide Hall stating that you support the banning of smoking in public areas and that your hall is a smoke free zone.

Did you know? 2005 to 2014 is the United Nations' Decade of education for sustainable development?





HOW TO ADVOCATE AT YOUR MEETING PLACE

If you don't have time to organise a petition, run a service project or complete a large project you could still advocate to the people who come into your meeting place by using displays!

POSTERS

A great place to start is the WAGGGS 7 Key Messages. Maybe you could make a poster for each key message and keep them permanently on the wall of your meeting place? Make them fun— they could be written inside speech bubbles, key shapes, girl outlines, a world globe or many other great shapes? You could make a poster to tell people about the special UN days— it's all up to you!

COIN COLLAGE

You could combine an educational display with fundraising by making a 'coin collage'. To do this you would need to put up large poster with the outline of a specific shape on it. The aim is to fill the shape with the outline of as many coins as possible. The catch is, to be able to draw a coin onto the collage the person must donate that coin to the cause! This means that anyone who comes into your meeting place could donate any small change they want just by tracing the coin they are donating, putting the coin in a special jar and then writing/decorating their name or initials inside the coin outline. Try to be creative with your collage, for example, if the money you raise is going to help provide school for girls in Africa maybe your coins could be placed in the outline of a school building or school book? If it is to help give better medical care maybe it could be in the shape of a giant stethoscope!

SUPPORT WALL

Let everyone know that the Guides and families who come to your meeting place care about building a better world. Invite anyone who comes to your meeting place to trace their hand and add it to a 'support wall' in your meeting place. Inside their hand shape ask them to write their name and a cause they believe in supporting.



Did you know? You are never too little to make a difference! Betty Reece said "If you think you are too small to be effective, you have never been in bed with a mosquito!"

GET IT! A MEETING PROGRAM FOR ALL GIRL GUIDES

5-7	• Read the story of Crystal Palace twice, the first time as a normal story and the second time as an action story.	5 mins
	• Play a game of beat detective – giving every girl the chance to be a leader (either beat leader or detective).	15 mins
	• As a whole group write a newspaper advertisement for a ‘great leader’.	15 mins
	• Play a game of ‘jump if’ .	10 mins
	• Have a ‘wristband relay’ .	10 mins
7-9	• Complete the ‘codes challenge 1’ - help your girls to use different codes to find the hidden message.	25 mins
	• Read the story of Crystal Palace as an action story	5 mins
	• Play the ‘tin lid leader’ game– giving every girl in the group the chance to be a leader.	15 mins
	• In Patrols write a newspaper advertisement for a ‘great leader’. Have each Patrol present their add to the Unit.	15 mins
	• Play a game of ‘jump if’ .	10 mins
9-12	• Have a ‘wristband relay’ .	10 mins
	• Complete the ‘codes challenge 2’ - help your girls to use different codes to find the hidden message.	25 mins
	• Read the story of Crystal Palace as an action story	5 mins
	• Play the ‘tin lid leader’ game– giving every girl in the group the chance to be a leader.	15 mins
	• In Patrols create a television advertisement/commercial for a ‘great leader’. Have each Patrol perform their add to the Unit.	20 mins
12-14	• Play a game of ‘jump if’ .	10 mins
	• Complete the ‘codes challenge 2’ - help your girls to use different codes to find the hidden message.	30 mins
	• Play the ‘balloon pop’ game. Have girls assemble in order to read out their part of the Crystal Palace story.	10 mins
	• Play ‘wink murder’ giving each girl the chance to be the killer or the detective.	15 mins
	• In Patrols create a television advertisement/commercial for a ‘great leader’. Have each Patrol perform their add to the Unit.	20 mins
14-17	• Play a game of ‘jump if’ .	10 mins
	• Complete the ‘codes challenge 3’ - help your girls to use different codes to find the hidden message.	25 mins
	• Play the ‘balloon pop’ game. Have girls assemble in order to read out their part of the Crystal Palace story.	10 mins
	• Take the leadership styles quiz to work out what type of leader you are. See who else shares your style.	30 mins
	• Individually (or in small groups) see who can come up with the longest list of a) awareness raising wrist band colours and b) the cause they represent. Discuss which causes in particular each girl stands up for. You may choose to play ‘causes scattegories’ .	15 mins
	• Race each other to complete the ‘codes challenge 3’ .	20 mins



GAME INSTRUCTIONS

BEAT DETECTIVE

Set up: sit all Guides in a circle on the floor.

Equipment: none

One Guide is chosen to be the detective, she leaves the circle while one Guide is chosen to be the conductor. Everyone in the circle must know who the conductor is. The detective must not be able to hear who the conductor is. A starting instrument (e.g. play guitar) or noise (e.g. clap hands) is chosen by the conductor and everyone else in the circle copies it. The detective comes back into middle of circle. The conductor can choose to change what instrument/action they are doing at any time and everybody else must also change to that action/instrument. The detective has 3 guesses to work out who the conductor is.

TIN LID LEADER

Set up: sit all Guides on a mat/cushion (preferable) or chair

Equipment: tin lid, floor mats/cushions (preferable) or chairs

The mats/cushions/chairs can be set up anywhere in the room. There must be enough chairs for all but one of your Guides to sit down. A Tin Lid Leader is chosen and she is given the tin lid to hold. She moves around the room 'picking up' people as she goes by taking them by the hand. All the Guides who have been 'picked up' form a chain by holding hands and they move around the room as one line stopping only when the leader has decided the person at the end of the chain should pick up the next Guide. At any stage the Tin Lid Leader can choose to drop her tin lid. When the Guides hear the tin lid crash to the floor they must all race to sit on a mat/cushion/chair. The girl who is left without a seat becomes the leader for the next round.

WINK MURDER

Set up: sit all Guides in a circle on the floor.

Equipment: none

Sit all Guides in a circle on the floor. One Guide is chosen to be the detective and she leaves the circle so she can not see who is chosen as the murderer. One Guide is chosen to be the murderer, the rest of the circle must know who this Guide is. The detective then comes back to stand in the middle of the circle. The wink murderer winks at a Guide who then clutches their chest and faints backwards. The detective has 3 guesses to work out who the wink murderer is before she kills the whole circle.

BALLOON POP

Set up: Cut the Crystal Palace story into pieces (1 for every Guide in your Unit). Blow up 1 balloon for every girl in your unit and put a piece of the story inside each balloon. Tie long piece of string to each balloon.

Equipment: Story pieces, balloons, string.

Each girl ties a balloon around her leg so it trails behind her as she moves. When Leader says "go" all girls move around room, trying to pop one other girl's balloon while protecting their own. When they pop one balloon they take the piece of the story which falls out. Game ends when each girl has 1 piece of the story. Then all girls must try to get into the correct order to read the story out loud.



GAME INSTRUCTIONS (cont.)

CAUSES SCATTEGORIES

Set up: write each letter of the alphabet on a piece of paper and put in a hat/box

Equipment: paper, pencils

Guides can work in small teams or individually. The Leader takes turns pulling letters out of a hat. Then each girl/team has a minute to write down as many causes they could support that begin with that letter. At the end of the minute girls report back. They score 1 point for an answer that other teams had and 2 points for an answer that no one else had. Play until time or letters run out. The winner is the team/girl with the most points.

JUMP IF

Set up: Sit all Guides in a circle either on floor/chairs/mat/cushions

Equipment: Instruction sheet for the Leader to use

Sit all Guides in a circle. The aim of this game is for Guides to be able to think about and voice what they believe in and learn that it is ok to stand up and shout out about something that matters to them.

The Leader will call statements from the following list out loud, one at a time. If a Guide agrees with the statement she is to jump up and shout "I believe".

- Blue is better than pink
- We should have shorter showers
- Strawberry ice-cream tastes better than chocolate ice-cream
- Spiders are scary
- Camps are more fun indoors
- It's fun to meet new people
- Football is more fun to play than netball
- Girls can rule the world
- Little brothers/sisters are a pain
- Sour tastes better than sweet
- Giving is better than receiving
- Speaking in front of an audience is scary
- Maths is harder than English
- I can achieve my dreams
- There should be boys in Guides
- I'd rather watch 'Dance' than 'Idol'
- Being allowed to vote is important
- It's easier to research in a library than on the internet
- Everyone should be treated equal

If you are running out of time– don't use all of the statements!

If you have extra time– ask your girls to take turns creating a statement!



ACTIVITY INSTRUCTIONS

NEWSPAPER ADVERTISEMENT (Unit)

Set up: Sit girls in a circle

Equipment: poster paper, textas/pencils

Tell the Guides that you are making a poster to advertise a job. The job is “great leader”. So to get just the right person for the job the group needs to work out what a “great leader” would be like. You are going to list all the things that make a “great leader” on the poster so that the people look at the add can tell straight away if this is the job for them! go around the circle and let Guides suggest things that should go on the poster. At end of activity display your poster. Ask all the Guides to see if they can do all the things on the poster to be the “great leader”.

NEWSPAPER ADVERTISEMENT (Patrols)

Set up: None

Equipment: poster paper & textas/pencils (per group)

Tell the Guides that you are making a poster to advertise a job. The job is “great leader”. So to get just the right person for the job the group needs to work out what a “great leader” would be like. You are going to list all the things that make a “great leader” on the poster so that the people look at the add can tell straight away if this is the job for them! Send Guides off in Patrols to create their poster. Set a time limit of 7 – 10 minutes. Call Patrols back into a circle to share their add with the rest of the Unit. Give each Patrol 2 minutes to report back.

TELEVISION ADVERTISEMENT, COMMERCIAL (Patrols)

Set up: None

Equipment: paper/pencils to record ideas/script

Tell the Guides that you are making a commercial to advertise a job. The job is “great leader”. So to get just the right person for the job the group needs to work out what a “great leader” would be like. The add must tell people all the things that make a “great leader” so that the people **watching at the add can tell straight away if this is the job for them!** **Send Guides off in Patrols to create their own 3 minute add. Set a time limit of 10 minutes. Call Patrols back into a circle to perform their add to the rest of the Unit.**

CRYSTAL PALACE ACTION STORY

Use the story of the Crystal Palace Girl Scouts (found on page 7 of this book) as an action story. Start by teaching the Guides the following actions and the words in the story they correspond with. Then read out the story, asking the Guides to demonstrate the right action when they hear its corresponding word!

You could use the following actions during this story:

Baden Powell– stand up tall and straight **Girl**– yell “girls rock”

Scout/s– give Scout salute (over eye) **Palace**– curtsy

Boy/s– bow

You might also cut this story into pieces/sentences/paragraphs and ask the girls to put it back in order and read it out themselves.



ACTIVITY INSTRUCTIONS

(Cont.)

WRISTBAND RELAY

Set up: Cut strips of different coloured paper. Have enough so each Patrol has 1 strip of each colour. Place paper strips and stapler at end of hall

Equipment: 1 stapler /piece of paper/pencil per Patrol, coloured paper strips
Each Patrol lines up at one end of the hall. The girls take turns running one at a time to the end of the hall and stapling a strip of paper into a ring. The next girl will choose another colour and staple her piece of paper so it forms a chain with the first ring. This continues until all the Patrol's strips of paper have been made into 1 chain. When all the paper has been made into a chain the Patrol is to sit down with their chain and see how many "Wristbands" (or ribbons) they can identify i.e.: red is for AIDS awareness, pink is for breast cancer awareness and so on.

For younger girls, you might choose to ask them to decide what they think each colour *could* be used to raise awareness for. Older girls might use this challenge in addition to naming the colours/campaigns that they are already aware of.

At the end of the allotted time, sit the whole Unit down and ask them to report on some of their wristbands and what cause they thought they represented. They could use awareness ribbon colours as well.

Common Wristband Colours:

Yellow = Lance Armstrong's 'Livestrong' cancer wristbands

Red= AIDS awareness

Pink = Breast Cancer awareness

White (with black writing) = Make Poverty History campaign

Dark Blue = Motor Neurone Disease

Dark Blue = beyondblue (the national depression initiative)

Green = R.S.P.C.A (Royal Society for the Prevention of Cruelty to Animals)

Red= Multiple Sclerosis

Common Ribbon Colours:

White = elimination of violence against women

Yellow = suicide prevention

Orange = Harmony Day

Red = AIDS awareness

Pink = Breast Cancer



Blue and white chequered= Victoria Police– police killed in the line of duty

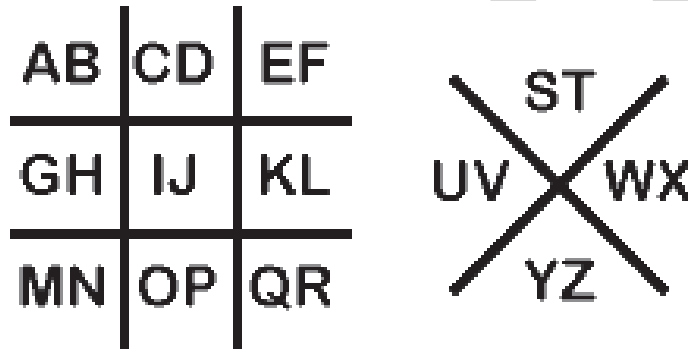
If time permits girls might like to talk about which causes they actively support– and how they support them? They might also like to discuss causes for your Unit to support and discuss how they will use Guides to support those causes. Girls might choose to make a permanent display at your hall of different wristbands or ribbons and what they stand for.



CODES

PIGPEN CODE

In this code each letter is shown by the shape of the 'pig pen' that surrounds it. If it is the second letter in that box then it has a ● inside it. So A=  and B= 



NUMBERS STAND FOR LETTERS CODE

In this code each letter has been swapped with a number. So the letter A is written as the number 1, the letter B as the number 2 etc.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

BACKWARDS ALPHABET CODE

In this code each letter has been swapped with the letter from the opposite end of the alphabet. So the letter A is written as a Z, B as Y, C as X etc.

A	B	C	D	E	F	G	H	I	J	K	L	M
Z	Y	X	W	V	U	T	S	R	Q	P	O	N
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
M	L	K	J	I	H	G	F	E	D	C	B	A

MORSE CODE

In Morse Code every letter of the alphabet has been replaced with a pattern of dots, dashes or both!

A: -.-	B: -...-	C: -.-.-
D: -.-.	E: .	F: -.-.-
G: -.-.-	H:	I: ..
J: .-.-.-	K: -.-.-	L: -.-.-
M: --	N: --.	O: -.-.-
P: -.-.-	Q: -.-.-	R: -.-.
S: ...	T: -	U: -.-
V: -.-.-	W: -.-.-	X: -.-.-
Y: -.-.-	Z: -.-.-	

HAVE FUN DECIPHERING YOUR CODE!



CODES (Cont)

CODES CHALLENGE 1

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◡◡◡◡◡◡◡◡◡

BE A ◡◡◡◡◡◡◡◡◡

◡◡◡◡◡◡◡◡◡ UP

PASS ◡◡◡◡◡◡◡◡◡ THE ◡◡◡◡◡◡◡◡◡◡◡◡◡◡◡

CODES CHALLENGE 2

☐◡◡◡ ◡◡◡ ◡◡◡◡◡◡◡◡ ◡◡◡◡◡◡
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BE A 12/5/1/4/5/18

HGZMW FK

PASS ---/-. THE M./S/.../A/---./E

CODES CHALLENGE 3

☐◡◡◡ ◡◡◡ ◡◡◡◡◡◡◡◡ ◡◡◡◡◡◡
◡◡◡◡◡◡◡◡◡

2/5 1 12/5/1/4/5/18

HGZMW FK

---./.-/.../... ---/-.

-/.../. --././.../... /.-/---./.



LEADERSHIP STYLE QUIZ

Over the years there have been many different personality tests created to give you an insight into your own behaviour. One very popular type of personality test is the Myers Briggs Personality Type Indicator. The activity you will do today is just for fun based on the key aspects of the Myers Briggs personality types. To obtain a real Myers Briggs Personality Type you would have to pay for a professional to administer the full test and explain the outcome to you.

What Myers-Brigs personality type do you think you are?

There are 16 personality types made up of 8 different letters. Write down your 4 letter code as you answer these questions– remember to keep the answers to yourself as you do them!

Answer these questions to reveal your Type indicator code:

Favourite world:

Do you prefer to focus on the outer world or on your own inner world?

If you choose the outer world your preference is extraversion—code letter **E**

If you choose the inner world your preference is introversion— code letter **I**

Information:

Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning?

If you focus on the basic information your preference is sensing— code letter **S**

If you prefer to interpret/add meaning your preference is intuition— code letter **N**

Decisions:

When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances?

If you prefer logic and consistency your preference is thinking— code letter **T**

If you prefer looking at people/circumstance your preference is feeling— code letter **F**

Structure:

In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options?

If you prefer getting things decided your preference is judging- code letter **J**

If you prefer staying open to new ideas your preference is perceiving— code letter **P**

My type indicator code is:

--	--	--	--

What types do you think the following famous leaders of their field were:

Queen Elizabeth II	_____
Madonna	_____
Beethoven	_____
Mother Teresa	_____
Einstein	_____
Walt Disney	_____



LEADERSHIP STYLE QUIZ

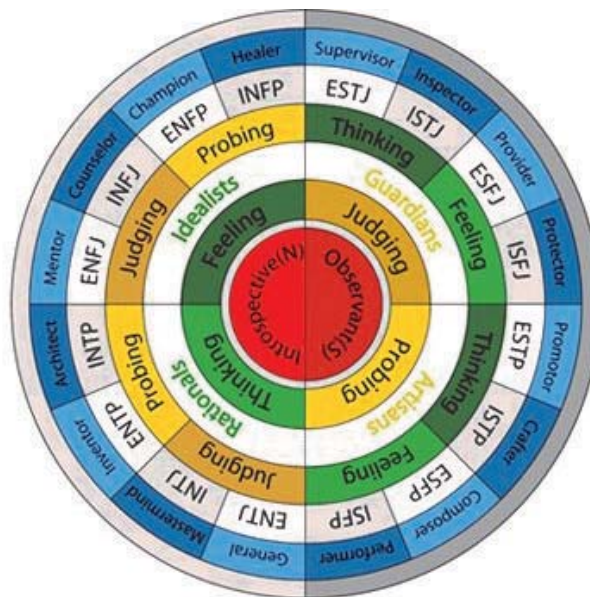
(Cont.)

Work as a group to agree on personality types for the following fictional characters:

Bart Simpson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donald Duck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harry Potter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nemo's father (Marlin)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Keirsey used the Myers Briggs Type Indicators to create 4 distinct temperaments. What type of temperament do you have? How many types of temperaments are in your Unit?

(the temperaments are Idealists, Guardians, Rationals and Artisans)



In pairs complete this challenge:

You have been put in charge of selecting the committee of 6 to be in charge of the creation of a new colony on mars. This committee will have a very important job and will have to be able to work together to solve all sorts of strange and whacky problems while on Saturn. Choose the 6 personality types you would choose to make up the committee, then tell the Unit why you choose those types.

Answers to the personality types of famous leaders:

Queen Elizabeth II	ISFJ
Madonna	ESTP
Beethoven	INFJ
Mother Teresa	ISFJ
Einstein	INTP
Walt Disney	ENTP



ADDITIONAL GAMES

GIVE IT UP

Set up: One area for brainstorming. One area for musical chairs.

Equipment: between 10 -30 players, sticky labels, textas, chairs/mats, music

Sit the Guides down and brainstorm the things the Guides think they need to survive (such as basic human rights, air, water etc). Make sure there are enough concepts in your brainstorm that everyone can have one to be their own. Ideas to include are : Education; Shelter; Food; People you love; Saying what you think; Respect; Religion; Freedom; Protection from harm.

Give each Guide a sticky label with one of the concepts written on it.

Set up the chairs/mats ready for a game of musical chairs. Play the game in the normal fashion . When the music stops one girl (or more) will be without a chair. Ask the girls to find out what is on the label of the girl who is missing a chair. Explain to the Guides that they are refugees fleeing to a new home and they must leave some things behind. Would they be able to lave behind the concept written on the chair-less girls' label? If they can't then they must choose another girl who's label they are happy to leave behind. Play until the Guides can no longer choose to give up any labels.

Discuss how we all have basic human rights and each one of the labels is a basic human right they should not have to live without. Discuss how for many refugees fleeing war and famine and seeking asylum in new places, they must make these tricky decisions that they should not have to make, all the time.

CHAOS AND CONFLICT

Set up: place the cups (etc.) in the middle of the room

Equipment: 10-30 girls, large number of items such as cups, bowls, plates

Decide how many teams there will be in the game (in this example there are 4) and place each girl into a team. Give each team a secret task to complete when you say "go".

The 4 tasks are:

- 1) collect all the cups
- 2) stop anyone else from touching the cups
- 3) turn all the cups upside down
- 4) keep all the cups upright

The most important part of this game is the feedback at the end.

At the end of the game ask the groups to reveal what their tasks were. Ask if the tasks were hard to complete and why. Did any team think they successfully completed their task? Is it actually possible to complete more that one of the tasks at once? Does this game reflect reality?

Discuss that there are lots of different views on how we should live our lives, what rules/religions we should follow etc. Even if we have different ways we can all still live together by reaching a compromise and understanding that not everyone is like us and that is OK!



ADDITIONAL GAMES (Cont.)

LITTLE STEPS

For this game you will need a long distance for the girls to step between. This would be a great game to play outside. Mark out a starting line for all the girls to stand along. Line all the girls up shoulder to shoulder along a starting line. Tell them you are going to ask them a question about themselves/their family and you will give an instruction for them to complete after they have thought about their answer. Remind them that there are no wrong answers in this game.

QUESTION

ACTION

How many cars in your family?

Take 2 steps forward for each car

Have you been on a plane in the last year?

Take 4 steps forward for every flight taken

How many TV's in your house?

Take one step forward for every TV

How much fast food have you eaten in the last 2 weeks?

Take 2 steps forward for every one

How do you get to school?

If you walk/ride take 1 step back

If public transport take 1 step forward

If you go by car take 2 steps forward

Do you use a compost bin?

If yes take 1 step back, if no take 2 steps forward

What do you recycle at home?

If its water and glass then take 1 step back

If its water, glass, plastic and tin take 2 steps back.

When you go to the supermarket what type of bags do you use?

If it is plastic bags take two steps forward.

If it is a 'green bag' then take 1 step backwards.

When did you last take a public bus?

If in the last week, take a step back.

If in the last month take 1 step forward.

If it has been longer than a month take 2 steps forward.

Do you have an energy efficient light bulb in your bedroom?

If yes then take 2 steps backwards.

If no then take 1 step forward.

Do you have a water saving shower head in your shower?

If yes then take 2 steps backwards.

If no take 1 step forward.

Do you use recycled paper to do crafts/write on at home?

If yes take 1 step back.

If no take 1 step forward.

Do you turn your lights off when you leave the room?

If yes 1 step back.

If no 1 step forward.

As you read out each question allow the girls time to consider their answer before issuing the instruction. Explain that the closer you are to the start line the smaller the footprint you are leaving on the earth. Discuss that there are things we can do which leave a bigger footprint on the earth and things we can do to leave a smaller footprint on the earth. We want to make the smallest footprint as possible because if all the world is covered by our footprints then there is not enough world left for our children and their children in the future.



THE TRADING GAME

(Based on the concept from ActionAid)

Aim: The Trading Game's aim is to show the Guides the mechanisms of world trading, and how it impacts on world peace.

Time Required: 1 ½ - 2 hours

Equipment: A large room with space for all the different groups to have their own area, Wool (varying colours), Beads (varying colours), Pairs of scissors, Rulers, Set of Monopoly money or play money

Participants: The game can be played with 13 - 32 Guides and at least two adults. The participants are divided in 6 groups, each group representing a different set of countries.

GROUP	PLAYERS	RESOURCE SET	POSSIBLE COUNTRIES
1 and 2	2-3	A	Australia, UK, USA, Germany, France
3 and 4	5-6	B	India, Brazil, Peru, Thailand
5 and 6	6-7	C	Tanzania, Kenya, Ghana, Somalia

Resource Sets:

A	B	C
\$600	\$300	\$200
1m wool of every colour except one	1 m wool of two colours, including the colour A does not have	2 m wool of two colours, including the colour A does not have
Small saucer of beads	Large saucer of beads	Medium saucer of beads
2 pairs of scissors	1 pair of scissors	
2 rulers		

The United Nations:

The game leader will act as the United Nations (UN). She is impartial, intervening only in disputes. She will keep notes of transactions interesting comments and corruption. She is also responsible for introducing new elements.

During the game the UN will announce the following resolutions:

Food and Agriculture Organisation announcement:

'Each country must pay \$100 to feed their population.' Use this announcement once every five minutes during the game.

World Health Organisation announcement:

'Disease has struck countries A and B. Half your working population must stop working for three minutes to recover and attend hospital.'

United Nations Children's Fund announcement:

'Unicef has announced a programme of vaccination in country C. All other countries are asked to pay \$100 towards the cost.'

United Nations Education, Social and Cultural Organisation announcement:

'Scientific advances have shown that bracelets with two lengths of wool will last longer. The World Bank will pay \$10 for these improved models.'



THE TRADING GAME

(Cont.)

The Banker/World Market:

The Banker will keep a record of the wealth made by the countries. The banker sets the length and colours/ patterns of the bracelets which the bank wants to buy (i.e 3cm bracelets with 3 colours of beads or 4 cm bracelets with blue wool and 2 orange beads. The banker can change their specifications often as every 5 minutes. Make sure that all the countries are informed about the new values.

Starting the Game:

Explain the rules- There are only a few important rules to follow:

- The goal for each country is to make as much money as possible.
- You earn money by producing goods with the resources you have been given, and selling them at the world market (to the bank).
- The market will only accept goods that are perfectly constructed and with the right measures.

Split the participants into the different groups and give them their resources in a closed envelope or plastic bag, so that none of the participants are aware of the resources given to other countries.

When you announce that the production can begin there will be a lot of confusion. The rich countries will probably start production immediately, but will soon run out of beads. The other countries will start to ask where to get a ruler. The leader should resist the temptation to answer and instead just repeat the rules. Within a few minutes the groups will start moving around and begin trading, but the initiative should come from them, not from you.

Increase the supply of raw materials or technology

Give one or two countries an extra supply and announce to the world that a new deposit of raw material has been found.

Debriefing

If the game goes according to plan, it will become clear that the whole set up of the game is unbalanced from start. Some of the countries will feel this unfairness keenly.

You could start the discussion by asking if anyone feels that something wasn't fair. Listen to the grievances, and if some are directed towards other countries, ask these countries to respond and explain their actions.

The game attempts to reflect structures in the real world.



GOT IT!

Got Inspired—Got The Facts—Got Noticed—Got Going



GIRL GUIDES
AUSTRALIA
VICTORIA

Helping girls and young women grow into confident, self-respecting, responsible community members.