



Get into.... Justice in July!

The 'Girls Guiding the Way' project theme for July is "Justice".

There are girls in Australia and in other countries not as lucky as we are. Use July to teach your Guides about justice and equality, and also to encourage them to find a way to support less fortunate people.

The following pages contain two activities which you can complete at your Unit meeting. These activities are learning exercises which will serve as a starting point for your Unit to discuss what is fair/just and who gets to decide what rights people do and don't have.

The first activity explores equality through playing a game. During the game the Leader will change the rules, forcing people to leave the game, and allowing people to re-enter the game at the Leader's will. No-one will ever truly win the game or lose the game. Suggestions of games you might use with this activity are also included.

In the second activity equality is explored through a craft or 'making' activity. 'country cards' have been provided for you to print (colour printing is preferable). You will need to print enough for each Patrol to have one card (if you are working with a younger Unit) or for each girl to have a card (if you are working with an older Unit). This activity is based on levels of education around the world. A range of high development, medium development and low development countries have been chosen. The level of development of the country card (chosen by the girls/Patrol) will dictate how much assistance they receive to complete the craft (Leader assistance, written instructions, verbal instructions, an example craft on their table). It is preferable that you choose an item that is not too complex to make so that at the conclusion of the activity the girls can finish their item (so no-one goes home with an incomplete craft).

The most important part of these two activities is the post activity debrief. You may also choose to refer to the relevant pages in "Get It" for more information on the topics being explored this month.

~ **Good luck and enjoy!**

EXPLORING EQUALITY BY PLAYING A GAME

- It is best to play any game that involves the whole group and can handle girls entering and exiting the game at any point. Suggestions that would work well are:
Giant's Treasure (where the giant is a Leader and not a player), Musical chairs/statues, duck duck goose, dead fish, poison ball and donkey
- Explain that during this game the Leaders will get to remove people from the game and put them back into the game whenever they choose- it's all up to the Leader. So say if the Leader decides that at this time they like people with black hair best, then all the black haired people who were out get to re-enter the game. If the Leader decides they don't like curly haired people, then the curly haired people must leave the game etc.
- Explain that this is a learning exercise so don't worry if they get removed from the game (or put back in) because it doesn't mean that they have done anything wrong and it also doesn't mean that anyone is any better than anyone else.
- Explain that the girls will not be able to control who is in or out of the game.

LEADER'S INSTRUCTIONS-

You will remove and replace people from/into the game by calling out statements. If a girl answers yes to the statement she is out/in according to your wishes. The statements are all based on things that the girls themselves can not control (this is a key point).

Ideas of statements to use (that are things the girls can't control) are:

those with blue eyes those with brown eyes those with hazel eyes
those with blond hair .. with red hair .. with brown hair .. black hair
those with the shoe size * insert any shoe size here*
those with long hair .. short hair .. curly hair .. straight hair
those with glasses
those who go to church (or even a certain type of church/place of worship)
those whose parents speak a language other than English at home
those who were born in Australia overseas in another state

Make sure you tell them what action to take if they answer yes- "Leave the game if you have black hair", "go back into the game if you go to a church" etc.

• DEBRIEFING IS IMPORTANT AND MUST OCCUR AFTER THE GAME

- * Was this a fair game? Why/why not
- * Were the reasons for going into or leaving the game things that they could control?
- * Is it fair that the Leader gets to decide who plays based only on what the Leader likes?

Explain that when things aren't fair they are "unequal" and this means that not everyone has the same amount of something. When everyone is treated equally and has equal rights it is called JUSTICE. The opposite is called INEQUALITY. In the game there was a lot of inequality. Sometimes people in the world live just like we did in our game. They don't get to go to school, don't get good jobs, don't get doctors or don't get to live somewhere just because of silly things they can't control like: where they were born, their gender, their race or their religion. For more information on equality around the world refer to the "Get It!" resource book. You will find information in the 'Get the Facts' section.

We can help these people by standing up for their rights and telling people "this is not fair and needs to change!". We can also help by making sure that we never make decisions based on such silly things and by letting our friends know that inequality is not ok!

EXPLORING EQUALITY IN EDUCATION THROUGH A CRAFT

- You can complete this activity using any craft (or even cooking) activity. For girls under 9 it might be best to choose an activity that is relatively simple so that after you have debriefed the girls who managed to finish the activity can help those who didn't finish. This way each girl goes home with the item!
- Younger girls (aged 5-9) may wish to work in Patrols while older girls (11-17) may complete the challenge individually.
- Explain that this is a learning exercise so don't worry if they can not finish the activity properly!
- Explain that the girls will not be able to control the amount of help they get to complete this activity, some people/groups will have lots of help and some will have none.
- Set a time limit for this activity that is reasonable. Make sure the activity isn't too complicated as you don't want it to go on for too long (as the girls in the blue groups will be very frustrated!).

LEADER'S INSTRUCTIONS-

If working in Patrols:

- Set up space for each Patrol to work separately. In that space place all the necessary equipment for the activity.
- Place the Patrol cards in a container and have one girl from each Patrol draw out a card. Make sure you have a spread of countries in the hat: ie- if you have three Patrols make sure you have 1 high, 1 medium and 1 low country.
- If you have more than one of each category, those countries from the same category can work in the same space (ie- two medium countries working at the same table).

If working individually:

- Set up 3 spaces- one for high countries, one for medium countries and one for low countries.
- Make sure there are enough cards in the hat for each girl to have one card (you may need to print more than one of each card). Get each girl to choose a card.
- Ask each girl to move to the space that corresponds with her card (all low countries have a blue border on their card, all medium countries have a green border on their card, all high countries have a red border on their card).

The Patrol/girls with a blue card (low country) get:

- a) to quickly see the finished product and b) quick verbal instructions

The Patrol/girls with a green card (medium country) get:

- a) simple written instructions on their table b) a quick look at the finished product
c) Leaders coming past their table off and on to offer small advice

The Patrol/girls with a red card (high country) get:

- a) full written instructions on their table b) the finished craft on their table to look at
c) a Leader at their table throughout the whole activity

At the end of your time limit call all the girls together to show what they made and to debrief.

DEBRIEFING IS IMPORTANT AND MUST OCCUR AFTER THE ACTIVITY

- * Was this a fair activity? Why/why not
- * What would have made the activity more fair?
- * Is school a good thing or a bad thing? Why?
- * Do you think everyone gets to go to school?

Explain to your girls that going to school is a privilege and they are lucky to go to school because not all girls their age get to go to school. For more information on schooling levels around the world refer to the "Get It!" resource book. You will find information in the 'Get the Facts' section.

Explain that some countries are luckier than other countries. The people in some countries live longer than people in other countries. The people in some countries earn more money than people in other countries. The people in some countries go to more school (primary, secondary, tertiary) than people in other countries.

The people at the United Nations have added all these things together (average life expectancy, average level of education and average income) and have ranked all the countries from Highest 'Human Development' to lowest 'Human Development'. Then they broke all the countries in the world into three groups:

High human development, Medium human development and Low human development.

What group do you think the country you had would fall in? Think about how much help you had, what type of instructions you had, how hard it was for your group to work with what you had.

After they have moved into three groups, have a look at their cards and see if they put themselves in the right group. Older girls might read out what is on their cards and discuss.

HOW TO READ THE CARD-



This card has a green border, from this you can tell that they are categorised as 'medium human development'.

This country is ranked 121st of all countries in the index (the last index was 2007/8 and there were 177 countries listed in the index).

The average life expectancy of someone in this country is 50.8 years old.

The Combined primary, secondary and tertiary gross enrolment ratio is 77%.

The Gross Domestic Product (GDP is defined as the total market value of all final goods and services produced within the country in a given period of time) is divided by how many people were living in that country at the time. The final amount per person is \$11,110.



ICELAND

81.5 year old
95.4 % education
\$ 36,510 per year

(1)



United Arab Emirates

78.3 years old
59.9% education
\$25,514 per year

(39)



Malta

79.1 years old
80.9% education
\$19,189 per year

(34)



Republic of Korea

77.9 years old
96% education
\$22,029 per year

(26)



Vietnam

73.7 years old
63.0% education
\$3,071 per year

(105)



Ukraine

67.7 years old
86.5 % education
\$6,848 per year

(76)



South Africa

50.8 years old
77% education
\$ 11,110 per year

(121)



India

63.7 years old
63.8% education
\$3,452 per year

(128)



Papua New Guinea

56.9 years old
40.7% education
\$2,563 per year

(145)



Colombia

72.3 years old
75.1% education
\$7,304 per year

(75)



Nigeria

46.5 years old
56.2% education
\$1,128 per year

(158)



Sierra Leone

41.8 years old
44.6% education
\$806 per year

(177- Last place)

High Human Development

1. [Iceland](#)
2. [Norway](#)
3. [Australia](#)
4. [Canada](#)
5. [Ireland](#)
6. [Sweden](#)
7. [Switzerland](#)
8. [Japan](#)
9. [Netherlands](#)
10. [France](#)
11. [Finland](#)
12. [United States](#)
13. [Spain](#)
14. [Denmark](#)
15. [Austria](#)
16. [United Kingdom](#)
17. [Belgium](#)
18. [Luxembourg](#)
19. [New Zealand](#)
20. [Italy](#)
21. [Hong Kong, China \(SAR\)](#)
22. [Germany](#)
23. [Israel](#)
24. [Greece](#)
25. [Singapore](#)
26. [Korea, Rep. of](#)
27. [Slovenia](#)
28. [Cyprus](#)
29. [Portugal](#)
30. [Brunei Darussalam](#)
31. [Barbados](#)
32. [Czech Republic](#)
33. [Kuwait](#)
34. [Malta](#)
35. [Qatar](#)
36. [Hungary](#)
37. [Poland](#)
38. [Argentina](#)
39. [United Arab Emirates](#)
40. [Chile](#)
41. [Bahrain](#)
42. [Slovakia](#)
43. [Lithuania](#)
44. [Estonia](#)
45. [Latvia](#)
46. [Uruguay](#)
47. [Croatia](#)
48. [Costa Rica](#)
49. [Bahamas](#)
50. [Seychelles](#)

Medium Human Development

71. [Dominica](#)
72. [Saint Lucia](#)
73. [Kazakhstan](#)
74. [Venezuela, Rep. Bov.](#)
75. [Colombia](#)
76. [Ukraine](#)
77. [Samoa](#)
78. [Thailand](#)
79. [Dominican Republic](#)
80. [Belize](#)
81. [China](#)
82. [Grenada](#)
83. [Armenia](#)
84. [Turkey](#)
85. [Suriname](#)
86. [Jordan](#)
87. [Peru](#)
88. [Lebanon](#)
89. [Ecuador](#)
90. [Philippines](#)
91. [Tunisia](#)
92. [Saint Vincent and the Grenadines](#)
93. [Fiji](#)
94. [Iran, Islamic Rep. of](#)
95. [Paraguay](#)
96. [Georgia](#)
97. [Guyana](#)
98. [Azerbaijan](#)
99. [Sri Lanka](#)
100. [Maldives](#)
101. [Jamaica](#)
102. [Cape Verde](#)
103. [El Salvador](#)
104. [Algeria](#)
105. [Viet Nam](#)
106. [Occupied Palestinian Territories](#)
107. [Indonesia](#)
108. [Syrian Arab Republic](#)
109. [Turkmenistan](#)
110. [Nicaragua](#)
111. [Moldova](#)
112. [Egypt](#)
113. [Uzbekistan](#)
114. [Mongolia](#)
115. [Honduras](#)
116. [Kyrgyzstan](#)
117. [Bolivia](#)

Low Human Development

156. [Senegal](#)
157. [Eritrea](#)
158. [Nigeria](#)
159. [Tanzania, U. Rep.](#)
160. [Guinea](#)
161. [Rwanda](#)
162. [Angola](#)
163. [Benin](#)
164. [Malawi](#)
165. [Zambia](#)
166. [Côte d'Ivoire](#)
167. [Burundi](#)
168. [Congo, Dem. Rep.](#)
169. [Ethiopia](#)
170. [Chad](#)
171. [Central African Republic](#)
172. [Mozambique](#)
173. [Mali](#)
174. [Niger](#)
175. [Guinea-Bissau](#)
176. [Burkina Faso](#)
177. [Sierra Leone](#)

51. [Cuba](#)
52. [Mexico](#)
53. [Bulgaria](#)
54. [Saint Kitts and Nevis](#)
55. [Tonga](#)
56. [Libyan Arab Jamahiriya](#)
57. [Antigua and Barbuda](#)
58. [Oman](#)
59. [Trinidad and Tobago](#)
60. [Romania](#)
61. [Saudi Arabia](#)
62. [Panama](#)
63. [Malaysia](#)
64. [Belarus](#)
65. [Mauritius](#)
66. [Bosnia and Herzegovina](#)
67. [Russian Federation](#)
68. [Albania](#)
69. [Macedonia, TFYR](#)
70. [Brazil](#)
118. [Guatemala](#)
119. [Gabon](#)
120. [Vanuatu](#)
121. [South Africa](#)
122. [Tajikistan](#)
123. [São Tomé and Príncipe](#)
124. [Botswana](#)
125. [Namibia](#)
126. [Morocco](#)
127. [Equatorial Guinea](#)
128. [India](#)
129. [Solomon Islands](#)
130. [Lao, People's Dem. Rep.](#)
131. [Cambodia](#)
132. [Myanmar](#)
133. [Bhutan](#)
134. [Comoros](#)
135. [Ghana](#)
136. [Pakistan](#)
137. [Mauritania](#)
138. [Lesotho](#)
139. [Congo](#)
140. [Bangladesh](#)
141. [Swaziland](#)
142. [Nepal](#)
143. [Madagascar](#)
144. [Cameroon](#)
145. [Papua New Guinea](#)
146. [Haiti](#)
147. [Sudan](#)
148. [Kenya](#)
149. [Djibouti](#)
150. [Timor-Leste](#)
151. [Zimbabwe](#)
152. [Togo](#)
153. [Yemen](#)
154. [Uganda](#)
155. [Gambia](#)