



the Plan:

to work together to
help girls to get an
education and have more
choice over their future

Where
WORLDWIDE

What
**PLAN'S 'CHOICES FOR GIRLS'
GIRLS IN ACTION PROJECT PACK**

Impact
Help four million girls to get the
education, skills and support they need.

For more information, email
campaigns.ukno@plan-uk.org



Registered charity no. 276035

About Plan

Plan is a global children's charity. We work with children in the world's poorest countries to help them build a better future. A future you would want for all children, your family and friends.

For over 75 years we've been taking action and standing up for every child's right to fulfil their potential by:

- giving children a healthy start in life, including access to safe drinking water
- securing the education of girls and boys
- working with communities to prepare for and survive disasters
- inspiring children to take a lead in decisions that affect their lives
- enabling families to earn a living and plan for their children's future.

We do what's needed, where it's needed most. We do what you would do.

*"In my life what I'd really, really, really like is an education.
This is the issue most in my heart and most on my mind."*

Bintou, Mali, 13



Contents



Introduction to the project	2
Project Summary	2
How to complete the project	4
Leader's notes	8

Section 1: Girls dreaming, choosing and learning:

Activity 01: The reality quiz	11
Activity 02: Boys and girls	13
Activity 03: Wishing on a star	14
Activity 04: Our daily choices	15
Activity 05: A game of life	16
Activity 06: Make the choice	17
Activity 07: Make a TV advert	18
Activity 08: Solve it!	19
Activity 09: Girls united	20
Activity 10: A day in the life of a girl game	21

Section 2: Girls taking action for Plan UK:

Sign the 'Raise your Hand' Petition (page 40 -41)	40
--	-----------

Activity 11: A day of celebration	24
Activity 12: Contacting your MP!	25
Activity 13: Meet and greet	27
Activity 14: Photo fun	28
Activity 15: Share your stories competition	29
Activity 16: Blog competition	30

Section 3: Templates and resources 32-43

Including: Case studies, Bodies Evaluation, Choices for Girls infographic, and 'Raise your Hand' Petition form (page 41)

Introduction to the project

Girls in action

Girls in Action is a project for all sections of Girlguiding. It is an opportunity to learn about issues that affect some girls and young women in the UK and around the world, using project packs created by expert charities at the forefront of this work. Most importantly, Girlguiding members can take action by advocating, raising awareness and volunteering to make a real difference.

There are five project packs in Girls in Action; girls can choose to do as many as they like. Once they have completed a project pack and taken action, members can be rewarded with one of the five Girls in Action badges. A generic, collectable Girls in Action badge is also available.

The badges can be ordered from Girlguiding at www.girlguidingshop.co.uk, 01619412237, or your local volunteer shop.

So let's get started!

Project Summary

Choices for girls

This project focuses on supporting the potential and power of Girlguiding members to help girls around the world to complete their education and have more choices in their lives. This project will work with Plan UK's 'Because I am a Girl' Campaign (BIAAG) on the topic of 'Choices for Girls.'

Millions of girls have few or no choices in their lives. They can't choose to go to school, spend time with their friends, travel, get a job or choose if and when to have a family - just because they are a girl. Every day, young girls are missing from school, forced into marriage and subjected to violence. That's not fair or smart!

Educated girls are more likely to be healthier, earn more and to marry and have children later. An educated girl is more likely to reinvest her knowledge and income into her community. Plan's 'Because I am a Girl' campaign will support four million girls to get the education, skills and support they need to move from poverty to opportunity.

What will we be doing?

This project gives Girlguiding members the opportunity to be part of a campaign and find out more about the hopes, dreams and aspirations of girls living in poverty. Members will be encouraged to think about the choices that you make in your own lives, and the opportunities that girls living in poverty are often denied. As you take part in the activities, you will learn about the hopes, dreams and challenges of two girls, Jamestina and Khadija, who live in Sierra Leone, Africa.

What action will we take?

Each girl will have the opportunity to take action with thousands of other girls across the UK to ensure world leaders help girls like Jamestina and Khadija to complete their education and have more choice over their future. You will help raise awareness of just how important girls' education is for ending poverty. Your actions will place much-needed pressure on world leaders to make sure that girls get the education, skills and choices in life they have the right to.

As a rallying call and a way to express solidarity with other Girlguiding members and girls worldwide, we encourage all participants in this project to sign and share the enclosed '*Raise your Hand*' petition (see pages 40 and 41). The petition calls on the United Nations Secretary General Ban Ki-moon to take urgent action to support girls to complete their education and fulfil their potential.

This project also offers several other opportunities for girls to take action. Whether through events, writing to local media or meeting their local Member of Parliament, Girlguiding members can help spread the word that girls' education is both the right and smart thing to support.

What will we learn?

By participating in this project, members will have the opportunity to help their communities see how unfair life is for some girls, influence powerful people who can help girls have more choices and directly improve the lives of girls living in poverty.

This project will provide participants with a valuable opportunity to learn more about the powerful role they can have in taking action on issues they are passionate about.

Girl power really can change lives!

Plan UK: Choices for Girls

How to complete the project and gain the Girls in Action Choices for Girls badge

Rainbows



Activity 1 - The reality quiz (section 1), page 11
2 other activities of choice (section 1)
Sign 'Raise your Hand' petition, pages 40-41
Play 'a day in the life of a girl' game, page 21
1 activity of choice (section 2)
Bodies evaluation activity, page 35

Brownies



Activity 1 - The reality quiz (section 1), page 11
2 other activities of choice (section 1)
Sign 'Raise your Hand' petition, pages 40-41
Play 'a day in the life of a girl' game, page 21
1 activity of choice (section 2)
Bodies evaluation activity, page 35

Guides



Activity 1 - The reality quiz (section 1), page 11
3 other activities of choice (section 1)
Sign 'Raise your Hand' petition, pages 40-41
1 other activity of choice (section 2)
Bodies evaluation activity, page 35

Senior Section










Activity 1 - The reality quiz (section 1), page 11
3 other activities of choice (section 1)
Sign 'Raise your Hand' petition, pages 40-41
1 other activity of choice (section 2)
Bodies evaluation activity, page 35

Here is a summary of all the activities below, for the girls to decide what they would like to participate in.

Section 1: Girls dreaming, choosing and learning







Activity	Explanation	Suitability
Activity 1: <i>The reality quiz</i>	A true or false quiz, game and an introduction to the issues, to get girls thinking about choices for girls.	Rainbows Brownies Guides Senior Section
Activity 2: <i>Boys and girls</i>	Have a short and exciting debate with your friends about the roles of boys and girls, and learn what Jamestina and Khadija have to say about this.	Rainbows Brownies Guides Senior Section
Activity 3: <i>Wishing on a star</i>	Decorate a wishing star to hang up at home, and compare your hopes and dreams for the future with Jamestina's and Khadija's.	Rainbows Brownies Guides
Activity 4: <i>Playing with our daily choices</i>	Think about all the daily choices that you make in your life through playing a game and hearing from Jamestina and Khadija.	Rainbows Brownies
Activity 5: <i>A game of life</i>	Play a game and create some make-believe girls' lives. Then learn about the life stories of Jamestina and Khadija.	Rainbows Brownies Guides
Activity 6: <i>Make the choice</i>	Promote the importance of girls' choices around the world by making/icing biscuits to share with your friends and family.	Rainbows Brownies Guides Senior Section
Activity 7: <i>Make a TV advert</i>	Make a TV advert to promote the 'Raise your Hand' petition (pages 40-41) and learn about why girls are sometimes stopped from going to school. Also learn about the school life of Jamestina and Khadija.	Guides Senior Section













Activity	Explanation	Suitability
Activity 8: Solve it	Be part of a team challenge (involving eggs!) and learn more about how to help girls go to school.	Brownies Guides Senior Section   
Activity 9: Girls united	Interview women that you know (aunties, grandmas etc.) and find out about the role of women in your community and in the community of Jamestina and Khadija.	Guides Senior Section  
Activity 10: A day in the life of a girl game	Play a card game and consider the similarities and differences between your life and that of other girls.	Rainbows Brownies  

Section 2: Girls taking action with Plan UK:

Sign the Choices for Girls – ‘Raise your Hand’ petition on page 40 or at www.plan-uk.org/guk



Activity Title	Explanation	Suitability	Action Summary
Activity 11: A day to celebrate!	Get your whole unit to organise an event to celebrate the International Day of the Girl on 11th October.	Brownies Guides Senior Section   	Plan an event to celebrate the International Day of the Girl
Activity 12: Contacting your MP	Take serious and meaningful action by contacting a Member of Parliament to tell them about the Plan: Choices for Girls.	Brownies Guides Senior Section   	Contact your MP and tell them about Choices for Girls

Activity Title	Explanation	Suitability	Action Summary
Activity 13: <i>Meet and greet</i>	Who are all the important people in your community (head teachers, police, religious leaders etc.) Invite them to meet you to learn about the Plan: Choices for Girls and sign the petition (pages 40-41)	Rainbows Brownies Guides Senior Section    	Speak with influential people in your community about Choices for Girls
Activity 14: <i>Photo fun</i>	Get snapping, and be part of a crazy 'Raise your Hand' photo challenge to support Plan UK's 'Because I am Girl' campaign helping girls to compete their education	Rainbows Brownies Guides Senior Section    	Take photos as part of the 'Raise your Hand' photo challenge for the 'Because I am Girl' Campaign
Activity 15: <i>Share the stories</i>	Have fun making a media report on the Plan: Choices for Girls to get the message out there in your local community!	Guides Senior Section  	Make a radio report and share the message
Activity 16: <i>A blog competition</i>	Influence Plan supporters by writing a 100-word blog about the Plan: Choices for Girls and entering a competition to put it on Plan UK's website.	Guides Senior Section  	Enter a Plan UK blog competition

Internship and training opportunities at Plan UK

Plan UK is also offering the opportunity to selected Guides and Senior Section members to: complete a campaign training course; be an intern at Plan UK; or visit some of the girls that we support. These are all valuable opportunities to learn and gain important skills and knowledge to support girls' education and development.

For more information about these projects; please contact campaigns.ukno@plan-uk.org (0203 2170 698).

Leaders' notes

These notes are designed to support all Girlguiding Leaders to deliver the activities in this project. It is also recommended that you look at Plan UK's website in order to get more background to Plan's 'Because I am a Girl' Campaign (BIAAG), and the work that Plan UK is doing to support girls worldwide. www.becauseiamagirl.org.uk.

Please remember to let Plan UK know that you are participating in the project and get access to the latest project updates by emailing campaigns.ukno@plan-uk.org.

Choices for Girls

Many girls in the poorest regions of the world lack the choices in life that we can take for granted. Although they often share the same hopes, dreams and potential, too often they are denied the education, skills and opportunities they have the right to.

The Choices for Girls Infographic is a useful starting point to understand these issues (see page 36). The resource compares facts and figures about girls' lives in the UK and in developing countries, highlighting some of the main challenges relating to education, marriage and having children.

Meet Jamestina and Khadija

To ensure that the project links well to these real lives of girls, most activities are supported by short case studies from Jamestina and Khadija who live in Sierra Leone, Africa. These case studies will encourage girls to learn, make real life connections and develop a sense of solidarity with girls across the world.

There is also a short introductory film from Jamestina and Khadija to share with the girls. Although it is not essential to watch this to gain the badge, it is an engaging way to launch the project.

- The case studies to support the activities can be found on pages 33 and 34
- The introductory film can be found at <http://www.plan-uk.org/guk>



Jamestina



Khadija

A few definitions

These are definitions to some of the words that will be useful to understand in order to support the girls in taking part in this project. There is also a simplified definition, to help Leaders to speak about this with Rainbows and Brownies.

Poverty

- 'Absolute poverty' is a standard so low that someone lacks their basic human needs. They may not be able to buy food, water, shelter and clothing and people usually earn less than \$1 a day (70 pence per day).
- 'Relative poverty' is lower than average standard of living for a country or a population.

Simplified: a country where lots of people experience poverty.

A developing country

A developing country is a nation with a low living standard and an undeveloped industrial base. This is measured by a Human Development Index (HDI). The HDI is a way to measure life expectancy, literacy, education and standards of living in a country.

Simplified: a country that experiences a lot of poverty.

Sex and gender

- Sex refers to the difference between girls/women and boys/men based on biology and physiology
- Gender refers to the difference between girls/women and boys/men based on their roles, behaviour, activities and attributes. These differences may vary between context and cultures

Simplified: Biological or physiological differences between a boy and a girl.

Gender equality

Gender equality is when one sex is not privileged over the other. Equality does not mean that girls/women and boys/men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

Simplified: Simplified: boys and girls are given the same opportunities in life.

Child marriage

Child marriage involves either one or both spouses being children and may take place under civil, religious or customary laws with or without formal registration. Children are people under the age of 18 years old and references to 'girls' throughout this project mean females below the age of 18. The UN Convention on the Rights of the Child (CRC) defines a child as 'every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier.'

Simplified: A boy or girl gets married before they are 18 years old.

Human rights

In order to promote the rights of girls, people are guided by the UN Convention on the Rights of the Child which outlines that everyone has the fundamental right to food, education, shelter and more. In some of the poorest regions in the world, girls' rights can be compromised due to discrimination and poverty.

Simplified: Everyone (including children) has a right to food, toilets, water, a home and school.

The United Nations

The United Nations (UN) is an international organisation whose aims are facilitating cooperation in international law, international security, economic development, social progress, human rights, and achievement of world peace.

Simplified: a big organisation that works across the world to make the world a better place.

A note on challenging stereotypes

Whilst needing to emphasise the importance of promoting girls' education and girls' choices in poor communities, it is also very important not to reinforce stereotypes. We recommend ensuring that the girls are given plenty of space to ask questions and critically evaluate the stories that they hear about Jamestina and Khadija. It is important to ensure that both the similarities and differences between girls are also emphasised – girls all across the world have similar hopes, dreams and potential, but can have different choices and opportunities in life.

What about men and boys?

Plan is committed to working with boys and men in partnership with girls and women to challenge the causes of gender discrimination. Boys and men are part of the solution. Gender equality is good for boys and men too! Everyone benefits from a more just and gender-equal world. We also need to work with boys and young men directly if we are to help break the cycle of inequality and violence that is passed through generations.

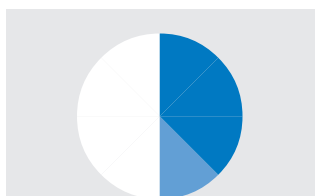
Enjoy the project!



Section 1: Girls dreaming, choosing and learning

ACTIVITY 1 The reality quiz

Rainbows
Brownies
Guides
Senior Section



Activity: 20-30 mins

What you need:

- ✓ 1 large piece of paper with T (True) written on it,
- ✓ 1 large piece of paper with F (False) written on it,
- ✓ Plan UK Choices for Girls infographic on page 36,
- ✓ 15 balloons,
- ✓ introductory film of Jamestina and Khadija at <http://www.plan-uk.org/guk> and/or girl case studies on pages 33 and 34
- ✓ plasticine or play dough (optional)

This activity gives girls a chance to reflect on the real facts and figures about girls' choices and opportunities across the world through participating in a quiz and becoming familiar with the Plan UK Choices for Girls infographic (see page 36). It is recommended that all girls participate in this activity as a useful introduction to the project.

What to do:

Step 1

- Two Leaders stand on opposite sides of the room – one holding a big T and one holding a big F
- All the girls spread out in the room between the T and the F
- The Leader reads each statement out
- Each girl decides whether the statement is True or False and runs to the correct side of the room
- Repeat the activity to see if the girls can remember the answers.

True or false

For Rainbows/Brownies:

1. There are lots of girls in the world who cannot go to school (T)
2. Poor people don't try to get jobs (F)
3. Some girls in the world do not have a choice over whether they get married or not (T)
4. Plan UK helps the lives of girls living in poverty across the world (T)
5. Girls living in poverty don't have any dreams for their future (F)
6. All girls in the world should be allowed to play with their friends (T)
7. Some people in the world earn less than 70 pence per day (T)
8. Girls in the UK shouldn't care about girls in other countries (F)
9. Some girls have children when they are under 16 (T)
10. Girls and boys get treated differently in some places in the world (T)

1 The reality quiz



For Guides/The Senior Section:

1. 50 million girls in the world do not go to school (F – 66 million)
2. Each year, 1 in 7 girls will be married before they are 15 (T)
3. An educated girl is less likely to stay healthy (F)
4. It's important to engage boys to solve issues about girls' choices (T)
5. An educated girl is more likely to marry earlier (F – marry later)
6. All girls across the world have hopes, dreams and aspirations (T)
7. Girls who give birth before the age of 15 are more likely to die in childbirth (T)
8. In the poorest parts of the world, some girls are denied choices that we can take for granted (T)
9. Plan is a global children's charity (T)
10. At least 1 in 6 adolescent girls is denied a secondary education (F – 1 in 5)
11. Girlguiding can help Plan UK to support girls to get the education, support and choices in life that they have the right to (T)
12. It's important for all girls to realise their rights and potential in life (T)

Useful information:

Plan is a global children's charity. We work with children in the world's poorest countries to help them build a better future.

Absolute poverty is a standard so low that someone lacks their basic human needs. They may not be able to buy food, water, shelter and clothing and people usually earn less than \$1 a day (70 pence per day)

All girls across the world have hopes, dreams and aspirations, but sometimes they do not have the same choices and opportunities in life.

Education is very important to help girls lift themselves out of poverty and fulfil their hopes, dreams and aspirations.

What to do:

Step 2

- Challenge the girls to blow up 13 balloons. 1 balloon equals 5 million girls!
- Put the balloons all in one pile in the room to help the girls to see how many girls in the world cannot go to school
- Girls have a race to pop all 13 balloons OR each girl takes a balloon home to remind them of the fact
- Play the introductory film of Jamestina and Khadija. (www.plan-uk.org.uk/guk)

Take Action!

Take a copy of the Plan UK Choices for Girls infographic and pin it up at home! Try to remember the balloon game statistic. You may want to use it when you are speaking with people and completing some more of these activities.

HEALTH AND SAFETY:

- Make sure that enough space is given to the girls to move around during true or false activity
- Monitor girls during blowing up and popping of balloons – some might need help or support as it might be scary for younger girls!

Take it Further...

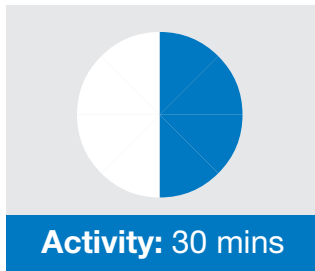
Now look at the Plan UK choices for girl's infographic and discuss:

Are there any statements that made an impression on you?

What are the differences between the lives of some girls in the UK and some girls in developing countries?

What do you think about using numbers and statements like this to help people to understand that millions of girls have few choices in their lives?

OR, in groups, give girls several lumps of plasticine/play dough – challenge the girls to represent two pieces of information from the infographic in five minutes using the plasticine/play dough.



What you need:

- ✓ a talking stick/ball for each group, a whistle,
- ✓ case study of Jamestina and Khadija (see pages 33 and 34)

In every area of progress – at home, in school, and in the workplace – girls remain at a disadvantage. This activity is for girls to start to consider issues of gender, and reflect on how these issues may affect Jamestina and Khadija.



Useful information:

Often, people can treat and value girls and boys differently, giving them different roles and different expectations. Girls' responsibilities can be viewed as limited to their role as future wives or mothers, whilst boys can be seen as the future breadwinners for the family. This can work to disadvantage women and girls, giving them less power and fewer choices than men and boys. Views may vary depending on factors such as generation, culture, wealth, and religion.

What to do:

- Ask the girls to split into small groups and provide each group with a list of the four questions below
- The girls can only speak when they are holding the talking stick/ball
- The Leader blows a whistle, and the girls start debating and discussing question 1
- Every two/five minutes the leader blows the whistle and this signals that the girls should move on to the next question
- Each group informally feeds back some of their discussion to the wider group
- Each group now reads together what Jamestina and Khadija have to say about this.

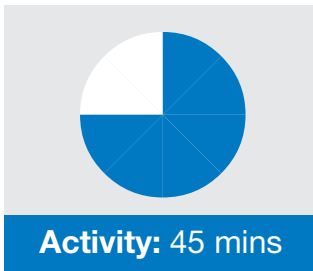
1. Do you think girls and boys get treated differently?
2. Why do you think this is?
3. Do you think girls and boys should have the same opportunities?
4. If so, in what situations and why?

Take Action!

Why don't you debate these questions at the dinner table with your family, or with a group of friends this week? What do boys think about this?

HEALTH AND SAFETY:

- Leaders to monitor the individual debates to ensure that girls are sensitive with each other when discussing the issues
- Leaders to read 'definitions' on gender before starting activity (see page 9).



What you need:

- ✓ large inflatable globe/big ball,
- ✓ very thick card,
- ✓ glitter glue or metallic paint string,
- ✓ star templates (see page 37),
- ✓ scissors,
- ✓ glue,
- ✓ old newspaper,
- ✓ small luggage labels or gift tags,
- ✓ case study of Jamestina and Khadija (see pages 33 and 34)

All young girls have hopes and aspirations for the future. This activity gives girls the opportunity to think about their own dreams and hopes for their life through the practical craft activity of making a decorated star to hang at home. The girls will also have an opportunity to learn about the hopes and dreams of Jamestina and Khadija.



Useful information:

However, for girls living in poverty it can be more difficult to make their hopes and dreams a reality. Girls need to have the opportunity to complete a quality education and have the support of their family and friends to help make sure that they achieve their potential in life.

What to do:

Step 1

- Girls stand in a circle and throw the inflatable globe or ball in turn to each other saying 'In 1 years' time my hope is...'
- E.g. 'to play netball for my school team', 'to have read a new book every month', 'to have taken part in a sponsored walk', 'not to have missed a day of school'.

Step 2

- Each girl is given a piece of thick card
- Each girl draws around a star template and cuts it out
- A small hole is pierced on one of the points of the star (for hanging)
- The girls decorate their card stars using glitter glue or paint
- Let the stars dry
- The girls close their eyes, and the Leader reads about the hopes/dreams of Jamestina and Khadija
- They discuss the similarities and differences. How do their hopes/dreams compare to yours? How can our hopes/dreams be fulfilled?
- Girls write on a luggage label 'My hope is...' and tie it to the star
- Girls write on a luggage label 'Jamestina and Khadija's hopes are...' and also tie it to their star
- Thread a long 30cm long piece of string through the pierced hole and tie, so that the star can be hung up.

Take Action!

Hang up your star at home and tell your family and friends about the hopes and dreams of Jamestina and Khadija this week.

HEALTH AND SAFETY:

- Cover all surfaces with newspaper to protect from glue/paint
- Girls should protect clothes from paint/glue by wearing aprons
- Leaders supervise girls when using scissors, and piercing holes in star.



What you need:

- ✓ lots of day-to-day objects (e.g. toothbrush, tennis ball, pens, fork, cup, school tie,
- swimming goggles, dance shoes, reading book, shower gel, phone, photos, items of clothing, CDs etc.),
- ✓ paper and pens,
- ✓ case study of Jamestina and Khadija (see pages 33 and 34)

Many girls in the world are given few choices. This activity gives the girls an opportunity to reflect upon the choices that they can make for themselves throughout their daily routine. They will also compare their daily routine to Jamestina and Khadija.

What to do:

- Girls sit in a large circle
- Leader puts all the day-to-day artefacts in the middle of the circle
- In any order each girl chooses an artefact and states 'Today I chose to....'* and then puts the artefact back in the middle of the circle
- For example, A girl picks up the hairbrush and says 'Today I chose to wear my hair in a ponytail'.
- All girls should contribute at least once, but girls are encouraged to share as many examples that they can think of.

Today I chose to....

Have toast for breakfast, wear trousers, hug my mum, listen to music, play with my friend, clean my teeth, share my sweets, walk to school.

- Ask the girls to split into pairs and give each girl some paper and pens
- In five minutes (and without their partner's help) each girl has to draw their friend's 'perfect day' in pictures (no words)
- Each pair shares what they have done for their partner
- Discuss: Was this your perfect day? What would happen if someone else was in charge of all your choices in your daily life? Would you always do everything that you wanted to do?
- Now ask one pair to read about the daily life of Jamestina and Khadija, then tell the rest of the group about it
- Discuss: How much choice do you think Jamestina and Khadija have in their daily routine?



Take Action!
Tell one of your friends or family about the daily life of Jamestina and Khadija. Tell them what was similar and what was different.

HEALTH AND SAFETY:

- Ensure that all day-to-day objects are safe to handle, and that the girls do not trip over them on the floor.

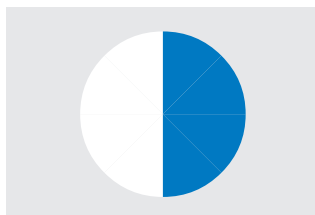
Take it Further...

Discuss with a friend:

What were some of the small choices that we had to make today? (e.g., what to have on my toast, what music to listen to)

What was the biggest choice we made today? (e.g., to call your aunty or to start tennis lessons.)

Were there any choices that I wasn't allowed to make and how did it make me feel? (e.g. my mum decided that I was going to have fish for dinner last night and I wasn't happy about that because I don't like it. I'm not allowed to go to the cinema this weekend because it's too expensive, so I won't get to see my friends)



Activity: 30 mins

What you need:

- ✓ lined or plain paper,
- ✓ pens,
- ✓ colouring pencils,
- ✓ whistle,
- ✓ case study of Jamestina and Khadija (see pages 33 and 34)

This activity gives the girls an opportunity to reflect upon life choices and hopes and dreams through playing a team game. Girls will create their own make-believe girl life stories in groups. They will then be given the opportunity to hear the life story of Jamestina and Khadija.

What to do:

Step 1

- Girls work in small groups, sitting in a circle (Rainbows will need a supporting Leader)
- Each girl is given one piece of paper and a pen/coloured pencils

For Brownies and Guides

- Each girl decides an imaginary name of a girl and a place where she lives
- Each girl writes this at the top of the paper
- When the whistle blows, each girl folds the top of the paper down so their writing cannot be seen and passes on the paper to the girl on their left in the circle
- This system continues and the following questions are asked to the girls at each stage of the game

For Brownies and Guides

Describe the girl's house and the members of her family
Describe the happiest moments of her life between the age of 1 and 3
Describe the funniest thing that happened to the girl between ages 4 and 7
At age 8, something went wrong in her life. What happened?
Describe a big choice that the girl had to make between ages 8 and 10
Briefly describe her everyday life between ages 10 and 13
Write her hopes and dreams for the future.

For Rainbows:

- The same game can be played with pictures, rather than words
- When the game is finished, each group will need to look at all the pictures and try and work out the story of each girl's life.

For Rainbows

Draw what the girl's house looks like
Draw her family
Draw something happy that happened to her between the ages of 1 and 5
Draw something sad that happened to her when she was 8
Write her hopes and dreams for the future

Step 2

- When the stories are complete, each girl unfolds the piece of paper that they are holding and shares the life story of the imaginary girl with the group
- In order for this activity to be fun for the girls, encourage them to be as creative as possible with their answers so that the final stories are fun to read
- In your groups, now read about the real lives of Jamestina and Khadija.



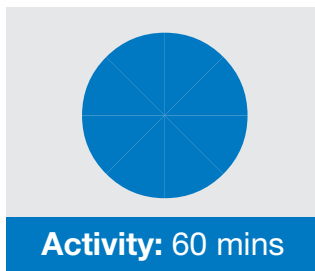
At home, look at the Plan UK website www.becauseiamagirl.org.uk and see if you can find out more stories about the lives of girls across the world.

HEALTH AND SAFETY:

- Monitor any sensitive issues that might arise during the game e.g. when the girl turns 8 and something goes wrong in her life.

ACTIVITY 6 Make the choice

Rainbows
Brownies
Guides
Senior Section



Activity: 60 mins

What you need:

- ✓ 250g softened butter,
 - ✓ 140g caster sugar,
 - ✓ 1 egg yolk,
 - ✓ 2 tsp. vanilla extract,
 - ✓ 300g plain flour (makes 30 biscuits),
 - ✓ mixing bowl,
 - ✓ wooden spoon,
 - ✓ sieve,
 - ✓ baking trays,
 - ✓ oven,
 - ✓ glitter writing icing pens
- (An alternative quick option: packets of plain biscuits or gingerbread people instead of biscuit ingredients.)

With a quality education and support, girls can make choices over their future and fulfil their dreams and aspirations. Supporting the education and empowerment of girls such as Jamestina and Khadija really matters. This activity gives girls the opportunity to advocate the importance of girls' education across the world by making biscuits and giving them away.

What to do:

Step 1

- As a whole group, introduce the idea that education supports girls across the world to make their own choices and to fulfil their dreams and aspirations

Step 2

- In small groups, girls make a batch of 30 biscuits
- Mix 250g of softened butter and 140g caster sugar together in a large bowl with a wooden spoon
- Add one egg yolk and 2 tsp. of vanilla extract and beat to combine
- Sift over 300g of plain flour and stir until the mixture is combined
- Use your hands to give everything a good mix and press the dough together
- Put 30 small balls of dough on a baking tray
- Cook at 180 degrees for 15 minutes. Alternatively, the girls can take the biscuits home to cook.

Step 3

- In pairs, encourage the girls to practise what they are going to say when they give them away, using the useful information below
- 'With education and the right support, girls can make choices about their future. Educated girls are.....'
- Alternatively, girls could make food labels to attach to the biscuits saying 'Educated girls are.....'
- Decorate the biscuits using glitter writing icing pens. Add a 'C' to represent 'choices' for girls OR design a school uniform on the gingerbread people.



Give your biscuits away to your friends and family. Explain that the 'c' biscuit is to remind us that it is important that girls can make choices about their own future. Get your friends and family to learn more about Plan's BIAAG campaign online at www.becauseiamagirl.org.uk

HEALTH AND SAFETY:

- Take care with the hot oven when taking the biscuits out
- Ensure that all biscuit ingredients are in date.
- Follow good food hygiene practice: ensure that everyone washes their hands and ties back long hair before starting

Useful information:



With education and the right support, girls can make choices about their future. Educated girls are...

- less likely to marry when they are a child
- less likely to have children when they are children themselves
- more likely to be able to read and write
- more likely to be healthy and live as an adult
- more likely to have healthy children
- more likely to earn an income that they can give back to their family, community and country.



Activity: 45 mins

What you need:

- ✓ group prize,
- ✓ camera phones to film each group (optional),
- ✓ any dressing-up props (optional),
- ✓ photocopies of the 'useful information' below for group work,
- ✓ case study of Jamestina and Khadija (see pages 33 and 34)

At least one in five girls is denied a secondary education. Every three seconds, a girl is coaxed or forced into marriage. There are many reasons why girls are stopped from completing their education. This role play activity helps the girls to explore these barriers through making a TV advert to promote girls' choices.

What to do:

- Using the 'useful information' below, introduce girls to the barriers to girls' education. The Leader guides the conversation. What stops girls going to school in some countries?
- A few of the girls read out to the group what school is like for Jamestina and Khadija.

Group task

Make a three-minute advert to tell the general public of the importance of supporting girls' education. Try to include at least three of the barriers to girls' education, and persuade people to sign the 'Raise your Hand' petition (see page 42) to help make a difference.

- The girls get into small groups
- All groups are given the same role play task (to create a 3 minute advert)
- Girls rehearse their advert in groups
- Girls perform their adverts to the whole group, and one girl films (optional) each group
- The leaders create a judging panel, and re-watch the adverts
- A prize is awarded to the most convincing advert.
- Please share your adverts with Plan by emailing them to campaigns.ukno@plan-uk.org



Tell at least three of your friends this week about some of the barriers to girls' education. Encourage those three friends to share the message with three more friends. Also ask them to sign the 'Raise your Hand' petition (see page 42) to help remove the barriers.

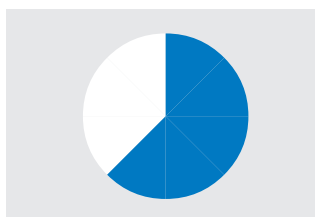
HEALTH AND SAFETY:

- Ensure that girls are safe during TV advert rehearsal time, and that they are using any props/furniture safely.

Useful information:

These are some of the factors that might stop a girl going to school in a poorer community:

- child marriage – some girls are forced to marry early and take on the responsibilities of having children and running their own household. They may not have time to go to school and their families may not see the importance of education
- pregnancy – some girls become mothers very young. This means that they are often unable to attend school because their role as a mother takes priority. They are also at greater risk of health complications as their bodies are not yet ready for pregnancy and childbirth
- poverty – in some poorer communities, the cost of school is too much (fees, books, uniforms). Often, poverty forces families to choose which of their children to keep in school. When faced with this impossible choice, girls can lose out due to a mistaken belief that a boy's education is of greater value. Instead, girls can be kept at home to do chores, sent out to work or married off
- disasters and emergencies - when a disaster strikes, such as a drought or a flood, girls can spend hours fetching drinking water or wood, leaving little time for education
- attitudes – some families might not see the importance of educating a girl. Girls can be viewed as the homemaker and the boys' education can be considered as of greater value
- facilities – often there is a lack of schools and facilities. Schools are sometimes located long distances from people's homes and the girls risk their safety in walking. Also, whether the school has toilets can also force some girls to miss out on school (particularly during their periods).



Activity: 40 mins

What you need:

- ✓ 1 egg,
- ✓ 3 straws,
- ✓ 1 large sheet of newspaper,
- ✓ 4 paper clips,
- ✓ 30cm string,
- ✓ balloon,
- ✓ group prize,
- ✓ pens and paper,
- ✓ 1 copy of the 'solutions' for each group,
- ✓ case study of Jamestina and Khadija (see pages 33 and 34)

This is a fun team activity. It allows the girls to reflect on some of the solutions to supporting girls to complete their education through working as a team to protect an egg from smashing!

What to do:

- Leaders start by reading out the views of Jamestina and Khadija
- Girls now get into small groups
- Each group is given a list of all of the solutions to help more girls to go to school
- The girls are given 2 minutes to memorise as many of the solutions as possible, then the list is taken away
- This task is a competition and the girls are timed for 20 minutes
- When the Leader says go, each group has to list as many solutions to supporting girls' education as they can
- Girls bring the list to a Leader and trade each solution listed for a piece of material (maximum of 10 pieces - 3 straws, 1 large sheet of newspaper, 4 paper clips, 30cm string, balloon)
- The Leaders also give each group an egg
- In groups, girls have to design an egg package to protect the egg from breaking when dropped, using the materials provided
- After 20 minutes, the Leader stops everyone
- The Leader finds an appropriate place (high up) to do the egg drop (e.g. standing on a chair, standing on a balcony)
- Group by group, the Leader drops the egg in the protection package made by the team
- The winner is the group that has least damage to its egg.



Be involved in the solution – get at least 5 friends to sign up to the 'Raise your Hand' petition (pages 40-41) this week, to help make sure that world leaders do what they say they are going to do.

HEALTH AND SAFETY:

- Ensure that girls are safe if they are standing on chairs/tables or at a high level to drop the egg.

The solutions

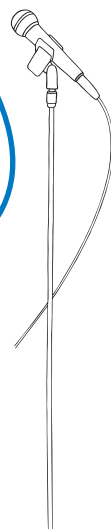
These are 10 suggested solutions (one for each piece of material for the activity) to help girls complete their education and have more choices in life (to share with the girls for the task)

1. Make sure that governments do what they say they are going to do
2. Work with girls to help them realise that they have a right to complete a quality education
3. Work with men and boys too, to make sure they see the value of educating girls
4. Work with families, to make sure they see the value of educating girls
5. Work with communities, to make sure they see the value of educating girls
6. End child marriage
7. End violence against girls in or around school
8. Support girls' needs and rights in and after disasters (e.g., tsunami, drought) and war situations
9. Support projects to equip schools with trained teachers/resources/toilets
10. Provide enough money for families to send their daughters to school.



What you need:

- ✓ optional mobile phone or camera (to film),
- ✓ a public space where you can interview people,
- ✓ fake microphone/ hair brush (optional),
- ✓ list of interview questions,
- ✓ case study of Jamestina and Khadija (see pages 33 and 34)



The roles and responsibilities of girls/women can change over time. It is possible that the older people in our communities had fewer or more choices and opportunities than we do today. This activity gets the girls to explore these potential differences through interviewing older women in their community. They will also compare these interviews to the family of Jamestina and Khadija.

What to do:

Week 1

Information to share with the women that you will interview:

Choices for Girls: We are looking at the importance of helping girls around the world to complete their education and have more choices in their lives. During this project we are working with Plan UK's 'Because I am a Girl' Campaign (BIAAG) on the topic of 'Choices for Girls'. Millions of girls have few or no choices in their lives. They can't choose to go to school, spend time with their friends, travel, get a job or choose if and when to have a family - just because they are a girl. That's not fair or smart!

Why we would like to interview you As part of this project, we are researching the role of women in our local community. By interviewing some of you, it will help us to think about gender issues. Once we have conducted these interviews, we will be sharing our findings with our friends in our unit, and creating a 5-minute news flash to summarise our findings.

- In small groups (with a Leader) interview older women in the community (suggested age: 40 +) and ask them the questions below
- You may want to invite these women to your unit meeting. Alternatively, you could go and meet with them during the week.

Interview Questions

1. Did you go to school? Why or why not?
2. What sort of roles/tasks did you have to do as a child? (housework? caring for siblings?)
3. What sort of roles/tasks do you do as an adult? (mother? work? chores?)
4. If married, what age were you when you got married?
5. If married, how much choice did you have in the decision?
6. Do you have children? If so, how many?
7. Did you feel that you were given the opportunities to fulfil your hopes and dreams? Why or why not?

- Girls film on their phones or cameras, or write notes about the people that they are interviewing.

Week 2

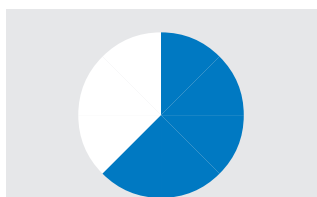
- In small groups, girls summarise some of the most interesting things that they discussed during the interviews
- Now compare these answers to the stories of Jamestina and Khadija. If you were to have a girl child in the future, what do you think her answers would be for these questions?
- Each group presents a summary of the most interesting findings to the full group as a 5-minute team news flash.

Take Action!

Share your findings with the local community – you might want to tell the local newspaper or radio about your research.

HEALTH AND SAFETY:

- Ensure that girls are accompanied by Leaders or adults when interviewing members of the public
- Ensure that all girls ask permission before filming a member of the public. You will need to do a consent form for the interviewees to sign.



Activity: 40 mins

What you need:

- ✓ the Day in the Life of A Girl worksheet (see page 38),
- ✓ scissors,
- ✓ glue,
- ✓ stiff card,
- ✓ whistle

Around the world, girls lead different kinds of lives. Not everyone goes to school. This activity asks the group to consider the similarities and differences between their lives and other girls, and to reflect on the importance of an education to open up choices.

What to do:

Step 1

- Divide the girls into small groups and ask them to make sets of cards using the Day in the Life of A Girl worksheet.
- Each group needs two sets of the worksheet. Glue the worksheets onto stiff card, then cut out the individual cards. You should have 18 cards in total.
- Play a memory game to introduce the topic. Place all the cards face down. The first girl takes a turn and flips over two cards. If they match, she gets another go. If they don't, the girl turns both the cards face down. The next girl takes a turn. The idea is to try and remember where the matching pictures are on the table so that you can turn them over on your go. Collect the cards if you get it right. The girl with the most cards wins.
- Keeping the girls in small groups, now encourage a discussion about the cards. Give each group one card to talk about and the list of questions on this page.
- Blow the whistle after 15 minutes, then bring the groups together. Nominate a spokesperson from each group to give their answers to the questions. Then draw out the key points.

Take Action!

Take the cards home and play the Memory game with friends and family. Tell them what you think life is like for the girl in the picture you talked about.

HEALTH AND SAFETY:

- Monitor the girls carefully while they are using the scissors and glue.
- Make sure that the girls take turns to talk and are sensitive with each other while discussing the pictures.

TALK ABOUT IT!

1. What is the name of the girl in your picture?
2. Does she come from a different country to you?
3. Do you think she is older than you, younger or the same age?
4. What is the girl doing?
5. Do you ever do what she is doing? Would you like to?
6. Why do you think she is doing it?
7. Do you think she wants to do it?
8. Do you think the girl in your picture goes to school? Not everyone goes to school.
9. Why would it be good for her to go to school?
10. What similarities can you see between this girl and you?
11. What differences can you see?
12. What hopes and dreams do you think she might have for the future?



Useful information:

- Globally, at least one in five girls is denied a secondary education due to poverty, discrimination and conflict.
- Some adolescent girls are taken out of school and forced into work, or married off to strangers.
- Missing out on an education may mean that a girl no longer has any choice over her own future.

Section 2: Girls taking action for Plan UK

When a group of people come together to campaign and call on people in power for change, it can have an incredible impact! History demonstrates the changes that people have made in their own lives. From the suffragette movement that demanded the vote for women, to the end of apartheid in South Africa - it was people standing in solidarity that made this possible.

Being involved in a campaign will help Girlguiding members to learn more about the power they have to make a huge positive impact on the lives of girls around the world.

As part of Plan UK's 'Because I am Girl' Campaign, Girlguiding will help raise awareness of just how important girls' education is for ending poverty. We are not asking Girlguiding members to raise funds, but to increase awareness and pressure on world leaders to make sure that girls get the education, skills and choices in life they have the right to.

Please remember to share your campaigning plans and activities with Plan UK by emailing campaigns.ukno@plan-uk.org.

What is a campaign?

Campaigning gives you the opportunity to make sure that your voices are heard in society and the chance to create change.

Campaigns can be locally based, such as stopping your head teacher from getting rid of the nature reserve in the playing fields, to an international campaign asking governments around the world to make sure that girls are able to stay at school.

When you campaign, you want to make the people in power agree with the changes you think need to happen, and to go on to take action in support of the change you are seeking. Through campaigning, you can help improve the lives of others. If there is something that you feel passionate about, or something that you feel could be improved or changed, then there is a campaign waiting to be carried out!

How do I campaign?

There are lots of ways that you can campaign to help get the change you are seeking. You want to make sure that people who have the power to make the changes you want to see have heard your views. You could do this by signing a petition (pages 40 -41), writing a letter to your Member of Parliament (MP), or raising awareness of the issues so that other people are also working with you to make changes. This could be done by writing to the media so other people read about your campaign or organising an event.

Campaigning story from Plan UK

Simone from the Plan UK youth advisory board shares her thoughts on being part of the Plan UK 'A Hand in my Future' campaign below:

'We set out to enlighten young people of the UN's Millennium Development Goals and ask them to join our pledge, which stated that the higher authorities need to seek and accept young people's advice. It went well, and was a great opportunity for me to get experience leading sessions, speaking to other people about our cause, and really make a difference'

Take action by signing the 'Raise your Hand' petition (pages 40-41) today!

Together we have the power to prevent girls from being forgotten. Right now, UN Secretary General Ban Ki-moon is leading decisions on the development priorities for the next generation.

Plan UK is calling on Ban-Ki-moon to lead action by world leaders to make sure that girls' education is a priority. Throughout 2013 we will be collecting signatures for a 'Raise your Hand' petition (pages 40-41). This will be delivered as a demonstration of how many people care about girls' education.

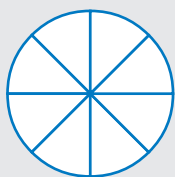
We urgently need you to sign and share the petition (pages 40-41) to help ensure millions more girls complete their education and have more choices in life. The more Girlguiding members that sign the 'Raise your Hand' petition (pages 40-41), the more likely it is that world leaders will sit up, listen and take vital action to support girls worldwide!

If you believe in the power and potential of girls:

1. Start by signing the petition yourself. See page 41 or online at www.plan-uk.org/guk
2. Now spread the word and get at least 25 of your friends and family to sign it
3. You may like to share the petition at any events, meetings or other community activities your unit is involved in.

Together, Girlguiding members can make a huge difference to the lives of girls in the world's poorest countries





Activity: Flexible

What you need:

- ✓ sweets,
- ✓ flip chart paper,
- ✓ marker pens

Following an extensive campaign by Plan, the UN has declared October 11th International Day of the Girl Child. This day is a fantastic opportunity for Girlguiding to join together with thousands of people across the world and celebrate the power and potential of girls everywhere. A good way to do this is to organise a community event to raise awareness of 'Choices for Girls' and to get as many people as possible to sign the 'Raise your Hand' petition (pages 40-41). You may also choose to organise your event on a different day.

What to do:

Step 1

- Girls stand in a large circle
- 1 girl volunteers to write down all the ideas generated during the game, and be the timekeeper
- Girls are challenged to get 10 event ideas that they could do to celebrate the International Day of the Girl in 10 minutes (there are hints below)
- 1 girl stands in the middle to act out an event, and the other girls guess the answer
- Leader throws a sweet to every girl who successfully acts out an event in the middle
- The girl who guesses the answer, acts out the next event, and so on...
- End the game after 10 minutes – did the group meet their challenge and get 10 ideas in 10 minutes?

Step 2

- Girls get into groups and choose their favourite event idea from the list
- Each group presents their favourite idea to the whole group answering the prompts below* and making their presentation as fun and persuasive as possible!
- The girls vote on the best idea
- Start planning the event!

*Organizing a community event

- What event do you want to organise?
- What is the purpose of the event? – will it be to raise awareness, influence people who might be able to make a difference or get local media interested in the campaign?
- Who is going to help you plan the event? (Leader/parents etc.)
- What are you going to do?
- When are you going to do it?
- Where are you going to do it?
- Who will take part in the event?
- What resources do you need?
- What permissions do you need? (eg from the Council)
- Make use of support from the Guiding Manual <http://guidingmanual.guk.org.uk/> and if you are planning a large event, Girlguiding's event planning tool https://www.girlguiding.org.uk/members_area__go/resource_library/event_planner.aspx

Some ideas for your event

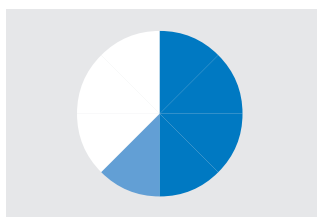
- A games/sports evening
- A film night
- A concert or dance night
- Collect photos of 'hands up for girls' (Activity 14)
- Collect 'Raise your Hand' petition (pages 40-41) sign-ups
- Invite your local press/media or MP
- Hold a video screening of Plan UK films
- Invite a guest speaker
- Display resources such as postcards from Plan UK (Orders can be placed by emailing campaigns.ukno@plan-uk.org)
- Make biscuits to promote the Plan: Choices for Girls (Activity 6)

Take Action!

Let us know what kind of event you are planning. We'd be happy to help! Our email address is campaigns.ukno@plan-uk.org

HEALTH AND SAFETY:

- Leaders monitor the planning of the event and ensure that a full risk assessment is complete.



Activity: 30-40 mins

What you need:

- ✓ envelopes,
- ✓ lined and plain paper,
- ✓ stamps,
- ✓ coloured pens and paper,
- ✓ A4 size templates of a girl-shaped figure (see page 39 for template),
- ✓ photos,
- ✓ anything else you would like to send to your MP.

We need to remember that we can make a difference! Girlguiding has the power to influence decision makers and make sure that girls get the education, support and choices in life they have the right to.

It is really crucial that MPs around the country hear that people are passionate about girls' education. An MP is voted in by the people that live in that area and it is their job to make sure their views are represented in the decisions the Government makes. They are the people that have the power to make change and they won't know what's important to people unless they are told!

This activity gives girls the opportunity to contact their local MP (Member of Parliament) and send them information about the campaign.



What to do:

- Find the name of your local MP by adding the post code of your where your unit meets to <http://findyourmp.parliament.uk/>
- The girls get in small groups, and discuss what they would like to send to their local MP (see ideas below)
- You can make this as fun and creative as you want. It just needs to catch the attention of your MP when they open the envelope!
- It is really important to make sure the MP knows about the issue but also what they can do to support Girlguiding and Plan UK in making a change.
- Please let Plan know about the letters you have sent to your MP or forward us copies of your letters by emailing: campaigns.ukno@plan-uk.org

Take Action!

Post what you have decided to send to your MP to: (Name of your MP), House of Commons, London, SW1A 0AA.

HEALTH AND SAFETY:

- Ensure that girls do not give out their personal contact details. Use the name and the address of the unit.

ACTIVITY 12 Contacting your MP!

Brownies
Guides
Senior Section



Useful information:

An MP stands for Member of Parliament. Britain is split up into different areas named constituencies and every area has an MP. The MP gets their job by being voted in by people in that area (called constituents) and they represent all the people that live in that area to the UK Government. It is their job to make sure that the government hears their constituents' views, and the issues that they are interested in and want to change.

The MP has an office in their constituency where they will meet with the people from that area and an office that is based at the House of Commons. The House of Commons is where all the MPs meet and is the most important place for discussing policies and making laws.

Scotland, Northern Ireland and Wales also have equivalent parliamentary systems. The Scottish Parliament, in which members represent the whole of Scotland, are elected every four years and are called MSPs (Members of the Scottish Parliament). The Northern Ireland Assembly members are known as the Members of the Legislative Assembly (MLA). The National Assembly for Wales consists of 60 elected members, but it is not called a parliament. The members are referred to as Assembly Members (AMs).

If we can get our local MP (MSP, MLA or AM) to read about this project, there's a chance that we could influence discussions in Parliament! We could help the voice of Jamestina and Khadija be heard. So let's not waste a moment...

Ideas to send to your MP

- A letter from your unit or Patrol (Guides and The Senior Section)
- An A4 decorated template of a girl – including facts taken from the Choices for Girls infographic or quotes from the case studies of Jamestina and Khadija (Brownies)
- Photos of any Choices for Girls events or activities that you have participated in
- An invitation to any local Choices for Girls events that you are organising
- Information about the 'Raise your Hand' petition (pages 40-41)
- Any information from Plan UK's 'Because I am a Girl' campaign www.becauseiamagirl.org.uk and the Choices for Girls Infographic on page 36

Writing a letter to your MP – a template to help you

Dear ...(name of your local MP)

- **Introduce yourselves**

- **Tell them about...**

1. Girlguiding and the Girls in Action Project
2. Plan UK and the 'Because I am a Girl' campaign

- **Tell them...**

1. What are your hopes, dreams and aspirations for the future? What have you learned about the hopes and dreams of other girls in the world?

2. What opportunities and choices have you had in your life? Does this differ from the opportunities and choices that other girls in the world have?

3. What have you learned about the importance of education? Why should all girls have the opportunity to complete their education?

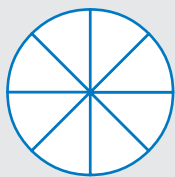
- **Ask them...**

1. To support the 'Raise your Hand' petition

Yours sincerely.....(name of your Patrol/unit, all your signatures)

Take Action





Activity: Flexible

What you need:

- ✓ sweets,
- ✓ props/hats for acting,

- ✓ flip chart paper and pens,
- ✓ a few contact numbers/addresses

of influential people in the community researched in advance by Leader

There are many influential people in your community and when they speak up about issues such as girls' education, people are likely to listen to them. These people may know other influential people that they can talk to about girls' education or they might be involved with events that get local media coverage that they could use to spread awareness of the campaign. This activity gives you the opportunity to contact these individuals and arrange to meet with them in order to spread the word about Choices for Girls.

What to do:

Step 1

- Who are the important people in your area and what jobs do they do? The girls take in turns to mime a person doing a job in their area, using any props they wish.
- Every girl who volunteers to mime gets a sweet as a prize
- Girls (or a Leader) make a list of the names and jobs of influential members of their community (e.g. religious leader, head teacher, town Mayor) who have been mentioned during the game
- Discuss: who do you think has the most influence in your area? Who might be interested to hear about the Plan: Choices for Girls?

Step 2

- Girls choose one person that they would like to tell about the Plan: Choices for Girls (e.g. religious leader, head teacher, town Mayor)
- Girls call them or ask them in person to meet with you about the project and supporting the 'Raise your Hand' petition, pages 40-41 (Guides and Senior Section)
- OR send them information about the 'Raise your Hand' petition (pages 40-41) and Choices for Girls project. (see 'ideas to send to your MP' in activity 12 to help you decide what you want to send) (Rainbows and Brownies)
- You could invite them to visit all of you at your regular meeting.



Tell us about your meet and greet: email us at campaigns.ukno@plan-uk.org

HEALTH AND SAFETY:

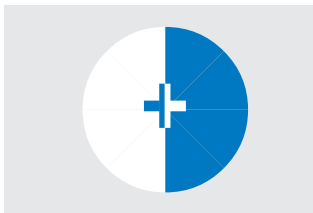
- Ensure that visitors are not left alone with the girls
- Use the Leaders' phone to arrange any meetings, and monitor any calls that the girls have with people.

Top Tips for meeting with influential people

- Be flexible with your time, they are very busy people
- First impressions count, so dress in Rainbow, Brownie, Guide or Senior Section wear. Remember you're representing Girlguiding!
- Build up a connection with them first – don't ask them for something straight away
- Show interest in their work and role
- Be prepared for the meeting, and try to be confident
- If you go as a group, make sure you know who is saying what
- Be clear about why you want to meet with them
- Be polite and always thank them for their time.

A visitor - some ideas!

- Make some biscuits and tell them about Choices for Girls (Activity 6)
- Introduce them to Jamestina and Khadija and show them the introductory film at www.plan-uk.org/guk
- Have a debate (Activity 2)
- Interview them (you will need to plan your questions in advance)
- Take a photo of them 'Raising their Hand' for girls' education (Activity 14).



Activity: 30 mins
+ 1 week challenge
+ 30 mins

What you need:

✓ disposable cameras,

✓ or digital cameras/
camera phones,
✓ a laptop computer

(optional),
✓ 10 small prizes

This is a fun activity for all ages. 'Raise your hand' is a call to action by Plan to support girls living in poverty to complete their education.

Plan UK is calling on the United Nations (UN) to make sure that girls' education is a priority. To put as much pressure as possible on the UN, we will be delivering a 'Raise your Hand' petition (pages 40 -41) to show how many people around the world care about girls' education.

Everyone can do this by doing one simple action – raising their hand for girls' education! This activity encourages girls to get their friends, family and other members of the local community to have their photos taken raising their hand.

What to do:

Step 1

- Girls are introduced to the 'Raise your hand' photo challenge
- Leaders take a full group photo of the girls with all their hands up to start the challenge
- In small teams (such as sixes) the girls begin the challenge below* which continues for the whole week – at the same time as taking photos, they could also ask people to sign the petition form (page 41).

* 'Raise your hand' photo challenge

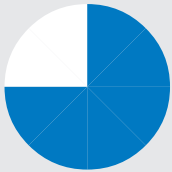
- There will be a prize for....
- The funniest 'raise your hand' photo
- The youngest person doing 'raise your hand'
- A photo of a police officer doing 'raise your hand'
- A photo of a head teacher doing 'raise your hand'
- The most people doing 'raise your hand' in one photo
- Your best team 'raise your hand' photo
- A shopkeeper doing a 'raise your hand' photo
- The person who is furthest away from the UK with their 'raise your hand'.
- The following week, girls all bring copies of their 'Raise your hands' photos to share
- Each team displays their best photo from each category
- The leaders judge the photos and share the prizes



Share your photos by emailing them to us at campaigns.ukno@plan-uk.org or post them to us using the photo form included in this pack, if you have permission to do so (see below).

HEALTH AND SAFETY:

- Ensure that all girls and young people in the photos have provided written consent for their photos to be shared before sending them to us.
- Adult supervision will be needed for Rainbows and Brownies to do the photo challenge during the week.



Activity: 45 mins

What you need:

- ✓ local newspaper editor address,
- ✓ local radio station contact details,
- ✓ cameras/phones/ audio recorder to record voices,
- ✓ group prize,
- ✓ copies of the sharing your stories template for each group

Media can be an incredibly powerful and important way to get your message heard. One article in a local newspaper about the campaign can reach hundreds of people. Imagine how long it would take to reach all those people otherwise! If everyone that read about the campaign in the paper then went on to take part in 'Raise your Hand' or contacted their MP this could have a huge impact!

What to do:

Step 1

- In small groups, using the template below* create a 2-minute radio report on Choices for Girls. This will be a unit competition, and the best will be sent to the local radio station to highlight the project
- Everyone in the group should speak at least once. Make it fun and easy to listen to!

Step 2

- Each group performs their 2-minute radio report
- All the girls vote for the best group, and the leader awards a prize to the group
- Record and send the best example to the local radio station with an accompanying letter
- You might want to send some photos and the Plan UK Girls' Choices infographic to accompany the recording.

Take it Further for Senior Section:

- Find the address of the local newspaper editor in the newspaper (this is usually on the letters page)
- Using the same template below*, write a letter to your local newspaper to highlight the Choices for Girls project.

*Sharing your stories for radio or newspaper template

Hello everyone (for radio), Dear Sir/Madam (for letter)

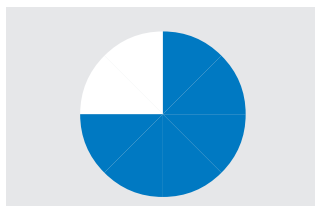
- Briefly introduce yourself/ves – name/s, age, your unit
- Make a strong statement to open e.g., 'Millions of girls have few choices in their lives. The choice to get an education, play and make friends, visit different places, pursue a career and have a family when they choose – just because they are a girl'
- Tell them about Plan UK and the Girls in Action project. What are your thoughts about this? What would you like to tell people?
- Tell them about the 'Because I am a Girl' campaign and the 'Raise your Hand' petition (pages 40-41).
Encourage people to sign the petition at www.plan-uk.org/guk
- In support of this I am..... (are you organising an event that you can advertise?)
- Anything else you would like to say?

Take Action!

Share your radio report with the local radio station, or post your letter to the local newspaper editor. Make sure that you tell your local PR Adviser as well as Plan UK in advance. (campaigns.UKNO@plan-uk.org).

HEALTH AND SAFETY:

- Ensure that personal contact details and full names of girls are not on the radio recording or newspaper letters.
- Girls under 13 should not send emails themselves or give out their addresses. The guide unit's address should be used for all correspondence.



Activity: 45 mins

What you need:

- ✓ pens,
- ✓ paper,
- ✓ access to internet (although not

- essential for main activity),
- ✓ large ball of string,
- ✓ music to listen to/ radio,

- ✓ copies of 'How to write a blog' information for girls

This activity gives the girls an opportunity to speak up about Choices for Girls through blogging. It will give them an opportunity to share their personal thoughts and reactions to the topic, now that they have completed the activities and heard the stories of Jamestina and Khadija. Girls are challenged to write a blog entry of no more than 100 words about the Plan: Choices for Girls, and the best entries will be added to the Plan UK website.

What to do:

Step 1 (spiders' web)

- The unit stand in a tight circle with a large ball of string
- Each girl shares: What is the story or statistic about Choices for Girls that has impacted them the most?
- The first girl to speak holds on to the end of the string and throws the ball to the next girl to speak across the circle...and so on
- This should create a spiders' web across the circle once every girl has spoken

Step 2

- Introduce the girls to the Plan UK Choice for Girls blogging competition and the usefulness of blogging to spread the word about Choices for Girls
- Put some music on for the girls to listen to as background
- As individuals, in pairs or in groups, the girls are challenged to write no more than 100 words (for a blog) about Choices for Girls
- A few girls/groups volunteer to share their blogs at the end of the meeting
- Girls could also put up their blogs on their unit/district or country websites, or Facebook or tweet (if over 13 yrs)



Take Action!

In your spare time, have a look at some of the guest bloggers on the Plan UK website. See <http://www.plan-uk.org/news/blogs/guest-bloggers>. Send your Choices for Girls blogs to campaigns.ukno@plan-uk.org. They will be judged by Plan UK's communications team and the best Girlguiding blog on Choices for Girls will be put on the official Plan UK guest blogger page.

HEALTH AND SAFETY:

- If girls are aged under 13, please ensure that the Leader sends any communications on their behalf to Plan UK.

ACTIVITY 16 Blog competition



What is blogging?

Blogging is a discussion or information that an individual can publish on the internet. They are often written on a specific subject.

Why blogging for Choices for Girls?

Blogging is an excellent way to share your thoughts and opinions with a wider audience. Through sharing your personal reflections on the Plan: Choices for Girls on the Plan UK website you could influence many readers to consider some of the issues that they have never thought of before. Who knows who might read it and who they might tell?

See <http://www.plan-uk.org/news/blogs/guest-bloggers/> if you want to read some more Plan bloggers!

Plan success stories

- 11-year-old Regina blogged about her experience of taking part in Plan UK's new TV advert. The blog gave her the opportunity to share how terrible it is to discriminate against girls, and the importance of educating girls. Anyone visiting the Plan website can now read about her story!
- Leon, Plan UK's youth trustee, blogged about his experience of the Queen's Diamond Jubilee celebrations. He shared the importance of Plan's 'Because I am a Girl' campaign and celebrating 60 years of public service by Her Majesty the Queen.

How to write a blog...

Start your post with a bang! By asking a question i.e. 'Why do so many girls have few choices in their lives?' or by sharing a shocking fact: 'Every 3 seconds a girl is forced into marriage'

Keep to the word limit (100 words) Most people just scan blogs

Keep to the point. Remember the journalists' rule of 5 W's in the first paragraph – who, what, why, when and where, so that you can explain your post and the issue before getting into the details

Back up all your arguments. Give reasons why you are saying what you are saying.

Write in the **first person** 'me/myself/I' about your feelings and opinions

Know your audience – you are writing for the Girlguiding and Plan UK website, a wide range of people will read it if you win the competition

Bring your experience. Tell your leaders how you learned it about the issue you are writing about, how you found it, how you felt before and after you knew it and why. Create a mini story, using information but from your point of view.

Ask your readers a **question at the end** of the post to stimulate readers to comment/debate i.e. 'Do you agree that...' or 'What do you think we should do..?'

Good Luck!

Section 3: Templates and resources

This section includes templates and resources to help you with your project activities



Sign the 'Raise your Hand' petition (page 40-41) today!

To help save paper, sign the petition online at enter new Raise your Hand www.plan-uk.org/guk

OR

Use the petition sign-up sheet on page 42 and return to campaigns.ukno@plan-uk.org

Plan UK , Finsgate , 5-7 Cranwood Street, London , EC1V 9LH

by 30th November 2013.

Meet Jamestina and Khadija

You can also watch a short film introducing Jamestina and Khadija at <http://www.plan-uk.org/guk>

Jamestina

Jamestina is a 15 year old girl from Sierra Leone. She lives with her mum and dad, her two brothers and her sister.

Every day her father gets up early and goes to work, whilst her mother stays at home to look after the house, take care of Jamestina's brothers and sisters and do the cooking and cleaning.

Jamestina starts the day by saying her morning prayer, brushing her teeth, and eating her breakfast. After that it's time to go to school.

At weekends, Jamestina helps her mum with the housework and cooking but after that she likes to spend time with her friends. They meet up at each other's houses and watch films, play games such as Ludo, listen to music or just chat.

Every Saturday Jamestina goes to a local girls group called Yakhan, which is supported by Plan UK. Its members meet to discuss different topics and issues that girls face, and to work together to find solutions to any problems they may have.

Jamestina is happiest when her family is well and her happiest moment is when it's her birthday!

Jamestina loves going to school because it's where she gets to learn new and different things – and because she gets to spend time with her friends! Her favourite subject is English and when she is older she hopes to go to university to become a journalist or lawyer.

There are occasions when Jamestina doesn't enjoy school. Sometimes the teachers don't treat the pupils very well. One of the topics that Jamestina learnt about at her local girls group was about harassment at school. She says that she would now know what to do if a teacher was to mistreat her. She says that she wouldn't hesitate to make a complaint to the school Principal – “no-one is above the law.”

Most of the choices in Jamestina's life are made by her father. The biggest choice she ever made for herself was to join Yakhan. At first her father did not want her to join because he thought she would spend too much time there, but she persuaded him that it was a good thing for her to do.

Jamestina says that she is lucky and in her home she is treated the same as her brothers, but in her community this is not always the case. Boys are usually treated more favourably than girls by parents. For example, she says that when a girl asks to attend extra classes, her parents will often not agree, whereas they are more likely to find the resources to help their sons to further their studies.

Jamestina says that even though girls are often treated differently to boys, she would still rather be a girl. This is because it was her mother who stayed at home to teach her and her brothers the difference between right and wrong and how to do things. She says, “Without girls there would be no country or nation!”

Jamestina wants to make sure that she is able to finish her education and become a journalist before she gets married.

The one thing that Jamestina would like to say to girls like her that live in the UK is to “concentrate on their books.”



Khadija

Khadija is a 10 year old girl from Sierra Leone. She lives at home with her family.

Every weekday she wakes up at 6am. She has a wash and then eats her breakfast, before taking a taxi to school. In Sierra Leone a taxi is called a poda-poda.

After school and at weekends she likes to spend time with her friends. They enjoy playing games together, like the African board game called Mancala and listening to music.

Khadija's favourite day is her birthday! The funniest thing that has happened to her is when she realised she was sleep walking. She thought she was asleep and woke up in the bathroom after bumping her head!

Most of the decisions and choices in her life are made by Khadija's mother. The biggest decision she has ever had to make for herself was whether to stay at school. Her mother was keen for her to leave school and work with her, looking after the house, but Khadija decided to stay at school.

Khadija enjoys going to school and wants to become a prefect next year! Her favourite subject is mathematics and her least favourite is science.

However, there are some things she doesn't like about her school. Khadija says that teachers sometimes bully and harass pupils. She says that this often makes school difficult for girls in Sierra Leone and needs to be stopped to make sure that more girls are able to continue their education.

Her hopes and dreams for the future are to stay at school and be able to become an engineer or a bank manager like her aunty. Khadija really admires her aunty who is supporting her through school.

Khadija says that girls are treated very differently in her community. She says that girls are often not allowed to do things that boys are. She talks of her two cousins – one boy and one girl. The boy went to school but another of Khadija's aunts wouldn't let her

daughter go because she said that schools were for boys, not girls. Her aunty told her that "girls should be in the kitchen working for their mother."

Khadija has been involved with a local girls group called Yakhan which is supported by Plan UK. At this group she learnt about the importance of making sure that girls stayed at school so she was able to speak to her cousin and advise her about what to do. Her cousin went to her father and she and Khadija explained the importance of education for girls.

Although Khadija says that boys are often treated better than girls she thinks it's better to be a girl than a boy. "If you educate a girl, you are educating a nation."



Anyone affected by the issues presented in the case studies about bullying or violence should speak to their group leader or a trusted adult.

Choices for Girls 'Bodies' Evaluation

Now you've learned all about Plan UK and Choices for Girls, and taken action to make a difference, it's time to look back over what you've done. This last activity is a chance for you all to reflect on what you enjoyed and what you didn't, what the challenges were, and what you can learn for the future.

Tell us about it!

Tell Plan UK and Girlguiding what you and your unit thought of the project.

You can find the Leaders' survey here (www.girlguiding.org.uk > members' area > what's happening > girls in action) which includes space for you to fill in the results of the interactive evaluation activity below, to make the voices of your girls and young women heard.

You will need:

- ✓ Large piece of paper, pens, sticky notes (optional)



What to do:

- In groups or all together, draw out a large Rainbow, Brownie, Guide or Senior Section member on a piece of paper – if it's a big enough piece of paper, draw around a person!
- Stick or write on different areas of the body your thoughts about what you've been doing on the Choices for Girls project.

Bodies Evaluation

Brain: what you learned

Mouth (speech bubble): what you will tell people

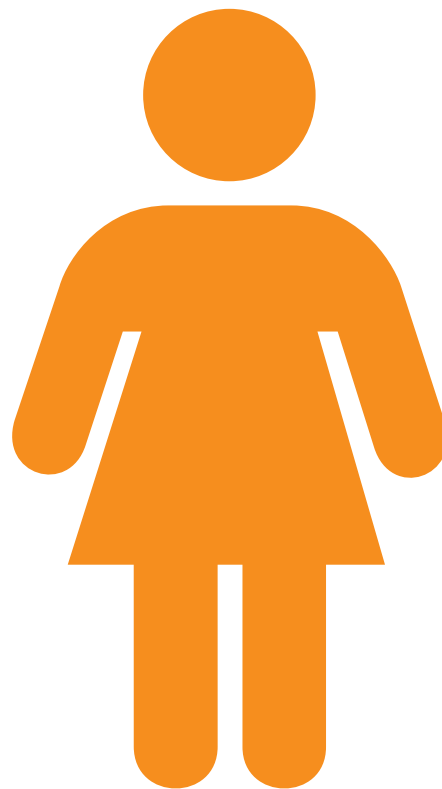
Heart: what you really loved doing

Handbag: what you will take with you/use again

Under feet: what you didn't enjoy

Tip: before you start it might help to go through all the activities you've done to refresh everyone's memory.

Upload it! After this activity, one of the Leadership Team should fill out the online Girls in Action survey for your unit, where there is also a space to fill in the outcomes of this 'Bodies evaluation' at the same time www.girlguiding.org.uk > members' area > what's happening > girls in action



Choices for Girls infographic

Because I am a Girl



Girls & women in Great Britain

Over 50% of single British women are not concerned about whether they'll get married, a study reveals

More than a third of women think a woman in her early **20s** is too young to get married

The average age for women in the UK to get married is **30**

Girls & women in developing countries

Every **00:00:03** seconds a girl is coaxed, coerced or forced into marriage. Too often to a man she doesn't know.

10 million girls in developing countries are coaxed, coerced or forced into marriage under the age of 18 every year. 1 in 7 are under 15.

The average age for girls to marry in **Mali is 16.6**, in **Niger, 15.5** and in **Bangladesh 15**

Girls & women in Great Britain

26% of women in GB think that when they have children is the single most important decision they can make

The average age for a woman to have her first child is **27**

Girls & women in developing countries

1,000s of girls give birth when they are still children themselves. Compared with women over 20 years old girls aged between **15 and 19** are **TWICE** as likely to die giving birth

Between **25-50%** of girls become mothers in developing countries before the age of 18

Girls & women in Great Britain

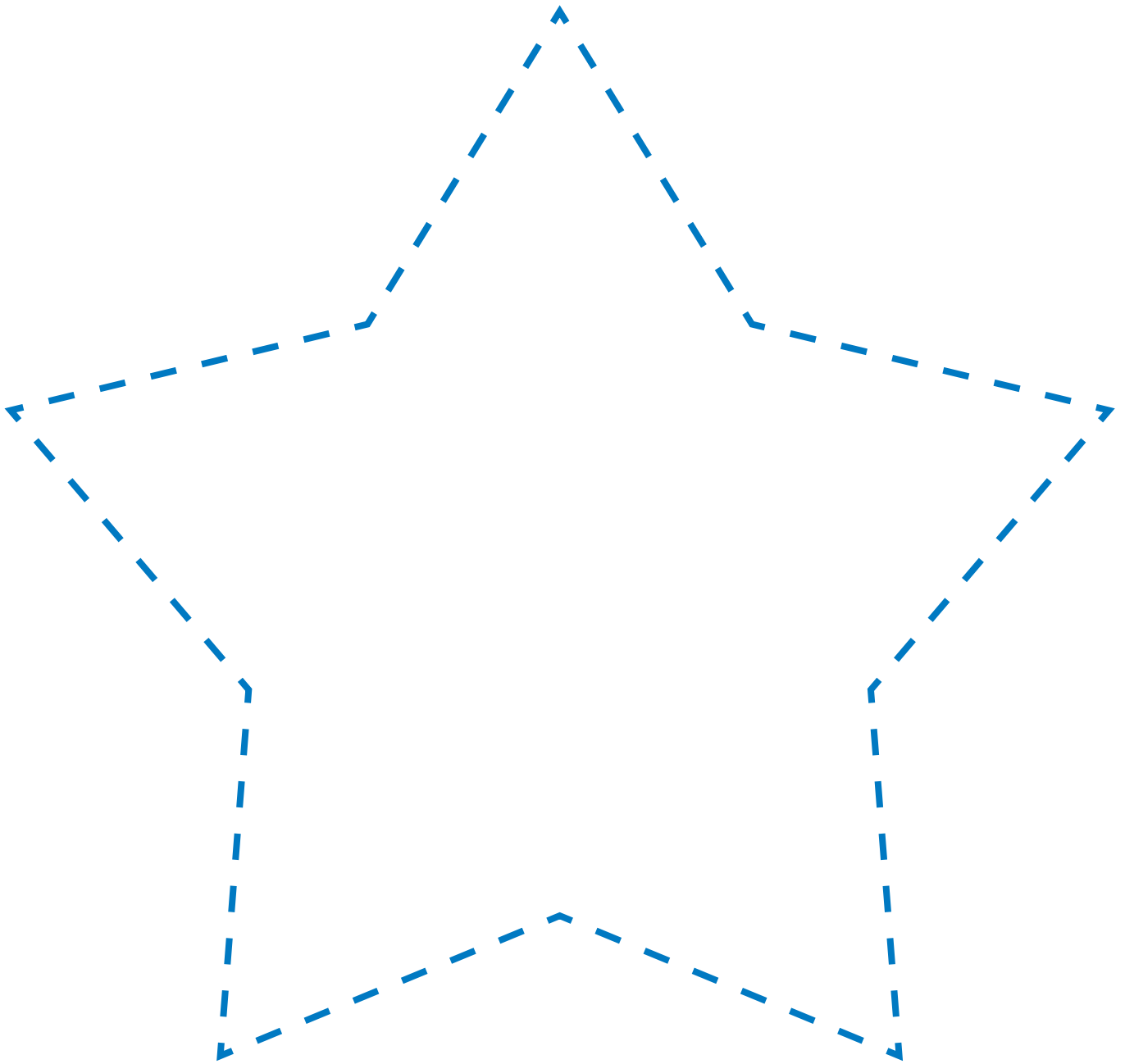
81% of women believe education is one of the most important choices that anyone can ever make

Girls & women in developing countries

At least, **1 in 5** adolescent girls are out of school.

-66 million girls are out of school

Template for Activity 3 – Wishing on a star



Template for Activity 10 - A day in the life of a girl game



Femi learns to read.



Sana collects wood to make a fire to cook on.



Zara learns to sew.



Maly plays with her friends.



Meeka washes the dishes.



Kham and her cousin fetch water for washing and drinking.



Amber sells flower petals to make money for her family.

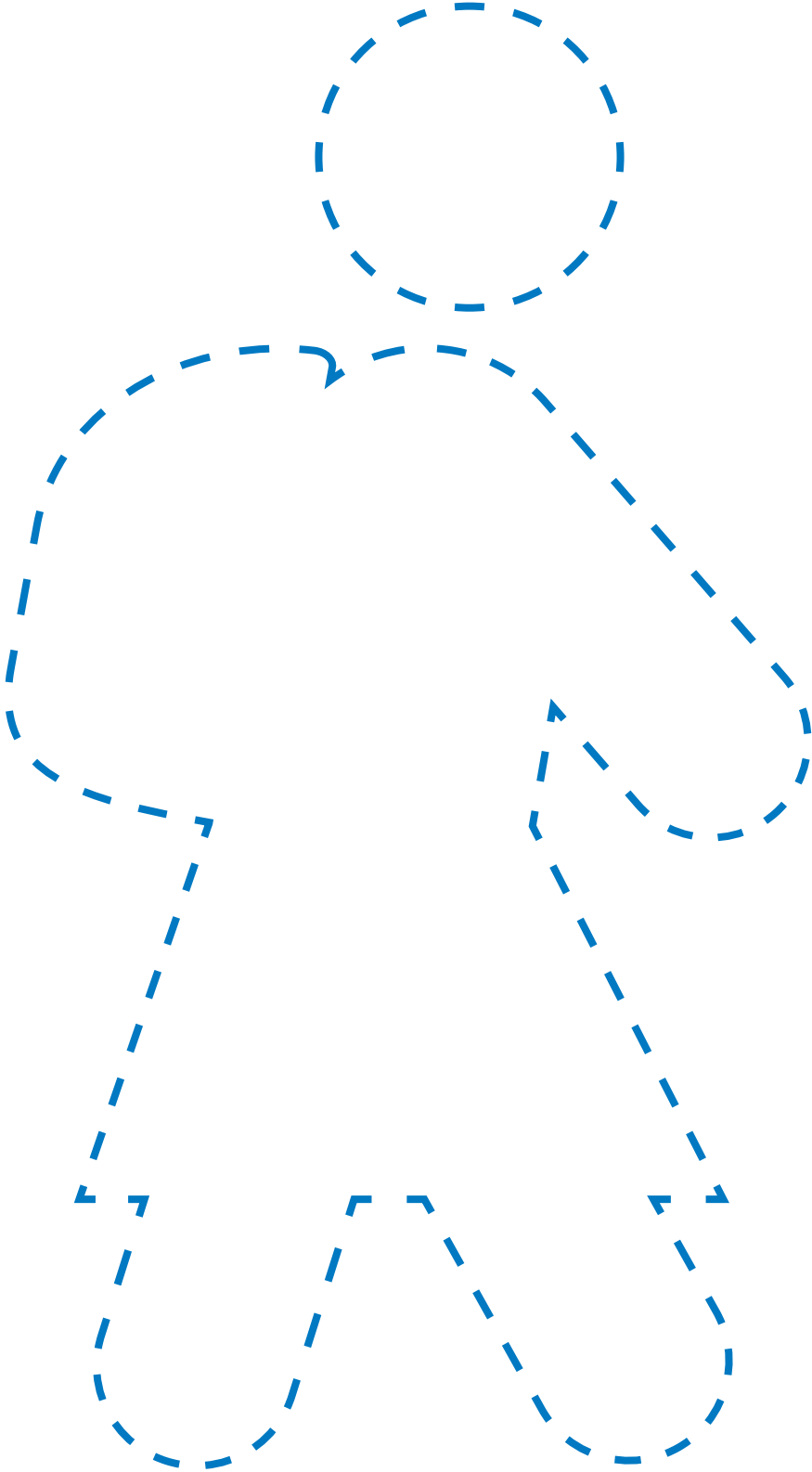


Ada helps her mother. They grind grain to make flour.



Ivie dances with her friend.

Template for Activity 12 - Brownies - Contact Your MP



Raise your Hand

Petition description sheet

Millions of girls have few choices in their lives. The choice to get an education, play, make friends, visit different places, pursue a career and have a family when and if they choose – just because they are a girl.

Not only is this unjust, it's also a huge waste of potential.

With education and the right support, girls can choose their own future and be a force for change. Girls hold the power to transform their lives and the world around them.

Educated girls are more likely to be healthier, earn more and to marry and have children later. An educated girl is more likely to reinvest her knowledge and income into her community and country.

You will be joining Girlguiding members and their supporters across the country on calling on UN Secretary General Ban Ki-moon to lead further vital action to ensure girls living in poverty can complete their education and have more choices in life.

Join the Plan to help girls across the world to move from a life of poverty, to a future with opportunity

Raise your Hand

Petition sign up form

First Name	Surname	Postcode	Date of Birth	Name of Girlguiding unit you are a member of, if applicable	Signature

Template for Activity 14 - Photo fun

Please fill in this form so that we can share the Raise Your Hand photos on Plan UK's Facebook pages, website and with girl guides across the UK.

Send us your photos by email to campaigns.ukno@plan-uk.org or by post to the Campaigns Team, Plan UK, Finsgate, 5-7 Cranwood Street, London, EC1V 9LH.

Name of Group:

Names of girls in the photo:

First Name	Surname

Please sign below to confirm that you have permission from the people in the photo for Plan to use their photo for media and to share it with other Girl Guides across the UK.

Signed

Date



Join us on Facebook
www.facebook.com/becauseiamagirl



Engage with us on Twitter
www.twitter.com/planuk

the Plan: to work with the world's poorest children so they can move themselves from a life of poverty to a future with opportunity

Finsgate, 5-7 Cranwood Street, London EC1V 9LH
Tel: 0300 777 9777 (UK) +(44) 20 7482 9777 (Non-UK)
Fax: 0300 777 9778 (UK) +(44) 20 7482 9778 (Non-UK)
Email: campaigns.ukno@plan-uk.org
Web: www.plan-uk.org

