

Girls in Action

In Her Shoes

Girls in Action is a project for all sections of Girlguiding. It is an opportunity to learn about issues that affect other 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, 0161 941 2237, or your local depot/ volunteer shop.

For any questions, please contact:

This version of the pack is for H\Y Senior Section.

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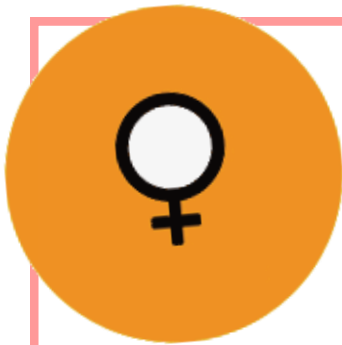
Who is Childreach International?



We strongly believe that all children should have the opportunity to **unlock their full potential** in life - no matter where they live. We work closely with children and their families throughout the

developing world to make sure children have access to health care (nurses, doctors, medicine, clean water), education (good schools, teachers, books) and child rights and protection (**safe and happy children!**). Since we started in 2004 we have empowered over 300,000 people.

One of our aims is to create a **global family** of people (mums, dads, grandmas, uncles, teachers, presidents, you, your friends) who actively work together to make the world a better place for everyone in it!



Globally about 1 in 8 people is a girl or young woman between the ages of 10 & 24. Of all the world's girls, about 600 million live in the developing world where they face challenges every day just because they are girls. Sometimes girls are kept out of school, made to marry young, burdened with household tasks (making being asked to tidy your room look like peanuts!), exploited, underfed, left vulnerable to all sorts of diseases and

the list goes on. And why? Simply because they are girls! In some countries - India being one of them - some girls are not even given the chance to be born.

We here at Childreach International believe girls have the power to change their own destinies and those of other girls around them. Let's stand together to create an equal world!

In her Shoes

As the title suggests, this project is about putting yourself in someone else's shoes; it's about getting an insight into a different life, a different country and a different way of doing things.

We thought who better to tell you about girls in India than a girl from India? In her Shoes asks you to step into the shoes of Nisha Sangar who has shared her diary with us. Nisha lives in India where being a girl is not so easy. But does she take this? No! Nisha is part of a **Balsena** club in which she learns about her rights and actively claims them! This project will enable you to stand with Nisha and work towards **stomping out GENDER INEQUALITY!**



Balsena

Balsena is Gujarati for children's collective and the organisation is the first of its kind in Gujarat, India. Balsena is run by Shaishav who act as catalysts and was formally opened in 2003 by social activist Elaben Bhatt. The aim of the organisation is to encourage solidarity and to bridge inequality in society. They provide children (from all walks of life, rich and poor) with a platform where they can experience 'the power of collective strength, take up issues they face, satisfy their emotional needs, develop empathy for others and gain support from each other'. The belief is that if children develop their own understanding of the issues affecting themselves (child labour, lack of education, gender bias, prejudice/discrimination) they can become the change they want to see in their societies. For more information: <http://shaishachildrights.org/>.

How does this resource work?

This resource has been written like a diary that introduces you to different areas of Nisha's life, like school, home and community and the challenges faced by Nisha and her friends. Each section starts with a blurb from Nisha's diary that can be read out to introduce you to the topic. Each area has an activity to get you all thinking and involved with the issue. Throughout the diary we've included 'What would Balsena do?' flags to inspire Girl Guides in the UK to do the same.

How to achieve your Girls in Action In her Shoes badge:

To **get your badge** you will need to complete at least **1 introduction activity, 2 in-depth activities, 1 taking action** (if you do a pledge you will need to complete a raising awareness or advocacy action as well), **1 pairing up activity and the bodies evaluation activity on page 50**. After completing these **6 activities** your unit can claim their **Girls in Action In her Shoes badges!**

Each section of the diary starts with an overview of the activities to help you decide which ones to choose and which activities go well together:

- * **Introduction Activities:** activities to introduce your unit to Nisha and the issues she faces. Girls will gain an insight into life in India and find out which issues they are most passionate about and be introduced to the Balsena club (page 7).
- * **In-depth Activities:** ask your unit to choose the diary topics they want to focus on in more depth and complete 2 or more activities so your unit can become experts on a particular issue (page 13).
- * **Taking Action:** after completing 2 or more in-depth activities your unit will be ready to start taking action and help **stomp out gender inequality**. Your unit can raise awareness or advocate on girls' rights. Note: we have also included pledges that you can take as a unit; this is an **extra** and your unit will need to complete one of the other taking action activities to achieve your badge (page 27).
- * **Pairing Up:** these activities, which both girls in India and the UK can complete and submit to be uploaded on the 'In her Shoes' blog, will allow your unit to actively communicate with girls in India and hear their opinions (page 34).

In her Shoes Blog

What is it? We think it's important that as many people as possible find out about the lives of girls like Nisha and her friends in India. And we thought the best way to do this is by providing the girls taking part in this project with an online platform on which we can upload your ideas, opinions and images: the **In her Shoes blog** (www.girlsinaction.childreach.org.uk). The In her Shoes blog will have different galleries ('Inspirational Women', 'Typical?' and 'Girls in Action') that both girls in the UK and girls in India can add to. We have been in touch with Nisha's friends in Balsena and also Girl Guides at India's Sangam World Centre (did you know India has Girl Guides too?) who are all keen to get involved!

How does it work?

This is not a mandatory part of the project but something **extra** that Girl Guides can do to engage further with girls in India and start a global conversation. The 'Pairing Up' activities can provide inspiration on what to submit. It would also be great to see lots of photographs and art work made in the 'Taking Action' activities so we can spread the word on what you have all been doing to **stomp out gender inequality**.

We also understand the power of social media in encouraging change and raising awareness, so the blog will be linked to Facebook, Twitter and YouTube. Before using social media, have a look at Girlguiding's web safe code: www.girlguiding.org.uk > members area > running your unit > safety > communication and online safety.

Activity Guide

Introduction Activities

Complete all three activities to introduce your unit to the topics in this pack and to get stuck into the issues. You could combine either Stepping into India or Being a Girl with Balsena Club. Don't forget to read about Nisha before you start!

Topic	Activity	What you'll do
All About Nisha	Stepping into India	A fun quiz to test your knowledge of India
Being a Girl in India	Ups & Downs	A snakes and ladders board game to introduce you to the issues faced by girls in India (and around the world)
Balsena club	Creating your own Balsena Scarves	An art activity to encourage you to think about Balsena and its values



Photo of Balsena Girls

All About Nisha!



Name: Nisha Sangar

Age: 17

Star Sign: Aquarius

Home: slum area, Bhavnagar, India

Father: Maulik and he drives a rickshaw

Mother: Deepika

Siblings: sisters Aapti (7) and Priya (12) and brother Deevak (14)

Language: Gujarati



Things I like

Hanging out with my friends, dancing to the newest Bollywood songs, reading and my **BALSENA club!**

My favourite sport: Field Hockey

My favourite fruit: pineapple



My favourite colour: turquoise like my new sari

My ideal husband: A younger version of Shashi Tharoor, who fights against corruption in government and for human rights

My favourite person: hockey player Rani Rampal (at 15 she was the youngest player in the national team!)

When I grow up I want to be like: Ela Bhatt who fights for women's rights in India and founded the successful Self Employed Women's Association (SEWA), and she's received many peace awards!



Shashi Tharoor

Things I don't like

The corruption in our government, sometimes not being taken seriously because I'm a girl and the lack of ventilation in our school; in the summer months we get so sweaty it's disgusting!

School

My school is called Sarakari Majirai Girls High School. I'm in class 11 and my favourite subjects are PE and geography, especially learning about all the different places in the world. I love my debating club as I am learning to argue for what I believe in!



Our first visit to the beach with Balsena!

Every week I look forward to our **Balsena Club** meetings! We meet every Friday. Our group is only girls but there are mixed groups as well. For the last 5 years I have been going to Balsena where we learn about our rights as young adults and how to claim them. Now I am focusing on developing my skills like leadership, work experience, teaching younger children. It's really empowering!

This activity is about: introducing your unit to India

Stepping into India

Activity: Quiz

Time: 10 minutes

How much do you know about India? Test your knowledge with the following 9 True or False questions.

1. The official language of India is Indian.

False: India has 18 official languages (Hindi, Bengali, Tamil, Gujarati are just a few of them)! There are over 1500 mother tongues and many people also speak English. Hindi and Bengali are the 5th and 6th most spoken languages in the world.

2. The national animal of India is the tiger.

True: India is home to about half the tiger population still alive in the wild (1700 tigers). An interesting fact - a tiger's stripes are as unique as a human's fingerprint!

3. Almost everyone in India lives in cities.

False: 70% of India's people live in rural areas. But India's cities have expanded rapidly over the years and many people migrate to the cities looking for work.

4. Hello in Gujarati is 'Namaste'.

False: Namaste is a Hindi greeting, often used by yoga practitioners as well. Hello in Gujarati is 'Kem Chho', which literally means 'how are you?'.

5 India is one of the poorest countries in the world.

False: India is actually the 10th richest country in the world (based on GDP), but wealth is not distributed equally. Some people are very rich, but a lot of people are poor. 40% of India's people live on less than 80p a day.

6. The cow is holy in India.

True: Hindus, which is the largest religion in India, believe that cows are a symbol of their goddess Lakshmi who represent good luck. They also believe cows could be reincarnated ancestors. It is illegal in most states in India to harm a cow and Hindus don't eat beef (many McDonalds in India don't serve beef burgers!).

7 A popular item of clothing for women in India is a sarong.

False: Most women in India wear a sari, which is a long piece of cloth that is wrapped around the body. Saris come in all different colours and patterns and can be worn in different styles.

8. India has the largest film industry in the world.

True: India produces around 800 films per year (double the amount made in Hollywood) and about 14 million people go the cinema everyday. Want to watch a Bollywood film? Have a look for 'Chak De!' which is about a women's hockey team who go for the gold medal.

9 India has the largest number of mosques in the world.

True: India has over 300,000 mosques even though it is not just a Muslim country. India is home to many different religions including Hinduism, Christianity, Islam, Buddhism, Jainism, Judaism and Sikhism.

Discussion: What similarities and differences are there between the UK and India? How would these differences impact you? Write a short essay about what your life might be like if you lived in India.

Need:

No equipment needed

Being a girl in India



Dear Diary,

How much do you know about girls in India? I didn't know very much until we did some research in Balsena. And now I can't believe the extent to which the rights of girls in India are being denied!

- 53% of girls aged between 5 and 9 years old are illiterate (cannot read or write)
- 54% of married women were married when they were underage
- 25-35% of adolescent girls begin child bearing as young as 17. Teenage girls are twice as likely as women over 20 to die in child birth
- 1 in every 2 girls is malnourished
- Out of every 12 million girls born, 1 million die before they reach their first birthday
- In more than half of India's districts, female mortality is higher than male mortality
- Although abortion is illegal, unsafe abortions account for 50% of maternal deaths of girls aged 15 -19
- Every year around 10 million female foetuses are aborted

Once I finish college I want to work to make sure these statistics change and that more women and girls in India have a chance....

Love Nisha

This activity is about: introducing the challenges girls in India face every day

Activity: Game
Time: 30 minutes

Ups & Downs

Life is full of ups and downs; opportunities and threats. Divide your unit into groups of 4 -5 girls and play the 'In her Shoes' snakes and ladders game on Activity Card 1 to find out what challenges Nisha and her friends face on a daily basis in India. Can you be the first to become a girls' rights champion? The game uses the Millennium Development Goals (MDGs), which are goals set for 2015 by world leaders with the aim of ending world poverty. Women and girls are a big part of the focus of the MDGs as they make up roughly half the world's population. By keeping girls back, you keep everyone back. The game will introduce you to the issues in India and some fun facts about India.

Need:
Activity Card 1 (page 35)
1 counter per group
1 Dice

And then: The aim of the Ups & Downs game was to introduce you to the Millennium Development Goals and the issues faced by girls in India. But what is India's actual progress to date on the MDGs? Will they meet any of the goals? Are they making efforts to reach the goals? Divide the 8 goals between your unit and each go away and reach your goal. Think about things like what issues exist in relation to this MDG in India, what are the current statistics, what is being done, will they reach their goal? Try to find a case study or an example of a project run by a NGO. At your next meeting, ask each member of your unit to present for a few minutes on their goal. This website is a good place to start your research: http://www.unicef.org/india/about_unicef_3696.htm.



Balsena club

Dear Diary,

We had another Balsena meeting today. It was brilliant. We discussed the upcoming annual convention in February where clubs from all over Gujarat meet and get to know each other. I get to see all my friends who I met last year. We have a special Balsena 'detali' greeting (high fives!) with which we greet each other. This year I will also attend the girls only summit, which is part of the Kishorimela training focusing on the needs of adolescent girls. I will ask mum to wash my Balsena scarf before the event!

Love Nisha

This activity is about: getting into the Balsena mind frame

Activity: Creative

Time: 30 minutes

Create your own Balsena Scarves

The Balsena uniform consists of a pink scarf which is worn by all members. The children decided that this would be their uniform themselves! The scarf has a logo on it and a drawing representing their core values: equality and solidarity. In the scarf shown above this is a chain of children.

In this activity your unit is going to make their own Balsena scarves. Start with a 5 minute discussion on what 'equality and solidarity' means to them. They can then write their unit name on their scarves (or Balsena) and include a drawing representing their view of Balsena's core values: solidarity and equality.

Definitions:

Solidarity: standing together for shared goals, aims, interests

Equality: everyone is treated the same regardless of who they are

DISCUSSION: How is Balsena different from Girlguiding? What are the reasons behind why the two organisations were set up? Why do you think Balsena members wanted to have a uniform? What do uniforms signify?

Need:

Pink square of fabric per girl (about the size of a tea towel)

Black or blue markers

Activity Guide

In Depth Activities

Choose at least 2 of the activities in this section to complete to achieve your badge. The table will describe the topic, the activity and what you will need to do. It will also tell you which activities go well together - this is just a suggestion as you are free to choose any activity you would like to get involved with.

Topic	Activity	What you'll do
Carrying the Load	Mix & Match	A game to think about the differences in daily life between India and the UK <i>* goes well with Stamping on Stereotypes</i>
Ghara (home)	Chapatti Challenge	A cooking competition that introduces girls to Indian food and what being a girl means in India <i>*goes well with Because you're a girl</i>
Khoraka (food)	Mealtime	A food game that highlights inequality between boys and girls in India
Denied	Because you're a girl	A game that highlights lack of choice for girls in India <i>*goes well with Chapatti Challenge</i>
Limited Options	Barriers	A game that highlights the differences in opportunities for girls living in India and the UK <i>*either this activity or Obstacles</i>
Saśaktikaraṇa (Empowerment)	Girl Power	A sports activity to empower girls by learning self defence
Samaja (society)	Stamping on Stereotypes	A game to test your preconceptions about India <i>*goes well with Mix & Match</i>
School	Gibberish	A creative game to highlight importance of sending girls to school <i>*goes well with Factory Floor</i>
No School	Factory Floor	A creative challenge that shows the alternative to going to school: child labour <i>*goes well with Gibberish</i>
Milestones & Obstacles	Obstacles	A game to think about obstacles girls need to overcome to unlock their potential <i>*great extension of Because you're a girl</i>
Lagna (marriage)	Child Bride	A creative activity to think about the impact of early marriage <i>*great extension of Obstacles or Barriers</i>
The Girl Effect	The Girl Effect	A game and creative activity to be inspired by the amazing acts of women
Role Models?	Changing Attitudes	A creative activity that encourages you to think about who your role models are and why <i>*great extension of Girl Power</i>

Carrying the Load

Dear Diary,

The sun woke me up early today (5.30 am) and I sneaked out of bed so I wouldn't wake anyone else. I had a big cup of sweet chai and then started my chores. Same thing every day, ugh. I got water from the shared tap in the street, made breakfast, swept and did the dishes. After breakfast I put away the beds and sheets to make room. I then helped Aapti get dressed and ready for school. Aapti is too little to help with the chores and because Deevak is a boy he doesn't have to do as many. It's just me and Priya. I was tired by 7am, before even starting school.

Love Nisha



This activity is about: comparing the life of a girl in India to the life of a girl in the UK

Activity: Game
Time: 30 minutes

Mix and match

Life for a girl in India, especially a girl living in a slum, is often very different from the life of girls in the UK. Activities that most of us don't think twice about (getting a glass of water, turning the stove on, driving to school) form obstacles to many girls unlocking their full potential.

This activity is a memory game. There are 20 cards: 10 with daily activities in India and 10 with UK activities. Place all the cards face down and let the girls take turns trying to find the pairs and match them up.

DISCUSSION: What could be done to make this situation more equal? Is Nisha missing out on opportunities she could have had because she spends a lot of time on chores?

Need:
Activity Card 2 (page 38)



Dear Diary,

When I got home from school today I could already hear mum and Priya in the kitchen making chapattis. That used to be me. Mum always nagging that they have to be perfectly round or I won't find a husband. I'm sure men look for more in a wife than round chapattis. She never tells my brother that he won't find a wife if he doesn't make a round chapatti. Who wants to get married anyway?!

Love Nisha

This activity is about: thinking about what it means to be a woman

Activity: Cooking
Time: One Meeting

Chapatti Challenge

Chapattis are Indian flatbreads that go with most meals and are ideal for scooping up curries. They are not that difficult to make but the saying 'practice makes perfect' seems like it was written for them. As Nisha said chapattis are expected to be perfectly round and culturally women are expected to be good cooks in order to be seen as desirable in India.

This activity challenges your unit to make the perfect chapatti - who can make the most (and best) chapattis in 30 minutes? Use Activity Card 3 for a chapatti recipe.

DISCUSSION: Whilst the girls are cooking, or after, discuss the following questions:

Who cooks in your house? What do you think about Nisha's mother saying she needs to learn to cook in order to find a husband? Do you think being a woman means being a good cook? Do you think girls need to get married?

Need:

Activity Card 3 (page 40)

Ingredients, cooking facilities

Keep in Mind: The dough needs to set for 2 hours before it can be used so try to make the dough the night before and wrap it in cling film!

Khōrāka (Food)

Dear Diary,

We learned about malnutrition today which means not having enough food nor a healthy varied diet. **1 in 3 of the world's malnourished children live in India!** It's really bad not getting the food you need when growing up as it negatively affects your development in all sorts of ways (brain, memory, motor skills, height, low immune system = risk of disease). I know a lot of my friends go to bed hungry a lot of the time. My mum and dad always make sure we have at least 2 meals a day. My mum, my sisters and I used to have to wait to eat after dad and Deevak were finished (in India girls are often considered less important) but in Balsena we learned about equality and that girls have the same rights. We now eat all together.

Love Nisha

What would Balsena do?

To promote equality amongst boys and girls Balsena clubs eat lunch 'round table' style - everyone gets the same amount of food at the same time!



This activity is about: malnutrition amongst girls due to gender bias

Activity: Food, Game
Time: 10 minutes

Mealtime

Your unit is going to pretend to be Nisha and her siblings. Divide your unit into groups of 4 and within the groups assign a Deevak, Aapti, Nisha and Priya. If there is an uneven number add a fourth sister. Before the meeting, decide on a meal that your unit will cook together (or everyone brings in a dish). This is a great opportunity to try out Indian food. When it comes to serving the food, the girl playing Deevak (the brother) gets the most food and perhaps the biggest piece of meat or two helpings of dessert. Serve the sisters about half or a third of what Deevak is eating. While

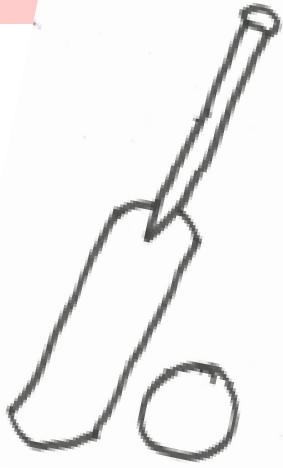
DISCUSSION: Can you imagine every mealtime having to wait until all your male family members are finished eating before you start?

What about your brother always getting the best piece of meat or biggest slice of cake?

Now what if there wasn't enough food to go around, and all that was left after the men finished eating was a handful of rice?

the siblings are eating, discuss the questions in the discussion box.

Need:
Recipe
Cooking facility



Dear Diary,

Argh when Reena and I were walking home from school today we saw Deevak and his friends playing cricket. I really wanted to play too but they wouldn't let us. Because we're girls they said, "Girls can't play sports" they mocked us; "especially not cricket". So annoying! We always get told we cannot do things because we're girls. Then what about Rani Rampal who played national hockey at 15? Or Indra Nooyi (boss of PepsiCo)? Girls can do anything they set their minds to. I just wish Indian society would think this too!

Love Nisha

What would Balsena do?

To promote equality amongst boys and girls Balsena has mixed sports teams and everyone can choose which sport they want to play (as long as there is equipment available!)

This activity is about: the impact of a lack of choice on a girl's life

Activity: Game
Time: 10 minutes

Because you're a girl

In India a lot of girls do not have a choice in many aspects of their lives; from what they want to wear to who they want to marry and when. How would that make you feel. For this activity you can play one of the following games (or both!):

1. **Simone Says:** one girl dictates the movements of the group. Make sure different girls have a chance to be Simone
2. Ask each member in the group to write down 3 things they like doing that girls are "supposed" to like (e.g. make up); 3 things they like that girls aren't "supposed" to like (e.g. mechanics) and 3 things they would do if they were boys (e.g. pee standing up). What

DISCUSSION: How did it feel to be told what to do? Ask the girls to imagine having no input into decisions affecting their lives: being allowed to go to school, who they marry, when they marry. Do they ever get told this? By whom? Sometimes you have to do as you're told to be safe. When should you make your own decisions?

And then: Some sports are seen to be 'boyish' but who says you can't play them as a girl? Organise a sports competition in for example cricket, football or rugby! Or go watch a football game!

things have you come up with?

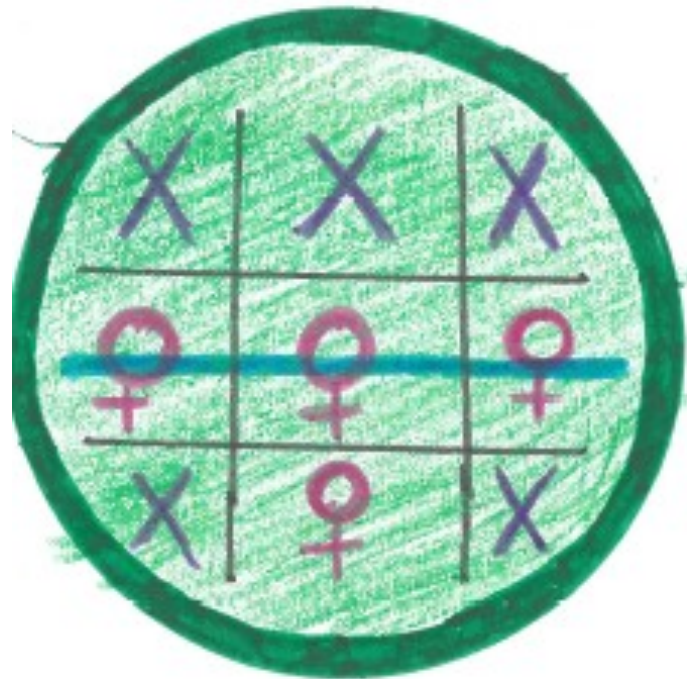
Need:
No equipment needed

Limited Options

Dear Diary,

In school today we learned that India is a 'Patriarchal Society'. I had never heard that word before. Do you know what it means? It basically means that men make up the rules. It means that men have the most powerful positions in government, business and socially. There are many female intellectuals and leaders, but in daily life the difference between men and women, boys and girls is huge. Often it makes me feel very small.

Love Nisha



This activity is about: the impact of gender bias on a girl's life

Activity: Game

Time: 30 minutes

Barriers

Male dominance in politics and business is not just a concern in India. In the UK more women go to university than men, and yet men continue to hold the positions of power in politics and economics. However in India the discrepancy between boys and girls, men and women, is woven into the fabric of society. Girls face discrimination from birth and have to overcome many more barriers than boys to succeed in life. Split your unit into two groups - one group will represent girls in the UK and the other girls in India. Girls will start on one side of the room and the aim is to reach the other side of the room. Read out the statements in Activity Card 4 to determine who gets to move forward.

DISCUSSION: What kind of barriers do girls in India face? How can they be overcome?

And then: What would the world be like if women were in positions in power? Play around with this idea: take one of your favourite stories (TV, novel, film) and rewrite it with the gender roles switched, so the men become women and the women become men! This works well with for example Jane Austen! Try it with the books you most recently read, or a film you've seen recently.

Need:
Activity
Card 4
(page 41)

Saśaktikaraṇa (Empowerment)

What would Balsena do?

Balsena often invite along experts who the children in the clubs can ask questions and who can teach them important things about their rights.



Dear Diary,

My friends and I were talking about feeling unsafe today. We thought of different places where we feel less safe, like being outside alone when its dark. Luckily we're learning Wen Li Do at Balsena! Wen Li Do is a form of self defence just for women. We focus on thinking about who might attack us, where and why? Wen Li Do is about defending yourself, not about starting a fight. We think about dangerous situations and how we can avoid them. It's fun to do and makes me feel safer.

Love Nisha

This activity is about: empowering girls to be able to defend themselves

Activity: Sport, game
Time: one meeting

Girl Power

Around the world at least 1 in 3 women has been physically, emotionally, sexually, or otherwise abused during her lifetime. 1 in 3! Most of these attacks happen at home, at school or at work by people we know. It can sometimes be difficult to identify dangerous situations. So it's best to be prepared. Wen Li Do is a form of self defence just for women.

Learn some self defence moves yourselves! Have a look to see what self defence classes are offered in your local area and invite someone in to teach you the basics. Alternatively, YouTube has many videos with instructions. This is a great one: <http://www.youtube.com/watch?v=AwvfFWDtOZE>.

Note: make sure girls understand that they shouldn't actually hurt each other.

Need:

Self defence expert, or if this is not possible you can use a YouTube clip for instructions
Comfortable clothes, mats
Enough space

Samāja (Society)

Dear Diary,

In geography we learned about England. It rains a lot there (all the time, not just during monsoon season) and everyone loves queuing. They all drink tea all the time; morning, noon and evening! Gosh I wonder if they ever learn about India? I guess they do. I hope they learn more than just that we eat curries and watch Bollywood films. I wonder if they know that India has the fastest expanding IT sector, or that we have the largest postal system in the world?

Love Nisha

This activity is about: how society determines a girl's opportunities

Activity: Game, creative
Time: 30 minutes

Social Pressure

All British people eat fish and chips, wear bowler hats and say 'cheerio'. This seems a bit generalised doesn't it? This is what we call stereotyping, which is basically the belief that people from a certain group, country or class all share the same characteristics. Some stereotypes are based on facts, but most are not and are often hurtful. Like 'girls cannot play sports' - wrong! Test how stereotypical your views are by deciding whether the statements on Activity Card 5 refer to the UK, to India or to both countries.

And then, Decisions Decisions: How does the way society works impact your life as an individual?

- Start by brainstorming important decisions that a family has to make that affect everyone in the family (e.g. where to live, what religion to follow). Next to each decision write whether the decision is mostly made by men, women or both. Discuss the difference in decisions made by men and women. Why is that?
- Now think about decisions made that affect an entire community (e.g. hosting the Olympics, building a new school or shutting down a children's centre). In pairs pick one decision to focus on and think about the following: What are the gender implications of these decisions? Do they have any particular impact on women and girls? Or on men and boys?
- For each decision, write down the name of the body, organisation or person who makes the decision. For a body/organisation: what is the rough % of males and females in that organisation? How would the decision be different if the people making the decision were an equal number of men and women?

Need:
Activity Card 5
(page 42)
Maps of India and
the UK (page 43)

Dear Diary,



After school today I saw a rag picker girl who was about the same age as me. I asked her when her birthday is and she said she didn't know. How can you not know when your birthday is? She said it's because neither her nor her parents can read or write. She said she's been collecting rubbish for money for several years now. She said her parents cannot afford to send her to school as uniforms, pens, lunch etc all cost money. I don't know how she is going to get another, better job later on if she doesn't know how to read or do maths. I feel very grateful to be going to school. Social workers from Shaishav convinced my parents of the importance of all their children going to school and the long-term benefits. They now believe my sisters and I should get the same education as Deevak so we will all be going to secondary school.

Love Nisha

This activity is about: the importance of education

Activity: Creative, Game
Time: 10 minutes

Gibberish

In India about 4 out of every 10 people are illiterate. Illiteracy means that you cannot read or write. Because many girls are kept out of school there are more girls and women who are illiterate than men and boys. 3 out of every 10 men cannot read or write, whereas 5 out of every 10 women cannot.

In your unit make individual lists of everything you have read today: at home (newspaper, book), on the street (signs, directions), at school (the board), or anywhere else (subtitles for a foreign film). Especially think about unconscious reading (food packaging, computer). How would your life be affected if you couldn't read? What would you be unable to do? How would it impact your health, job security or safety?

And then: Role play! Experience how it would feel if you were illiterate. In groups act out a short scene in which one of the characters is illiterate. Suggestions: a mother with sick child at the hospital, trying to vote, buying groceries or standing up for your rights.

Need:
No equipment needed

No School

What would Balsena do?

Balsenites and social workers go door-to-door in their areas to explain the benefits of school to parents, help with application processes and ensure all parents send their children to school!

Dear Diary,

Fatima didn't show up for Balsena club again today and we were worried. We went to her house to check on her and found out her mum has been sending her to a wealthy neighbourhood to work as a maid. Fatima hasn't been going to school for

the past 3 months. We told our leader and tomorrow a social worker is going to go round to talk to her parents. I hope they sort it out as learning to read and do maths is really important to succeed! Let's not even talk about the lack of play time.

Love Nisha



This activity is about: the impact of working on children

Activity: Game, Creative
Time: One meeting

Factory Floor

India has around 17 million child labourers - these are children who are not in school but instead they are working long hours in often dangerous jobs to earn a few pence to help support their family. Some of these children work in factories making clothes and other consumer goods; they spend long hours every day sewing together hats, t-shirts or trousers. Many of these children are illiterate because they have not gone to school so the chances of getting a better job later on are slim.

This activity challenges your unit to take place on the factory floor and make as many paper hats as they can within 15 minutes that are up to standard (no extra creases, they stay together, no rips). See Activity Card 7 for instructions on how to fold a paper hat and get to work.

DISCUSSION: Is it more important for children to work to support their families or go to school? What can we do to stop children having to work? Lots of high street clothes are made in factories who have children working there; would you (or your mums and dads) pay more for ethical clothing? More information on fair clothes: <http://www.labourbehindthelabel.org/>

Need:
Activity Card 6
(page 44)
Newspapers
Timer

Milestones + Obstacles

Dear Diary,

In Balsena today we discussed the major milestones in a girl's life in India and we thought about when she faces the biggest obstacles. There are many points where things can go wrong, but if girls stand up for their rights and are able to stay in school, stay healthy and marry when they want to, they can really change things for themselves, their families and their society. These are my milestones (in pink) and potential obstacles (in red) below!

Love Nisha

Female Foeticide: not being allowed to be born because you're a girl

Being kept out of school to work because you're a girl

Being now seen as a woman (at the age of 12-13) and being weighed down with the responsibilities

Birth

First Day of School

First Menstruation

Marriage

Becoming a Mother

Widowhood

Early marriage, arranged marriage or dowries; not being allowed to work

Pressure to have a boy child; risk of being forced to abort female child and health risks during giving birth

No inheritance rights, being expelled from their husband's house, no pension

This activity is about: the important milestones in a girl's life

Activity: Game, Creative

Time: One meeting

Obstacles

A milestone is an important event in a person's life - one that will shape them and turn them into the person they are meant to be. But what if you are held back from reaching your milestones? So you don't have your fifth birthday, your first day in school or marry someone you love? This is a reality for many girls in India.

In this activity girls will attempt to become 'healthy, successful women' at the age of 30 by beating all the obstacles on their path. Number 30 pieces of paper 1-30 and spread them out on the floor in order. Ask the girls to line up before number 1 and take turns rolling the dice. Use Activity Card 9 to read out what girls have to do if they hit certain numbers. Who will be the first to reach 30?

And then: Make a chart with your own milestones- important days or events in your life and other girls in the UK. How does it compare to Nisha and her friends? What obstacles might you face? At what stage or age are girls in the UK generally seen to become women? Female foeticide is one of the worst crimes against women - denying girls the right to be born. See our lobbying postcard in the 'Taking Action' section of this pack to help us end this practice.

Need:

Activity Card 7 (page 45)

Dice

30 pieces of paper nr 1-30

Lagna (marriage)

Dear Diary,

Another one of my classmates is getting married! Ashanti is only 16 and her husband to be is almost 30. I'm really upset as I read in the paper recently that girls who get married before the age of 18 are twice as likely to be beaten and threatened by their husbands. I can barely take care of myself, how will she take care of children? Or give birth safely? She won't be able to finish school or earn money to be independent. Her parents are marrying her to this man because they cannot afford to feed all their children (she has 2 brothers and 1 younger sister). They will need to pay a dowry (money) to Ashanti's husband's family so they will accept her as a bride. Oh dear!

Love Nisha

What would Balsena do?

The girls in Balsena have pledged to not get married until they finish high school! They support each other in talking to their parents about the importance of letting their daughters have an education to secure a better future.



This activity is about: the impact of early marriage on girls

Activity: Creative
Time: 40 minutes

Child Bride

For millions of girls in India being married off at a young age is expected and part of tradition. Usually the reason behind early marriages is poverty, families simply cannot afford to take care of and feed all their children. Upon marriage, girls become the responsibility of their husband's family.

Ask your unit to either draw or use images from magazines, the Internet or newspapers to create 2 collages: one depicting the life of a typical 12 year old thinking about what she likes to do, who her friends are, etc and the other depicting the life of a married mother. They can choose to think about a typical girl and mother in the UK or in India. How would their collages be different? What would be the same?

To find out more about the impact a lack of choice can have on a girl's life get in touch with the BBC to watch this documentary: 'The Truth about Child Brides', <http://www.bbc.co.uk/programmes/b015psyz> (Trailer: <http://www.youtube.com/watch?v=2uSQwmfRr3s>).

DISCUSSION: How old did they make the mother? Are the UK and the Indian mother the same age or not? What would you miss out on if you married at a young age? Which life would you prefer as an adolescent girl? What do you think about being able to choose who you marry? Or being able to marry for love? What would you do if your parents found you a husband?

Need:
Internet
Craft Materials

The Girl Effect

Dear Diary,

Balsena is amazing, we learned another great lesson today. Our leader told us about the 'Girl Effect' and how we're in charge of changing our own destinies. There are many things that can go wrong in a girl's life and keep her in poverty, but if girls stand up for their rights and are able to stay in school, stay healthy and marry when they want to, they can really change things for themselves, their families and their society. Have a look at www.girleffect.org for more information on how girls can break the cycle of poverty! Ela Bhatt is an example of one woman whose made a massive difference for women in India when she set up a union for self-employed women.



Ela Bhatt



WHAT WE KNEW IN 2011

90%

of girls think that TV and magazines focus too much on what women look like, instead of what they achieve

Love Nisha

This activity is about: the importance of unlocking girls' potential

The Girl Effect

Roughly 50% of the world's population are women with the potential to do amazing things, and yet many societies continue to keep them down. Think about what women like Marie Curie, Mother Theresa or Emmeline Pankhurst achieved. Now imagine they had never been born because their families preferred boys! Use **Activity Card 8 to match the woman with her amazing deed**. Did you know all the women in the activity? If not, do some research on the women and briefly present to your unit what each of these women has done. Discuss afterwards what the world would be like if these women had not been allowed to be born.

Now find your own inspiration! Either invite an inspirational woman in your local area in to speak to your unit or research amazing women online. In a circle, have each girl describe their inspirational woman (they can bring in photos) and what makes them special. Discuss what makes a person inspirational. Then ask the girls to each **create an art piece** (drawing, painting, collage, etc) of where they see themselves in the future - of their aspirations. If you need ideas, look at The Guardian's 'Top 100 Women' list: <http://www.guardian.co.uk/world/series/top-100-women> or watch this Youtube video: <http://www.youtube.com/watch?v=MMkwU4WKWLI>.

And then: Have a look at the 'Pairing Up' activities to share your aspirations with girls in India. You can also contribute to our 'Inspirational Women' gallery by sending in photos of your role model.

Activity: Creative, Game
Time: 20 minutes

Need:

Activity Card 8
(page 46)
Craft Materials
Internet

Role Models?

Dear Diary,

I found a magazine on the pavement today. It had so many pictures of my favourite Bollywood stars in it. They all look so amazing; their clothes and make up. None of them wore saris or salwar kameez, but instead they were wearing very Western clothing. Short skirts and everything. I couldn't imagine wearing clothes like that. All the women were very skinny. Why? They must have a lot of money, so enough to buy lots of food and not be hungry. Strange! I couldn't really read the magazine, because it was in English but I know the word 'beauty' was in it a lot.

Love Nisha



This activity is about: rethinking our role models

Activity: Creative
Time: one meeting

Changing Attitudes!

Girlguiding's 2012 report on 'Girls' attitudes explored ... Role Models' highlights the importance of role models to broadening girls' ambitions, but also the risks when the role models focused on are not positive. Many girls quote famous actresses or singers as their role models and use their airbrushed and retouched images as a guideline for their own body image. 54% of girls said that the pressure to look like a celebrity is a cause of stress. It is especially criticisms on celebrities' flaws that make girls feel more insecure about their own flaws.

Who does your unit think are positive role models and negative ones? Divide your unit into smaller groups and have each group create their own magazine cover representing women the way they think women should be represented. Use magazines to cut up images, make collages, draw, change slogans and contexts, and whatever else needs to be done to represent empowered women.

DISCUSSION: Who do the girls in your unit look up to? What do they look for in a role model?

And then: Become a role model yourself! Join the Peer Educators and be an inspiration to other girls. <http://www.girlguiding.org.uk/seniorsection/whatcanido/peereducation.html>

Need:

Magazines
1 A3 sized paper per group
Scissors, glue, markers,
pencils

Activity Guide

Taking Action Activities

Your unit will need to complete at least one of the actions in this section. The actions have been divided into two sections: raising awareness and advocacy. Many of the actions can be combined depending on how much time and resources your unit has. Make sure you think about this before you start! There is also a third section with pledges. The pledges are an extra for you to show your commitment to the world. The pledges alone however will not get you your badge. You will need to complete 1 of the other activities as well.

Type of Action	Action	What you'll do
Raising Awareness: suggestions on how to shout about what you have learnt of the issues facing Nisha and other girls in India	1) Campaign	A campaign can take many different forms and we've included lots of suggestions on page 25 from making t-shirts to debating, photography, holding a speech or getting signatures for a petition
	2) Get Dramatic	Write your own play on issues facing girls and perform it
	3) Girl Power Calendar	Create a calendar to raise awareness of girls' rights and the challenges they face
	4) Passing on Knowledge	Organise a session with your friends, family or at school to pass on your knowledge of issues facing girls
	5) Walk a Mile in her Shoes	Organise a march to shout about girls' rights and walk as many miles as you can
A d v o c a c y : suggestions on how to influence the people in charge to make them change how things are done	1) Postcards	Join our postcard campaign 'What if she had never been born'.
	2) Bringing it Home	Lobby your local MP to find out what issues are affecting women and girls in your local area
	3) Like Balsena	Encourage other girls to join Girlguiding so they too can learn about important issues and learn how to take action
	4) Girl a Space	Get creative and think of a way to make a place or space in your local area better for girls
Pledges: the pledges are about taking a stance on something you believe in and showing support for girls and women everywhere	Strength in Numbers	Take a pledge together as a unit on something you are passionate about
	Because you're amazing	Take a pledge to do something amazing for an amazing woman or girl you know
	Standing together	Take a pledge of support for the girls in Balsena and tell them why they inspire you

GIRLS IN ACTION

You've learnt all about girls in India and the challenges they face by reading Nisha's diary. It is now time to step up and **help stomp out gender inequality!** Depending on how much time your unit has, complete one or several of the actions below. Before you start, think about what resources you have available, who wants to be involved and how! The activities have been divided into '**raising awareness**', '**advocacy**' and '**pledges**'. If you have your own ideas on how you can take action both in the UK and on behalf of girls in India, let us know and we'll be happy to support you. Send your photos and stories to the In Her Shoes blog to share what you've been doing with the world!

Steps to taking action:

- ✓ **Identify your issue** - what issue are you passionate about? The activities in this pack should help you identify this!
- ✓ **Set your goals** - what are you trying to achieve? Raise awareness? Influence decision makers? Change laws? Raise money?
- ✓ **Become an expert** - research your issue and know your facts! What do you need to know and where can you find information? Are you campaigning to raise awareness about early marriage? Make sure you know all the facts about why girls marry early and the impact it has on them!
- ✓ **Find experts** - Who can offer you advice and help? Who is already campaigning on this issue? What about past campaigns on the issue?
- ✓ What **obstacles** could you face? Who might oppose your campaign? Are you harming anyone with your campaign?
- ✓ **Plan!** - What needs to be done and by whom? Assign roles and tasks. When is your deadline? Make sure your goals and tasks are achievable.
- ✓ Develop **Taking Action tactics** and get your message across - what form will your campaign take? Think about what people in your group are good at. The more **creative** your action is, the more attention it will receive! A **GOOD SLOGAN** or title is very important! Make sure you get mentioned in the media, especially to promote events. Use local or national TV and radio, newspapers and especially **SOCIAL MEDIA** like Facebook and Twitter.

What would Balsena do?

These are Balsena's 'Golden Tips' for taking action:

- Be organised
- Focus
- Respect other people's opinions
- **BE CREATIVE**
- Be enthusiastic

Raising Awareness

Raising awareness is vital to any cause as people need to know about the issues to be able to support them. People who are educated on global issues become the future advocates, supporters and donors (DEA 2012). The following suggestions will help you raise awareness on girls' rights around the world! For most of the suggestions you will need craft materials and access to the Internet.

1. For your campaign you could:

write a poem - make a film- make badges
design t-shirts - write a play
sing or rap - design posters - get arty
create leaflets - design a comic book
radio adverts - organise an event
exhibit photos - create a logo - social media
come up with a slogan - hold a speech
get signatures for a petition
write to decision makers & influential
people - organise a debate
create a magazine or newspaper
on the issue - enter a writing competition

Create your own **t-shirts, badges or stickers** and wear them to raise awareness. Come up with a good slogan or use a quirky image to get people to ask you about them. Use fabric paints or get them professionally printed.

Organise a **debate**, ideally in front of an audience (parents, school, community). Choose an issue you are passionate about as a unit and research it (e.g. A girl's role is to be a wife and a mother so she doesn't need to go to school). Prepare arguments for and against and stage your debate. Keep in mind that the issue you are debating could be controversial for some people so be sensitive to other people's opinions.

Enter a **writing competition** that focuses on human rights. Organisations such as Amnesty International, Liberty or The Guardian Newspaper organise annual competitions.

Use **social media** to spread the word on girls. Do you have a Facebook page or Twitter account? Let your friends know how you feel about girls' rights. If your unit has come up with a slogan, made photographs, is holding an event or has posted an entry on the In her Shoes blog, share it online to reach as many people as possible.

A picture is worth 1000 words so use their power! Take your own **photos** of girl friendly or unfriendly spaces in your area, make collages out of photos you find online or in magazines, ask photographers who have been to India if you can include their images in your exhibition. Think about where your exhibition will have the most impact (school, in the park, town hall) and be aware of copyright.

Raising Awareness

2. Get Dramatic!

Write your own play! Balsena often uses street drama to raise awareness of local issues, to engage other children and to discuss sensitive issues. Nisha's club recently wrote a play on street children and in the past they have performed plays on a girl's right to go to school and a girl's right to be born. Take one of the issues your group was most passionate about in this project and write the script. So for example your play could be about one of Nisha's friends whose parents are keeping her out of school to work. Like Nisha and her friends perform your play in the community.



Balsena children performing a dance

BECAUSE EVERY CHILD IN THE WORLD HAS ONE THING IN COMMON. THEIR RIGHTS.

3. Girl Power Calendar: There are 12 months in the year, so 12 issues affecting girls that can be shouted about! As a unit create a calendar with each member contributing a drawing. Each month should reflect an issue affecting girls (in India and around the world) but also try to include the solution. So for example, the issues could be 'girls not getting enough food', the solution could be schools ensuring both boys and girls get at least one meal a day. Use the UN Convention on the Rights of the Child for inspiration (http://www.unicef.org/rightsite/484_540.htm). There are also lots of special days throughout the year which you could keep in mind whilst making your calendar. See Activity Card 9 (page 47) for some suggestions. Print the calendars and pass them out to your friends, family, at school, local shops and businesses, to your parents to hang up at work, etc. The calendar will be a monthly reminder that although girls and boys are fighting for equality there is still a long way to go.

Need:
Convention on Child Rights
Activity Card 9 (page 47)

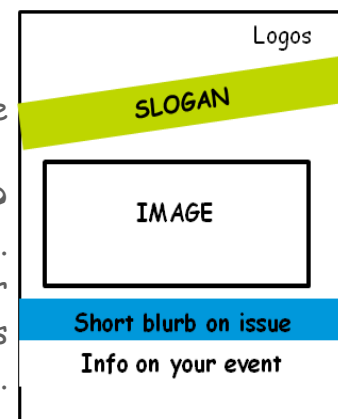
Raising Awareness

5. Passing on Knowledge:

To other girls (or parents, teachers, family): A big part of Balsena is peer-to-peer learning where older children, or children who have been part of Balsena longer, mentor their younger friends; like H\Y Senior Section's DYYf '9Xi W\hcfg. This system works especially well to discuss potentially sensitive issues relating to puberty, body image and personal safety with girls your own age and younger. Have a look at the Girlguiding website to find out how you can become U'DYYf Educator. Organise a visit to teach other girls more about Nisha, her sisters and other girls in India. Also think about other peer groups you could talk to yourself about what you have learnt. Friends in a sports club? Dance group? Neighbourhood? Playground intervention?

What can you do?

- Use one of the activities in this pack and run it with your friends, family or neighbours
- Create your own activity. Create a game or a quiz to test your friends' knowledge and to educate them.
- Use the facts, images and quotes in this pack to get your point across.
- Make flyers to pass out or posters to hang up for people to see. See the example template here.
- Get creative and use your talents! What is your group good at? Dancing? Cooking? Singing? Agree on what you would like to do and organise an event. The event could be Indian themed, so perhaps learn an Indian dance. Or cook an Indian meal and discuss malnutrition or lack of career opportunities for girls in India. Or sing an Indian song? Or a song celebrating girls (e.g. Beyonce's 'Girls run the World')?



5. Walk a Mile in her Shoes: Have you ever heard the song 'These boots were made for walking' by Nancy Sinatra? Well hopefully your boots are! Walk a Mile in her Shoes encourages you to walk as many miles as you can to raise awareness for **GIRLS' RIGHTS** around the world (so in India but also the UK and everywhere else). The title was chosen as this whole project is about putting yourself in someone else's shoes and thinking about what life is like for them.

To maximise your impact, coincide your walk with an international day (see calendar Activity Card 9). Hold your walk on International Women's Day or Universal Children's Day. Wear your Balsena scarves or Indian national dress. To make sure people know what you are shouting about, create placards and banners with slogans. Balsena had a parade for World Health Day (7th April 2010) bringing attention to the many health issues in their neighbourhood (malnutrition, malaria, HIV/Aids, maternal health, cholera).

Advocacy

Advocacy seeks to influence the people in charge to make them change how things are done. It can take many different forms such as campaigning, public

1. Postcards: There are different ways in which you can make yourself heard by politicians. Join our postcard campaign and stand together with girls in India to campaign for 'every girl to have the right to be born'. Send us your postcards and we will post them to the Indian government. Use the template on Activity Card 10 or get creative and make your own. The postal address is included on the postcard template on page 48.

2. Bringing it Home: What are the issues to do with gender inequality in your local area? Find out by asking your local MP! The website www.theyworkforyou.com is an easy way to find out who your local MP is, what the issues are and what they are doing about it! You can send your local MP messages, receive messages from them, look at their website and see what issues interest them most. Join a local campaign, or start one!

3. Like Balsena: A big part of Balsena's Taking Action is encouraging other children to join! When children join Balsena they learn to claim their rights, therefore unlocking their potential. Do the same in your local area and encourage more girls to join Girlguiding! In your units you learn a lot of important lessons and skills that help you become strong, independent women. Hold presentations, talks and events on what you do and how girls can get involved.

4. Girl a space: The idea here is to come up with ideas to change a place or space you know to make it better for girls. It could be something small (an object) or it could change an entire country! You could focus on changing just one room (classroom, kitchen), an entire building (sports centre, swimming pool) or it could be aimed at an entire city, country, continent or the globe. **Keep in mind that the goal of what you are doing is to make girls in that place feel safer and happier, and to raise awareness for the importance of gender equality.** The change you make could be physical (add more toilets) or it could be about changing people's behaviour (getting more girls into the local football club). It could be an object, invention, service, campaign, idea, book or programme.

Your ideas can be as crazy and creative as you like, but ideally your unit would also try to put your idea in to practice! Be the change you want to see! Your 'Girl Friendly Spaces' could be in the UK, India or anywhere else in the world, or the entire world. Send your designs and thoughts in to us on an A4 sheet so we can add them to the In her Shoes blog to create a 'girls changing the world gallery'.

Some ideas: Girl friendly travel routes, **redesign objects to make them more girl friendly (heavy objects?)**; design things that girls tend to stay clear of to make them easier to use (e.g. chain saws?) ; mobilise your community; **un-boy certain sports and professions**; make important information easily accessible to girls (e.g. Where can they sign up for a carpentry course?); how could you change political and legal systems?; who would you need to pressurize **for something to happen?**; how could you improve support for vulnerable girls and women? Could you set up a post box so girls can anonymously report any gender discrimination or anything else? **Set up a support group for girls in your community so they have a safe space to come and share issues?**

Pledges

Pledges are a great way to show others what matters to you and to make sure you stick to your promises. All your pledges can be sent to Childreach International if you would like them included on the In her Shoes blog. Pledges often involve handshakes, pinkie promises and high fives (like Balsena's detali) so see Activity Card 11 (page 49) for a pledge template in the shape of a hennaed hand that you can use to write your pledge on.

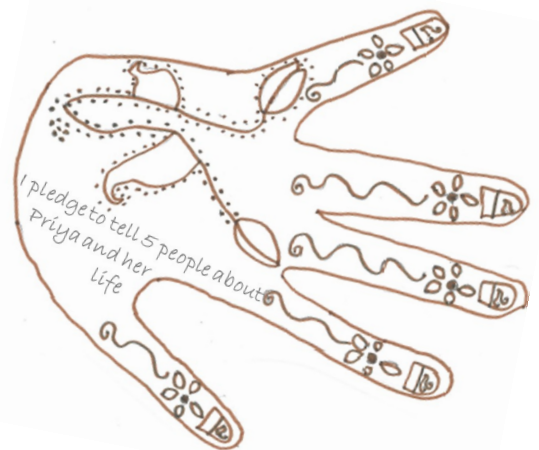
1. Strength in Numbers:

The girls in Balsena took a group pledge to not get married until they have finished high school. Because they took a pledge together they can support each other when times get tough. When it comes to girls and their rights, what is your unit most passionate about? It might be a girl's right to education, the right to good health, or the right to play and not work. Take a pledge for this right together!

2. Because you're Amazing:

You are all surrounded by amazing, inspirational women and it's time to take a pledge to do something amazing for them! Make breakfast in bed for your mum; make a friendship bracelet for your best friend; promise to not talk in class for 1 week for your favourite teacher; treat your grandmother to homemade cookies; get your sister's favourite song played on the radio. It can be anything that will make them feel special.

3. Standing Together: The Balsena girls (and boys) work hard every day to claim their rights and make their society a safer place for women and girls. They face a lot of resistance and sometimes they might feel very alone. Pledge to show your support for Balsenites! Use the template on Activity Card 10 to write down an inspirational message that we can then send over. Start your sentences with "You inspire me because...." or "I think you're making a real difference because...." or "I want to be your friend because....".



Pairing Up

These activities give your unit a chance to engage with girls like Nisha in India. You can complete these activities and email your images and stories to Childreach International so we can upload your projects on to the 'In her Shoes' blog. Girls in India will complete the same projects which you can see on the blog.

Aim: thinking about the women who inspire us

1) The Girl Effect

In 'The Girl Effect' activity you thought about what makes someone inspirational. Is it what they do? What they wear? Where they live? Discuss with your unit and let us know. Send us the work you did for the Changing Attitudes activity or photographs of women that inspire you with a short blurb saying why. It could be anyone from your mum or best friend to CEOs, presidents and rock stars. On the In her Shoes blog we are going to create an 'Inspirational Women Gallery'. The girls in India will send us their inspirations so have a look at the similarities and differences.

Aim: thinking about what makes Britain British and learning about India



2) Quintessentially British

Bowler hats, fish and chips, the Queen, red telephone boxes - are these the things that define the UK? Discuss this within your unit and make a list of things you think are British. You can send us drawings or photographs of the different objects, places, people or events to upload. Not only are we curious to find out what you think is British; we also want to know what you think is typically Indian so we can add it to our galleries. We are asking girls in India to do the same so keep an eye out for their images of India and Britain.



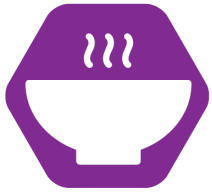
Aim: To share recipes from India and the UK

3) Global Recipes

According to an Indian tradition, when people share food they become one! So by living together and sharing meals you learn about each other's customs and ways of life, and form a connection. We would love to hear what your favourite dishes are, what food traditions the UK has, who cooks the meals in your house and anything else you can tell us about food! Write down the recipes or send us photos/drawings of your favourite food. We will upload the girls in India's favourite dishes as well so you can try them out.

Activity Card 1: Ups & Downs

Below is the list of what you need to do when you land on one of the Millennium Development Goal Symbols. Find out who will be the first Girls Right Champion, but watch out for those pesky snakes!



On 23: name a typically Indian dish. Every new person who lands on this square has to name a new dish, no repeats

On 28: you live in a slum area in a 'house' that your father built from scrap materials. It's not very sturdy, leaks when it rains and you share one room with your whole family. Build a house out of cards to show how flimsy the house is.



Learn to count to 10 in Gujarati! Each time someone lands on a 'pencil' they have to remember the previous numbers and learn a new one.

1=ek, 2=be, 3=trun, 4=char, 5=panch, 6=chha, 7=saat, 8=aath, 9=nav, 10=das



On 10: You are 16 years old and have been married for more than a year. You are about to give birth to your first child. Miss a turn.

On 17: Your neighbour is unhappy that her newborn is a girl rather than a boy. You sit down and talk to her about all the amazing things women and girls have achieved. You change her mind - she is excited about having a daughter. Have another turn.

On 26: all the girls get a piece of paper and have to draw a girl doing something seen to be a boy thing (like playing football or doing a science experiment). The first girl to complete the drawing gets to go again.



On 8: The neighbourhood tap dried up so you have to drink water from the dirty stream. You get a really bad stomach ache. Miss a turn.

On 15: There have been no new cases of polio in India this year. Move forward 3 spaces.



On 11: Your mother is breastfeeding your baby sister which means she will grow up strong and healthy! Move forward 3 spaces.

On 21: Your neighbourhood does not have a midwife to help safely deliver babies into the world. Go back 3 spaces.



Oh no, your mosquito net ripped and the stores have run out. You get bitten by mosquitoes in the night and could have malaria. Miss a turn. **Or:** Play a quick round of mosquito tag! One girl is it (the mosquito), 3 other girls get a token to show they have a mosquito net. The girls with a mosquito net are protected from bites and are not out when tagged. Girls can pass the mosquito nets around to protect others. Who is the last one standing?



Your school has built new toilets with extra privacy for girls and running water. You can now feel a lot happier and safer going to the toilet. Have another turn!



An international charity is teaching parents in your neighbourhood about the importance of sending their daughters to school to break the cycle of poverty. You are now going to secondary school. Have another turn!



25



26

...you are learning about your rights and how to claim them

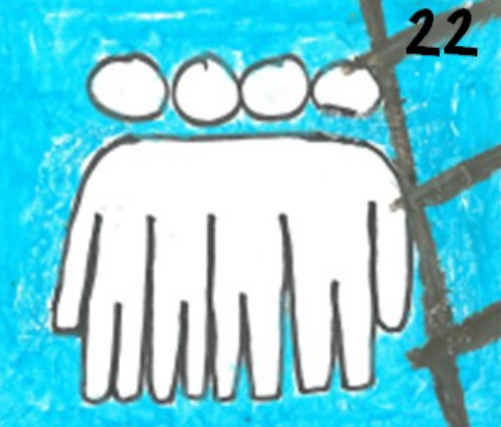
27

Your parents have accepted a marriage proposal for you at the age of 15

24



23



22



13

...you will not get malaria

14



15

...you move into your husband's house and drop out of school

12



11



10

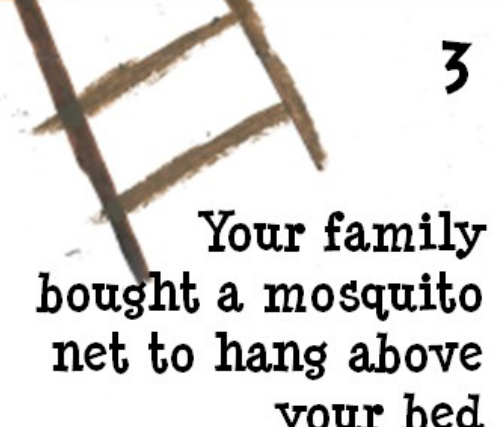


1



Off to a good start

2



3

Your family bought a mosquito net to hang above your bed



28

Your dad has lost his job as a rickshaw driver

29



30

You are now a GIRL RIGHTS CHAMPION!



21

Your parents ask you to work in the local factory to help the family

20



19



16



17

...you can only have one bowl of rice a day

18



8

...you are helping to save trees and protect the planet

7

You join your local Balsena club

9

...you can no longer go to school

4

You recycle your old textbooks and magazines

5



6

Activity Card 2: Mix and Match

Can you match up the right cards from India and the UK? Cut out the cards and place them all face down. As you turn the cards over discuss if you think it's about the UK or India.



Waking up under a mosquito net

Waking up with no need



for a mosquito net



Only tea for breakfast

Getting water from shared well



to brush teeth



Using tap in bathroom to brush teeth



Lots of choice for breakfast



40 minute walk to school



10 minute car ride to school



My school uniform



My school uniform



Sitting on the floor at school



Sitting at desks at school



Curry and rice for dinner



Roast dinner



Homework by oil lamp



Playing outside with friends



Playing outside with friends



Homework with electricity

Bedtime 7pm



to preserve oil in the lamp



Bedtime 10pm

Activity Card 3: Chapatti Challenge

Before you can start your 'Chapatti challenge' you will need to know how to make chapattis! Just follow this easy recipe:

Before you start: wash your hands, clean your work surfaces, tie your hair back and make sure you're careful around hot equipment!

Mix the flour and salt in a large mixing bowl. Slowly add water - start with less water and slowly increase. Mix the water into the flour as you gather the flour together to make a moist dough. Knead well! Push until the dough is pliable (about 7 minutes). Cover the dough with a damp paper towel and let it rest for 30-120 minutes. Now get ready to start rolling chapattis! Knead the dough again for several minutes. Tear off balls of dough about the size of a walnut. Make sure everyone has several balls of dough before the challenge timer goes in. Roll out each ball of dough evenly to a thin texture into a circular shape on a floured cutting board (or table) - about 6-7 inches diameter. Do not stack the rolled chapattis as they will get stuck together! (If you are going to cook the chapattis make sure to start heating a heavy non-stick griddle on medium heat)

Once everyone has completed their challenge it's time to cook! Place each chapatti on a very lightly oiled pan. When they are well heated, small white bubbles will appear. Use a plastic spatula and flip the chapatti over. The chapatti will get more air pockets and should only cook for 1-2 minutes on the second side. When cooked, it will look a mottled brown and be dry but flexible.

Now remove the chapatti with a pair of metal tongs and place it over a low direct gas flame or electric coil. The chapatti should puff up into a ball almost immediately. Remove and eat! If the chapatti does not puff up, there might have been a small hole in the dough or the dough might not have been kneaded enough. Don't worry - still eat!

Tools needed:

- Flat surface (table, counter, board)
- Pan or wok (extra oil for the pan!)
- Stove/cooker
- Spatula
- Metal tongs

Ingredients (for 12 chapattis):

- 2 cups of whole wheat flour
- Water
- Salt (to taste)
- 2 tbsps vegetable/sunflower oil



Activity Card 4: Barriers

1. Girls and boys in the UK have equal access to food **UK girls take 1 step forward**. Girls in India from poor families often get less food and eat after their male family members- 1 in 2 girls in India is malnourished. **Half the Indian girls take 1 step forward**.
2. Both boys and girls in the UK have access to primary and secondary education. **All UK girls take 2 steps forward**. The number of children in primary schools in India has increased, however many problems still persist. For instance, in India's more than 700,000 rural schools there are often no toilets, which stops girls from going to school. **1 in 4 Indian girls take 1 step forward**. The number of Indian girls in secondary schools remains low, so **1 Indian girl who just took 1 step forward, take another step**.
3. Generally girls in the UK choose who they marry and when. The average age of getting married is around 30 and many women balance their careers with their families. **UK girls move 1 step forward**. In India arranged marriages and dowries are still big practice in many parts of society. In India the average age is around 18 years and around 75% of married women were underage when they got married. **Indian girls move 1 step back**. **DISCUSS: how does getting married young keep girls in poverty?**
4. In the UK the NHS provides free healthcare for everyone, regardless of gender or background, and there are many hospitals, doctors and midwives. Life expectancy is 82 for women. **All UK girls take 2 steps forward**. In India healthcare is not freely accessible and 1 out of every 6 girls in India do not make their 15th birthday. Life expectancy for women is 68. **5 out 6 girls take a small step forward**.
5. Mums and babies have it good in England, with mums getting maternity leave, and the infant mortality rate is 4.56/1000 live birth. **UK girls take 1 step forward**. It's a different story for mums and babies in India, where mums cannot afford to take time off work and the infant mortality rate is 46/1000live births. **Indian girls stay where you are**.
6. In the UK diseases like malaria, HIV/Aids and measles do not pose a risk as children get vaccinated at an early age and many diseases are not present in the UK. **UK girls take 1 step forward**. In poor areas in India, there are many risky diseases (cholera, diarrhoea, malaria) and few vaccinations. However the government's recent campaign has provided Nisha's neighbourhood with mosquito nets—an easy solution to malaria. **Indian girls take a small step forward**.
7. The UK is in the top 10 of worst polluting countries with all the cars, factories and energy use, although steps are being taken to educate people on recycling and reusing. **UK girls take 1 step back**. India is also one of the world's worst polluters with its many factories, open sewers and little regulation. Communities like Nisha's are feeling the negative impacts already whilst they themselves have small carbon footprints. **Indian girls stay where you are**.
8. The UK is part of many international networks and gives a lot of money in aid. **UK girls take 1 step forward**. India is also part of many international networks (also the Commonwealth) and gives a lot of money in aid. **Indian girls move 1 step forward**.

Activity Card 5: Social Pressure

Do you have your India and UK maps ready? Cut out the cards below and work in teams to place the statements on the right map. Some statements are about the UK, some about India and some could be true for both. Once you've placed them all on the maps, discuss which ones you had right and wrong. Also discuss why you thought certain things were true/false for India (stereotypes!).

1. 25% of children live under the poverty line

2. This country is amongst the Top 10 richest countries in the world

3. Second largest number of English speakers live in this country

4. Less than 25% of parliament are female

5. Around 27 million Christians live in this country.

6. One of the largest polluters in the world with one of the biggest carbon footprints

7. This country has the largest postal system in the world

8. Less than 10% of privately owned land is owned by women

9. Snake Charming is illegal in this country

10. This country has more than 50 billionaires

11. This country has had a female prime minister

12. The practice of dowry (paying the husband's family money to marry a girl) is illegal

1. UK (India is almost 50%); 2. India (nr. 10) and UK (nr. 7); 3. India (The UK is in 3rd place)
4. UK (India has less than 10.8%); 5. India (UK has around 42 million); 6. India and the UK
(India 5th place, UK 7th); 7. India; 8. India (it is difficult for women to buy land or inherit it);
9. India and the UK (although snake charming is done at the risk of fines for tourists in
India); 10. India (however average wage of a factory worker is £780); 11. India and the UK
(UK Margaret Thatcher and India Indira Gandhi. India also currently has a female president,
Pratibha Patil, despite its widespread discrimination against women); 12. UK and India (illegal
in both countries but continues in India)

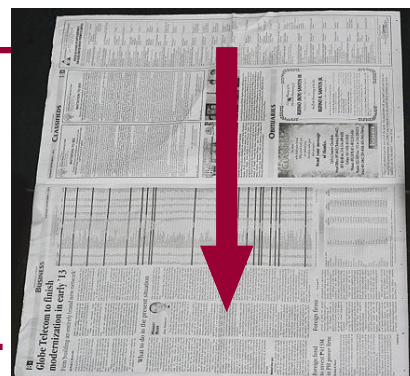
Answers:



Activity Card 6: Factory Floor

How to Make a PAPER HAT!

- 1 Start with a full sheet of newspaper
- 2 Fold closed on vertical centre crease, with crease at the top of your work space positioned horizontally



- 3 Fold both top corners down along centre crease so you create 2 diagonal lines.



- 4 Fold up the bottom edge of the paper - only the top layer - and flip the paper over.



- 5 Fold in the left edge and then right edge as well (about 3 inches)



- 6 Fold up the final bottom edge.



And your hat is done!

Activity Card 7: Obstacles

On the following numbers:

(age) 3 - There's not enough food to make sure you grow up healthy. **Go back to start.**

(age) 4 - There is an outbreak of diarrhoea in your slum and you're at home ill. **Miss a turn.**

(age) 6 - Your parents believe in all their children getting a good education. **Move forward 5 spaces.**

(age) 10 - You cannot add up your groceries because your parents cannot afford to send you to school. **Go back 3 spaces.**

(age) 12 - You pass your secondary school entrance exam. **Have another turn.**

(age) 15 - Your parents accept a marriage offer and you will be married next year. **Go back 5 spaces.**

(age) 17 - You get into college to study engineering. **Move forward 5 spaces.**

(age) 19 - You give birth to your second child at home with a midwife. **Miss a turn.**

(age) 24 - You start working for a NGO campaigning for women's rights. **Have another turn.**

(age) 26—You work with a local school to inspire young girls to make their own choices. **Move forward 1 space.**

(age) 28 - Your job earns enough money to send your daughter to school. **Move forward 2 spaces.**

(age) 30 - You're a healthy, successful woman who is standing up for girls' rights!

Activity Card 8: The Girl Effect

Cut the photos and the clues out and match the woman to their amazing work.



Wangari Maathai

The Kenyan environmental and political activist who won a Nobel Peace prize for her work with the Green Belt Movement



Emma Thompson

Oscar winning actress, human rights campaigner raising awareness of sex trafficking and at age 51 continues to reject cosmetic surgery.



Kiran Bedi

The first female police officer in the Indian Police Service who also set up 2 NGOs fighting for amongst other things prison reform and child welfare



Indra Nooyi

PepsiCo CEO born in South India. She started her career in a textile company in India and worked her way up. She is also a mother of 2 and she is keen to help other women up the ladder.



Aparajita Gogoi

Advocate for mothers and newborns, convincing the government to change the laws regarding midwives thus saving the lives of many mothers. She set up the White Ribbon Alliance for Safe Motherhood in India.



Adele

Singer songwriter who became famous for her voice. She has won many awards and broken various music chart records in both the UK and the US.



Jane Austen

Popular writer when female writers were rare. She paved the way for other women to become authors



Hawa Abdi

One of Somalia's first female gynaecologists who runs a small hospital, often using her own savings. In reply to being held hostage for 1 week for being a female doctor, she said "I may be a woman, but I am a doctor. What have you done for society?"



Venus Williams

The first black woman tennis player to become number 1 in the world. She has won many awards and runs a fashion label and interior design company as well.



Parul Sheth

Founder of Shaishav, who facilitate Balsena (children's collective) teaching children in Gujarat about their rights.

Activity Card 9: Calendar

Key dates throughout the year:

<p>January 1st: New Years Day 26th: Republic Day</p>	<p>February 8th: UNICEF Day for Change 14th: Saraswati Puja 21st: International Mother Language Day</p>	<p>March 8th: International Women's Day 11th: Commonwealth Day (both India & the UK are in the Commonwealth) 27th: Holi Festival</p>
<p>April 1st: Easter/Ram Navani 7th: World Health Day 12th: International day for Street Children</p>	<p>May 11th: World Fair Trade Day 13th: Start Children's Book Week 21st: World Day for Cultural Diversity</p>	<p>June 5th: World Environment Day 12th: World Day Against Child Labour</p>
<p>July 9th: Beginning of Ramadan 22nd: Dharma Day</p>	<p>August 12th: International Youth Day 15th: Independence Day</p>	<p>September 15th: International Day of Democracy 21st: International Day of Peace</p>
<p>October 2nd: Ghandi Jayanti 15th International Day for Rural Women 16th: World Food Day 17th: International Day for the Eradication of Poverty</p>	<p>November 12th-15th: Diwali (Indian festival of light) 20th: Universal Children's Day</p>	<p>December 1st: World Aids Day 10th: Human Rights Day 25/26th: Christmas</p>

Activity Card 10: Postcard

**WHAT IF SHE
HAD NEVER BEEN
BORN?**



EVERY GIRL HAS THE RIGHT TO BE BORN

I,, AM STANDING
TOGETHER WITH GIRLS IN INDIA TO TELL
YOU THAT:



**EVERY GIRL HAS THE RIGHT TO
BE BORN!**

CHILDREACH INTERNATIONAL

23 HAND COURT

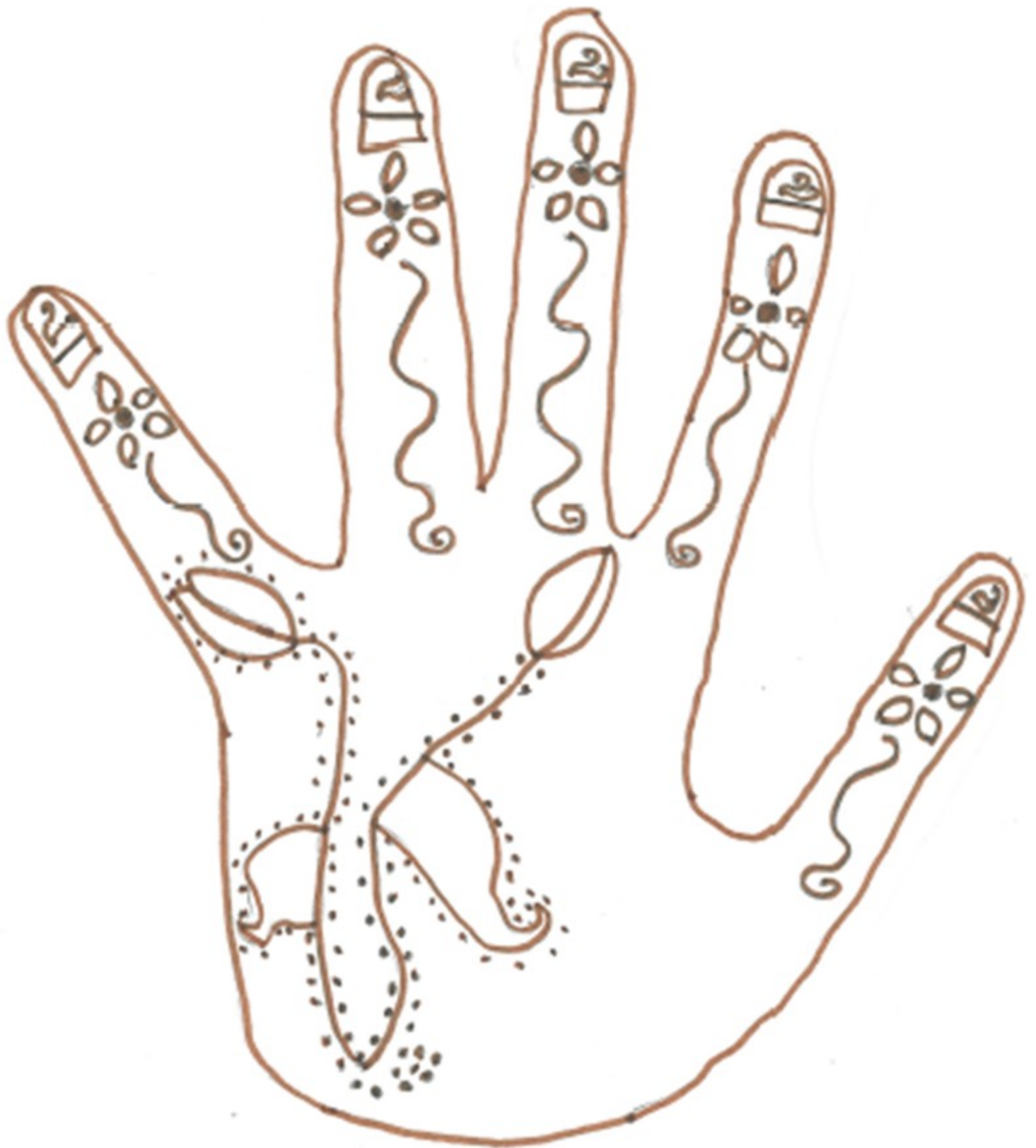
LONDON

WC1V 6JF

SIGNATURE:

DATE:

Activity Card 11: Pledge Template



Evaluating In her Shoes

Now you've learned all about **issues facing girls in India** 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 Childreach International and Girlguiding what you and your unit thought of the project. You can find the Leaders' survey here: www.girlguiding.co.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 **In her Shoes** project.

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.