

Manitoba Youth Forum International Day of the Girl Challenge

Theme: Empowering girls for a brighter tomorrow



Welcome to the Manitoba Youth Forum International Day of the Girl Challenge!

International Day of the Girl is celebrated on October 11. The day aims to highlight and address the needs and challenges girls face, while promoting girls' empowerment and the fulfillment of their human rights.

Last year we held an International Day of the Girl event but due to COVID-19 we couldn't do the same this year. Though we were disappointed we loved creating this challenge for you to still celebrate International Day of the Girl in your unit. We'd love to see any pictures, you'd like to send us, either through Instagram [@mb_youthforum](https://www.instagram.com/mb_youthforum) or through email mb-youth2@girlguides.ca !

This Challenge is broken down into different areas by branch as listed below

Sparks: Service Project, Education, Health and Nutrition, Empowerment, Legal Rights,

Embers: Service Project, Education, Health and Nutrition, Child Marriage, Empowerment and Legal Rights

Guides: Service Project, Education, Health and Nutrition, Child Marriage, Politics and Legal Rights

Pathfinders: Service Project, Education, Health and Nutrition, Child Marriage, Politics and Legal Rights

Rangers: Service Project, Education, Health and Nutrition, Child Marriage and Politics.

The requirements for completing this challenge are listed under each branch, under each area. Feel free to do additional activities based on your girls' interests!

How to Facilitate Difficult Discussions Resource

(For example, mental health, food insecurity, domestic abuse, addiction, poverty, other global issues)

If you are wanting to have these discussions during your meetings, we suggest having a mental health professional be present to lead them.

- Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.
- Ask that they be mindful of their body, mind, feelings, so that they can know if they become triggered and can deal with it
- Include breaks that include moving your body. This is because one of the things that can happen when you are triggered is that you start to disassociate from your body, and get caught up in your head.
 - Examples include: stretch breaks, simple meditative breaks (an example of this is an exercise like placing your feet on the ground and imagining picking your favorite color to draw an outline around each of your feet).
 - You are going to shake out your arms, legs and butts (if you feel silliness is necessary :)). Count to ten for each limb, then go down to nine for each limb, and so on until you get to zero. This is a good way of resettling your brain.
- As well, make sure you debrief following these difficult conversations:
 - Ask your unit how they are feeling through a check out activity
 - Provide your audience with local crisis/mental health helplines/resources from this list
 - Manitoba Crisis Numbers: <https://www.gov.mb.ca/health/mh/crisis.html>
 - Encourage your girls to partake in self-care after the meetings

All Branch Service Project: Empowerment Cards!

All branches should do this project.

Outcome: The girls will have a chance to inspire and empower others, following the purpose of International Day of the Girl

Skills You'll Build: Art, Writing

What You'll Need:

- Construction Paper
- Scissors
- Markers and Or Pencil Crayons
- Glue

What to Do:

1. You are going to make empowerment cards for girls you know! Draw names and have every girl make one for another girl in her unit. For Sparks it can be as simple as drawing positive pictures and for Rangers it can be more personal, specific and encouraging!
2. Then, if there's time, they can also make cards for another girl they know in their life. The older girls can be encouraged to think of someone they know who needs a confidence boost, or who they just want to show their appreciation for.

Tips and Tricks: Email your cards into the MB Youth Forum at mb-youth2@girlguides.ca . We love to see them!!!

Sparks

Pick one activity from each section

Education

Book Show and Tell

Outcome: The girls will develop more of an appreciation for books and reading

Skills You'll Build: Speaking, Summarizing, Literacy, Vocabulary

What You'll Need:

- Each girl needs to bring in a book from home
- Bring in a story book to read to the girls

What to Do:

- Every girl brings in their favourite book from home, or they can talk about a book they like. They share what it's about and why they like it.
- A guider can read them a story.
- Talk about why reading is important (we get to think from new perspectives, use different parts of our brains, hear what the author wants to share).

Here are some resources you can share with girls as you see fit, for anyone who may not have access to books at home or who you think would benefit from them

- Some websites that have free online books:
 - Oxford Owl
 - Storyline Online
 - International Children's Digital Library
 - Open Library
 - Amazon's Free Kids eBooks
 - Barnes & Noble Free Nook Books for Kids
 - Mrs. P's Magic Library

Moral of the Story

Outcome: The girls will develop better reading comprehension skills and understanding of what a book is trying to say.

Skills You'll Build: Reading Comprehension, Expressing Thoughts

What You'll Need:

- A story book with a moral

What to Do:

1. A guider will read the girls a story that has a specific meaning behind it
2. After the guider has read the book, she'll ask the girls what they think the meaning is behind the book
3. Once the girls have answered the guider will explain to them what the book is about and that everyone has their own perspective on books and that they were all right in their own way.

Health and Nutrition

Washing Hands (great for in person guides)

Outcome: The girls will learn the importance of using soap

Skills You'll Build: Health and safety

What you'll need:

- Liquid soap
- Pepper
- Water
- Bowl

What to do:

1. Put water in a bowl.
2. Put some pepper in the bowl of water.
3. Place finger water then lift out.
4. Now cover another finger in soap and dip it in the water.
5. Talk about how germs spread more if you don't wash your hands well.

Dance through the Rainbow (great for in person or online guides)

Outcome: The girls will have a better understanding of their feelings.

Skills You'll Build: Wellness

What you'll need:

- Something in every colour of the rainbow (examples: red- an umbrella, orange- a pencil, yellow- a banana, green- a leaf, blue- a toy boat, purple- a bowl, pink- a flower) or a colour wheel or a rainbow ribbon, etc.

What to do:

1. Have the girls look at one colour and ask them to think about how that colour makes them feel (ex. Yellow makes me feel happy because it reminds me of the sun!)
2. Ask them if they'd like to share how the colour makes them feel.
3. Repeat with each colour.
4. Go through each colour and have them dance to their feelings. If they say that orange makes them excited, they dance in an excited way (energized, jumpy, etc.), if they say that blue feels sad, they dance in a sad way (slowly, weighted, etc.)

5. Have a conversation about the exercise. Did it feel nice to get your feelings out in a fun way? What do you usually do when you feel ___ (angry, happy, sad) ___? Do you think it's better to dance your feelings out, rather than other ways?

Empowerment

Power Poses!

Outcome: Girls will learn about the importance of self esteem and how to raise it.

Skills You'll Build: Self Esteem

What to Do:

1. Discuss what helps you feel good about yourself and why it's helpful to feel good about yourself.
2. One way to help you feel good is to practice power posing. Show the girls how to do the Wonder Woman pose. To do the Wonder Woman pose, stand like the picture below for a few minutes everyday, and it can help change your brain to be more confident and comfortable with yourself. Here are some resources for guiders on how to talk about body image: <https://free-being-me.com/wp/wp-content/media/Free-Being-Me-Leader-Guide4.pdf>



Legal Rights

Learn Your Rights! (Great for online guides and in person guides)

Outcome: The girls will become more aware of what their rights are and the importance of them.

Skills You'll Build: Knowledge of rights, Thinking

What You'll Need:

- Examples of real and fake rights. You can use these: right to food, right to ice cream, right to clean water, right to juice boxes, right to go to the doctor when your hurt, right to go to the circus, right to go to school, right to watch tv, right to be treated fairly, right to tease people.

What to Do:

1. Ask the girls what they think a right is. You're going to be playing a game where you name different rights (some real and some made up) and if they think it is a right, they stand up and reach up to the sky (or for online guides, give thumbs up), if they think it isn't they sit low and put their hands down on the ground (or for online guides, thumbs down).
2. Why are those real rights important? Example: clean water is important so you don't get sick from the dirty water.

Children's Rights Video (great for online guides)

Outcome: Girls will learn what their basic rights are, and learn a bit about other lifestyles.

Skills You'll Build: Knowledge, thinking

What You'll Need: A way to show a video.

What to Do:

1. Share/watch this video with the girls: <https://youtu.be/V1BFLitBkco>
2. Discuss why those rights are important. Example: clean water is important so you don't get sick from the dirty water.

Facilitation

- Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.
- Ask that they be mindful of their body, mind, feelings, so that they can know if they become upset.
- Include breaks that include moving your body. Examples include: stretch breaks, simple meditative breaks (an example of this is an exercise like placing your feet on the ground and imagining picking your favorite color to draw an outline around each of your feet).

Embers

Education

Build a Chair

Outcome: For girls to learn how to create a plan and then execute it.

Skills You'll Build: creativity, building

What you'll need:

- Spaghetti
- Marshmallows
- Stuffed animal
- Pencil
- Paper

What to do:

1. Draw out what you want your chair to look like.
2. Using the spaghetti and marshmallows build your chair to the size that the stuffed animal can sit in it.

Health and Nutrition

Washing Hands

Outcome: The girls will learn the importance of using soap

Skills You'll Build: Health and safety

What you'll need:

- Liquid soap
- Pepper
- Water
- Bowl

What to do:

1. Put water in a bowl.
2. Put some pepper in the bowl of water.
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What to do:

1. Have the girls look at one colour and ask them to think about how that colour makes them feel (ex. Yellow makes me feel happy because it reminds me of the sun!)
2. Ask them if they'd like to share how the colour makes them feel.
3. Repeat with each colour.
4. Go through each colour and have them dance to their feelings. If they say that orange makes them excited, they dance in an excited way (energized, jumpy, etc.), if they say that blue feels sad, they dance in a sad way (slowly, weighted, etc.)
5. Have a conversation about the exercise. Did it feel nice to get your feelings out in a fun way? What do you usually do when you feel ___ (angry, happy, sad) ___? Do you think it's better to dance your feelings out, rather than other ways?

Child Marriage

Outcome: to teach girls about child marriage.

Skills You'll Build: Knowledge

What to do:

1. Ask if anyone knows what child marriage is.
2. Use an example of child marriage from a movie to help explain what it is:
 - Brave: was 16 in the movie when she was being forced to be married.
 - Mulan: was 16 in the movie when she was forced to be married.
3. Give a few facts:
 - Must be 18 in Canada
 - 21% or 650 million girls/women married before they turned 18
 - Child marriage is most common in developing countries because of poverty but it does happen all over the world.
 - Child marriage means that the child can no longer go to school.
4. Answer any questions the girls might have.

Facilitation:

- Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.
- Ask that they be mindful of their body, mind, feelings, so that they can know if they become upset
- Include breaks that include moving your body.
 - Examples include: stretch breaks, simple meditative breaks (an example of this is an exercise like placing your feet on the ground and imagining picking your favorite color to draw an outline around each of your feet).
- As Well, make sure you debrief following these difficult conversations:
 - Ask your unit how they are feeling through a check out activity

Empowerment

Create a Mascot

Outcome: The girls will have a chance to empower themselves by creating more female representation in the mascots they see daily.

Skills You'll Build: Creativity

What you'll need:

Drawing supplies

Paper

What to do:

1. "Why are all mascots referenced to as him/he mascots"
2. Choose to pick a sport or use your unit to make a mascot for.
3. Give her a name.
4. Draw her.
5. What kind of cheers or stunts would she do to entertain the crowd? (Dance, play the sport, cheer, etc.)

Magazine Cover

Outcome: Create a magazine cover for girl guides to help promote it to other girls.

Skills: Creativity, media, advertisement.

What you'll need:

- Drawing supplies
- Paper

What to do:

1. Make a title.
2. Draw a picture.
3. Add a few ideas of what the magazine might have in it.

I Like My...

Objectives: To get the girls to think about what they like about themselves.

Skills: Positive body image skills.

What You'll Need:

- Big piece of paper
- Small sticky notes
- pens/pencils

What to do:

1. Draw a girl (stick person) on a big piece of paper.
2. Go around asking each girl:
 - What is their favorite body part is (hair, eyes, etc.)
 - What their favorite personality is (kind, artistic, etc.)

- What their favorite activity is (soccer drawing, swimming, etc.)
- 3. Place what they say on a separate sticky note (one for body part, one for personality, etc.)
- 4. Place these on the girl you drew at the beginning.

Facilitation:

If you are wanting to have these discussions during your meetings, we suggest having a mental health professional be present to lead them.

- Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.
- Ask that they be mindful of their body, mind, feelings, so that they can know if they become triggered and can deal with it

Who Inspires You?

Outcome: To get girls to think about women in their life who have inspired them.

Skills: Self awareness.

What you'll need:

- Paper
- Pencils

What to do:

1. Pick 2 women who inspire you (family, singer, tv show character, etc.).
2. Write or draw 3-5 things that she does that inspires you (job, sport, personality).
3. Write or draw 2-3 things that she has inspired you to do (join a sport, how to help people).
4. Share if you're comfortable.

Legal Rights

What are Children's Rights?

Outcome: Teach girls about rights and politics.

Skills You'll Build: Understanding of children's rights.

What You'll Need:

- Capability to show a video

What to do:

1. Show this video <https://www.youtube.com/watch?v=V1BFLitBkco>
2. Talk to the girls about the video and answer any questions.

Facilitation:

- Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.

- Ask that they be mindful of their body, mind, feelings, so that they can know if they become triggered and can deal with it
- Include breaks that include moving your body. This is because one of the things that can happen when you are triggered is that you start to disassociate from your body, and get caught up in your head.
 - Examples include: stretch breaks, simple meditative breaks (an example of this is an exercise like placing your feet on the ground and imagining picking your favorite color to draw an outline around each of your feet).
- As Well, make sure you debrief following these difficult conversations:
 - Ask your unit how they are feeling through a check out activity.

Guides

Education

Coding with Tynker

Outcome: Learning some of the basics of coding

Skills You'll Build: Coding Skills, Computer Skills

What You'll Need:

- An electronic device

What to Do:

1. Have a short discussion on why coding is an important skill to have in a society where computers and technology are continuing to be a bigger part of everyday life.
2. Using laptops, tablets, or phones, go to <https://www.tynker.com/hour-of-code/> where you can explore and try some different games that teach coding

Resources: <https://www.tynker.com/hour-of-code/>

Health and Nutrition

Pick one of the three activities to complete.

GMO's

Outcome: by the end of this activity, girls will have a strong understanding of what a genetically modified organism is, and how it affects things in our local and global lives both negatively and positively.

Skills You'll Build: critical thinking, ability to analyze and research

What You'll Need: paper. Writing utensils (preferably some with color), scissors, printed resources

Before You Start:

1. Print out resources
2. Cut list of positive and negative impacts of GMOs (ensure to have them mixed so that girls can't identify which impacts belong to which list)

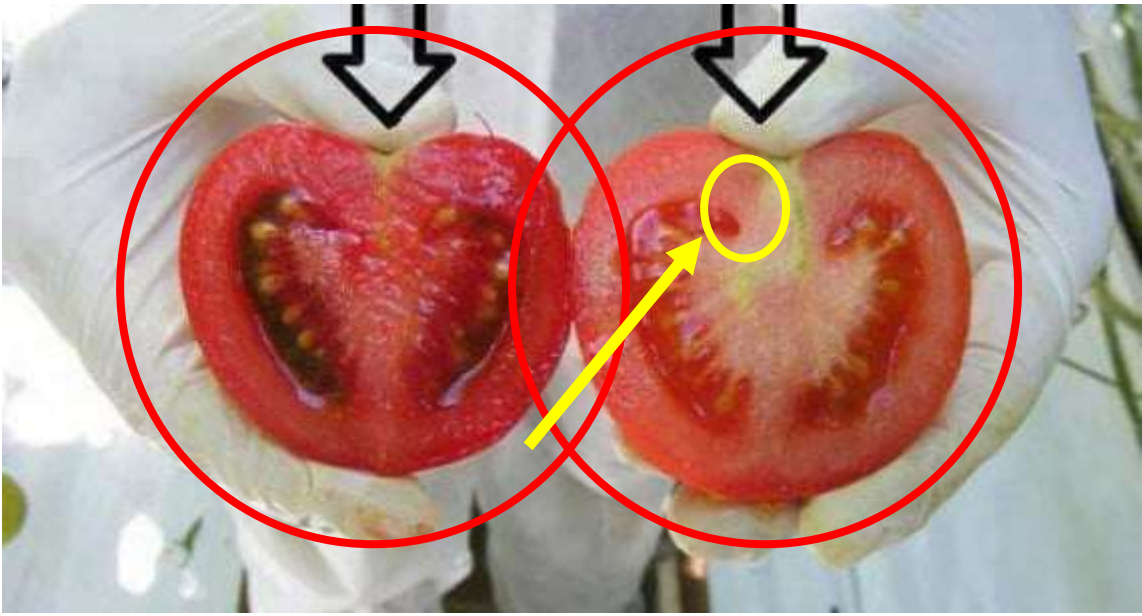
What to Do:

1. As a group, ask what the girls think a GMO is. After all thoughts have been said. Explain to the unit what a genetically modified organism is. (See resources for definition)
2. Ask girls if they can think of any food products that have been genetically modified (i.e., bananas, corn, tomatoes, ect), and show images of food products before and after genetic modification (see resources for images)
3. In the form of a relay race, have the girls separate the impacts into what they see as positive and negative (this activity can be done in smaller groups dependent on unit size) (use the printed list from the resources). Compare the list(s) that the girls made to the list provided in the resources
4. Split girls into smaller groups (dependent on unit size). Using paper and writing utensils, have the girls come up with a food product that they would genetically modify. Some things to think about when running this activity are: what would the modified version look like, what impacts would it have (both positive and negative), where would the new product be grown

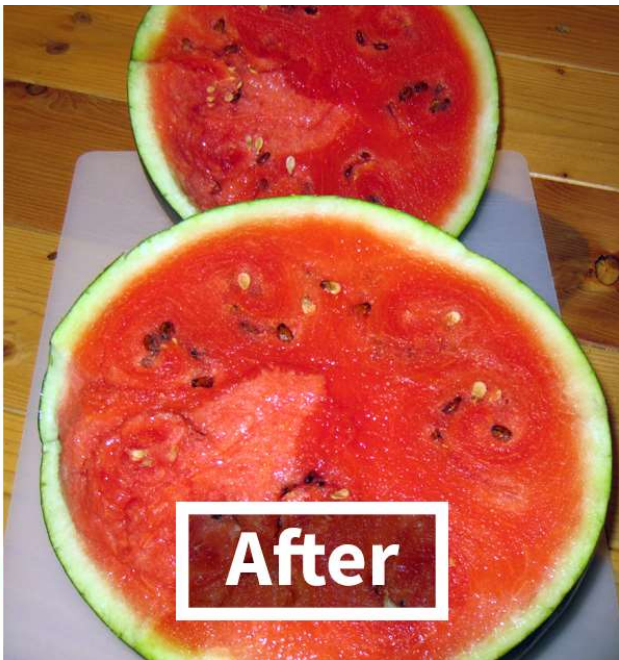
Resources:

GMO (genetically modified organism): a plant or animal that had its DNA changed so that it can do something that it wasn't able to do before





Before



After



White Rice

GMO Golden Rice

Image source: goldenrice.org

- Positive impacts of GMOs:
 - Increases Flavor
 - Increases the health benefits
 - There is less of a need to spray chemicals
 - They produce more crops than non-GMO plants
- Negative Impacts:
 - We still don't know long term effects of GMOs
 - GMOs can cause allergic reactions
 - GMOs can kill the good bugs around them
 - GMOs can cause a build up of bad chemicals in the body

Brand Loyalty Realness

Outcome: by the end of this activity, girls will be able to identify marketing strategies used to advertise food to children and teens

Skills You'll Build: analysis, critical thinking, differential communication, decision making

What You'll Need: paper, writing utensils (preferably some with color), printed resources

What to do:

1. Discuss with girls' what type of food commercials they see on TV. What colors are in the commercials? Do they have any pictures
2. Analyse the pictures in the resources provided. What colors are used in the commercial? (Are the colors bright, mellow, dark, etc.? How do the colors relate to your emotions). Does the commercial use any fun drawings? How do these drawings make you feel?
3. Compare and contrast different commercials (found in resources). Which commercial/product would you want to buy more? Why would you want to buy one over the other? Do you recognize any of the products? Is the product you chose one that you recognize?
4. When you go shopping with your family, do ask for products with fun colors and pictures? How does this affect what your family buys?
5. In groups, design a product that you would sell to your girls in your unit. What colors will you use? Will you put pictures in it? What will it be?
6. In a skit, make a commercial with your group. Present this commercial to your group to try and sell them this product. Once all groups have shown their skit, have the girls pick the product they would be most likely to buy. Why would you be willing to buy the product that you chose?

Stuff to Talk About:

- What are some things to consider when seeing/watching commercials for products?
- Is there any product that you or someone else has bought because you recognize it?

Resources:



Healthy Organs

Outcome: By the end of this activity, girls will be able to identify the health risks and the effects of substance use on the body

Skills You'll Build: strategic thinking, problem solving,

What You'll Need: balloons (2x), clay, scissors, empty plastic bottle (1L pop bottles work really well), straw, printed resources

What to do:

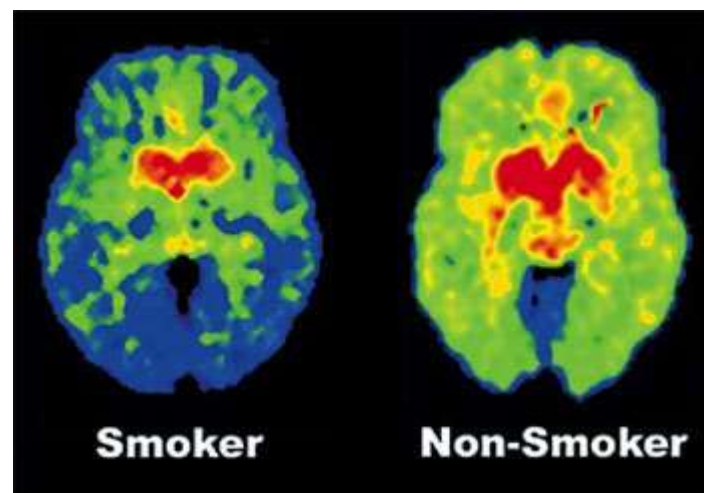
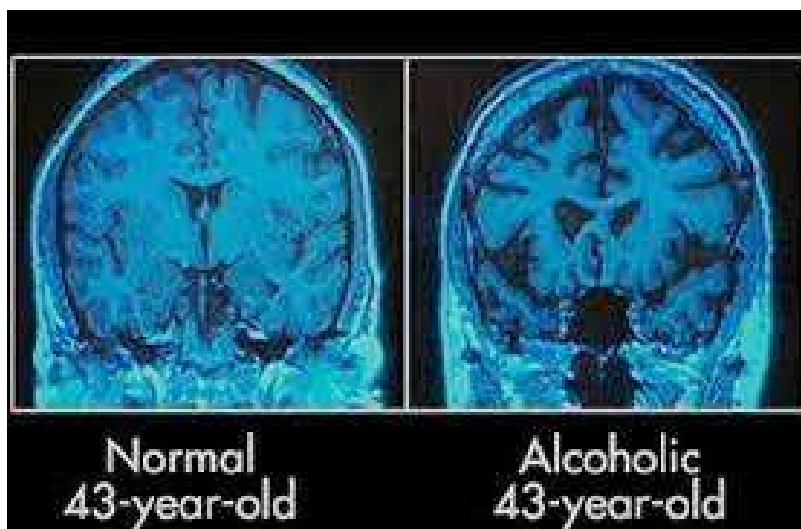
1. Have a short discussion. Do you know what a controlled substance is? Can you think of any substances that are controlled?
2. Let's look at the effects of smoking products and alcohol on brain activity (see resources for imaging). What differences do you notice in these pictures? Can you see any differences in the colors? What about where the colors are in the brain?
3. Watch the attached video about the effects of smoking and vaping on the lungs.
 - o After watching, compare and contrast what you saw in each side of the video. Did you find the "lungs" to be really gross looking after. What does this video tell you about smoking and vaping?
4. Split in 3 sections. Each group will be making a lung that represents the use of a different carcinogen. Using scissors, cut off the bottom of your plastic bottle. Tie a knot at the end of one of your balloons and cut the fat end off. Stretch the balloon around the bottom of your plastic bottle. Put a straw into the neck of the other balloon and secure it with an elastic band (tight enough so that there is no air escape, but not so tight that it crushes the straw). Have group one leave their balloon as is. With some help, have group 2 poke 3 small holes in their balloon (the one attached to the straw) using a safety pin. With some leader assistance, have group 3 poke 10 small holes in their balloon (the one attached to the straw) using a safety pin. Now, place the balloon with the straw into the neck of the bottle. The balloon should sit half-way into the bottle. Using your clay, fill the space between the drinking hole and the straw (it should be air-tight). How that you're finished your lung, pull on the balloon that is on the outside (the one with the knot). Do you notice how the balloon on the inside inflates. Can you see a difference in the inflation rate between the balloons from the different groups. Can you identify which group built the healthy lung, the lung that smoked cigarettes and the lungs of the person who vaped?

Stuff to Talk About:

- After doing the activities, how do you feel about the usage of controlled substances?
- Do you think that it's healthy to use cigarettes or vaping products?

Resources:

Brain Effects Imaging



Effects of Smoking and Vaping on the lungs
<https://www.youtube.com/watch?v=0Pwj6BuS8Ds>

Effects of Smoking and Vaping on the lungs
<https://www.youtube.com/watch?v=0Pwj6BuS8Ds>

Child Marriage

Video and Discussion

Outcome: You'll begin to understand what some women go through around the world

Skills You'll Build: Communication skills, Thinking

Facilitation: Check out the How to Facilitate Difficult Conversations Resource at the top of this document for ideas.

What to Do:

1. Watch either video 1 or 2 (video 2 is suggested for older girls)
2. Take a look at some of the issues that were mentioned and take a deeper look into them
3. Ask questions! Like why is child marriage still an issue today? What kind of conditions put girls in these situations? What's being done to help the girls in these situations? How would you feel if you were in this situation?

Resources:

There are two video options. The first video is suggested for younger girls whereas the second video is more appropriate if you have an older group of girls. The second video does

mention female genital mutilation as well as human trafficking. If you feel as though that topic may be too much for your girls then you can just play the first video. *If you are interested in playing the first video send an email out asking your caregiver(s) first if it would be okay, that way you are able to gauge whether it will be okay for all your girls.*

1. 1: https://www.youtube.com/watch?v=_cp1aiGFVHc

2. 2: <https://youtu.be/3BMgV8jj9IU>

- In this first video it is just stats going across the screen but even then, they are definitely heavier topics.
- Topics Covered: Violence against girls, child marriage, human trafficking, female genital mutilation, girls that aren't in school, HIV infections are higher among girls, the Sustainable Development Goals.

Politics

Discussion Activity:

Outcome: Learn about some of the political issues that go on around the world

Skills You'll Build: Communication, Confidence

What to Do:

1. What are some issues that the world is facing in the world of politics? Go around and talk about something that you may have heard on the news, from a parent, etc. Try to get deeper into the topic.
2. Ask questions like why is this an issue? What's being done about it? How is the issue affecting people around the world/where it's taking place?

Confidence Building Activity (In Person):

Outcome: Get everyone thinking about the discrimination girls face while building some confidence

Skills You'll Build: Communication, Confidence, Creativity

What to Do:

1. Separate into groups of 3-4
2. Create a skit that relates to something that you may have faced because you are a girl. Whether it's discrimination or stereotypes, come up with a skit relating to it and your experiences with it
3. Present the skit to the group

Facilitation:

If you are wanting to have these discussions during your meetings, we suggest having a mental health professional be present to lead them.

- Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.
- Ask that they be mindful of their body, mind, feelings, so that they can know if they become triggered and can deal with it

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 - Examples include: stretch breaks, simple meditative breaks (an example of this is an exercise like placing your feet on the ground and imagining picking your favorite color to draw an outline around each of your feet).
 - As Well, make sure you debrief following these difficult conversations:
 - Ask your unit how they are feeling through a check out activity
 - Encourage your girls to partake in self-care after the meetings

Confidence Building Activity (Online):

Outcome: You'll start to build confidence to present in front of a group

Skills You'll Build: Confidence, quick thinking, creativity

What to Do:

1. Starting off, choose a topic that's important to you. It should be something you are passionate about. It could be something as simple as cats, if that's what you want to talk about.
2. With this, everyone will have 10-15 minutes (Depending on the time the unit has) to prepare.
3. In the presentation, you should include facts, and whatever knowledge that you have on the topic
4. After you finish preparing, present to the group

Legal Rights

Research

Outcome: Learned about some different women who have contributed to human rights

Skills You'll Build: Research skills, public speaking

What You'll Need:

- An electronic device
-

What to Do:

1. In groups of 2-4, choose someone who has contributed to women's/human rights
2. Each group should find the following about the person:
 - What right did they stand for?
 - What did they do to contribute to it?
 - Three fun facts about the person
3. After all is done, present what your found to the group
 - Here are some examples of women to research
 - Malala, Marie Curie, Susan B Anthony, The Famous Five: Emily Murphy,
 - Nellie Mooney McClung, Louise Crummy McKinney, Henrietta Muir Edwards,
 - Irene Marryat Parlby

Draw A Right

Outcome: Gaining a better understanding of the rights you have

Skills You'll Build: Creativity

What You'll Need:

- Paper
- Pencils
- Markers/Pencil Crayons

What to Do:

1. Take a look at the first 2 pages of the PDF and go over the rights and freedoms a person has
2. Pick out an article/right that you're interested in
3. With some pencils and markers, draw about what the right is to you. For example, for a right to an education you could draw a school or a classroom with kids learning.
4. After everyone finishes drawing, go around and explain what everyone drew and what right they chose to the group

Resources:

http://www.eycb.coe.int/composito/chapter_6/pdf/1.pdf

Pathfinders

Education

This way? Or that way?

Outcome: By the end of this activity girls will be able to confidently develop and state an opinion in debate

Skills You'll Build: critical thinking, public speaking, reflectivity, confidence

What You'll Need: No supplies needed

What to Do: For this activity, divide the girls into groups (the size of the groups depends on the unit).

1. Have girls propose topics that they would be interested in debating (could be anything as simple as whether or not chocolate is better than vanilla)
2. Once a topic has been chosen, allow each group time to convene on the topic and come up with their speaking points. Have each group appoint 1 person to present the groups speaking points.
3. Allow each group 2 minutes to present their initial points. Once complete, allow each group 1 minute to convene and get their rebuttal ready.
4. Allow each group 1 minute to present their rebuttal. Once complete, allow each group 1 minute to prepare their closing statements.
5. Allow each group 1 minute to present their closing argument.

What to Talk About: Did your viewpoint on the topic change throughout the debate? If yes, how did it change?

Health and Nutrition

Fitness Fun

Outcome: By the end of this activity, girls will be able to properly identify and perform healthy habits in regards to physical fitness

Skills You'll Build: teamwork, confidence,

What You'll Need: For this activity, you could either bring in a guest speaker to facilitate in their field of physical fitness (could be done in person or online), or you could follow along with the activity sheets in the resources. Paper and writing utensils.

Low impact workout - <https://www.youtube.com/watch?v=X8eyLIAC-Ig>

High intensity workout - [youtube.com/watch?v=Kyv9iJf0gT8](https://www.youtube.com/watch?v=Kyv9iJf0gT8)

* If there is a member with physical limitations, the low-impact exercises are recommended. Adapt accordingly.

What to Do:

1. Have a short discussion about physical fitness. What is physical fitness? Does anyone play any sports? What's the difference between high intensity and low intensity workouts?
2. Before you begin your workout, check your heart rate and write it down. (To check your heart rate, place two fingers over the right side of your neck and count the number of pulses over the course of 15 seconds. Now times it by 4. The number you receive is your resting heart rate)
3. An important part of exercise is warming up your muscles so prevent injury. Follow along with the stretches included in the resource. Once completed, take your heart rate again and mark it down.
4. After you've completed your stretches, choose minimum one activity (though you could always complete all three!) to complete from the resource section (low impact workout, yoga, or high intensity workout). Once completed, take your heart rate again and mark it down.
5. Now that you've completed the exercise portion, you need to complete a cool down. Doing a cool down activity brings down your heart rate and allows your body to gradually slow down safely. *Reference the resource section for the cool down activity. After you've completed the cool down, take your heart rate and mark it down.

What to Talk About: How does your heart rate vary throughout the different stages of the workout? How can you incorporate physical fitness into our life?

Child Marriage

Speak Out

Outcome: After completing this activity, girls will have a more in depth understanding of the issues surrounding child marriage, and will be able to

Skills You'll Build: critical thinking, reflection, planning, creativity

What You'll Need: writing utensils (in different colors) and something to write on
Child marriage facts -

<https://www.weforum.org/agenda/2015/11/5-facts-about-child-marriage/>
<https://iwhc.org/resources/facts-child-marriage/>

What to Do:

1. Have a short intro discussion about child marriage. After this discussion, create a diagram of all the things girls in the unit know already about child marriage. After this is complete, write all the things that the guiders know about child marriage on the same paper in a different color. After that step is complete, read aloud the attached fact sheet on child marriage and see if it matches up with the knowledge that the unit had written down.
2. Now, brainstorm different ways that people advocate for various things (peaceful protests, marches, online campaigns, through posters, etc.)
3. Now that you've brainstormed, either break into groups or as a unit come up with an advocacy campaign that speaks out against child marriage.
4. Put your campaign into action!

What to Talk About: How does child marriage affect those around the world? Can you think of an instance where child marriage was publicly known? Reflect on why so little information is available about child marriage?

Facilitation:

- Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.
- Ask that they be mindful of their body, mind, feelings, so that they can know if they become triggered and can deal with it
- Include breaks that include moving your body. This is because one of the things that can happen when you are triggered is that you start to disassociate from your body, and get caught up in your head.
 - Examples include: stretch breaks, simple meditative breaks (an example of this is an exercise like placing your feet on the ground and imagining picking your favorite color to draw an outline around each of your feet).
- As Well, make sure you debrief following these difficult conversations:
 - Ask your unit how they are feeling through a check out activity

Politics

Activity Title: Party Power

Outcome: After completing this activity, girls will have a stronger understanding of political parties in Canada and the effect that they have

Skills You'll Build: critical thinking, communication

What You'll Need: Paper, writing utensils

What to Do:

1. Have the girls split into groups (the amount and size of groups is dependant on unit size)

2. Have girls come up with a name and logo for their own political party. Now come up with different things you think are important (can be things such as free medical care or education, or can even be something more fun like having a national pizza day every week)
3. Have the groups present their parties. After each group has presented, hold a vote to see which party would win
4. Discuss why you would or would not choose the political party (will vary from person to person)

What to Talk About: After the activity, discuss the effects of voting

Legal Rights

Activity Title: Draw your rights

Outcome: By the end of this activity, girls will have a stronger sense of rights and social issues that are important to them

Skills You'll Build: critical thinking, decision making, reflectivity

What You'll Need: materials for making a picture (could be paper, canvas, markers, crayons, paint, etc.), a copy of the universal declaration of rights and freedoms and a copy of the Canadian charter of human rights (can be found in the resource section)
<https://laws-lois.justice.gc.ca/eng/const/page-15.html>

What to Do:

1. Start a discussion about rights and freedoms. Lead this discussion into what different rights and freedoms girls in the unit are aware of. Then lead this discussion into whether they know examples of times that rights have been violated. After you have completed the discussion, allow girls to look at a copy of the charter of rights in the resources.
2. Have girls reflect on what right or freedom is most important to them. After they have figured this out, have each person make a drawing or picture depicting the right or freedom that they feel is most important to them. Once completed, compile these drawing/pictures into a book

What to Talk About: How do the different rights and freedoms that we have as Canadians change the perspective that we have on the world? How does this vary from country to country? Can you think of any movements in history that resulted in people gaining more rights?

Rangers

Education

To complete the education area please do three activities from at least two themes below. Feel free to do even more based on your unit's interests.

Theme One: Learn to Code

Outcome: The girls will get an introduction to the different coding terms and how coding works.

Skills You'll Build:

- Coding
- Design
- creative thinking

What You'll Need:

- Laptop or computer per every one or two girls
- paper and pencils
- internet

What to Do:

1. Take a few minutes and brainstorm ideas for apps that you think are needed.
2. Design the different screens. Draw lines between each screen based off of where you go from each screen.
1. Now go to studio.code.org. Then go to App Lab where you will have to create an account.
2. From there you will be ready to create your app! In the toolbox you will see the different blocks you can drag into the workspace. Just hover over any of the blocks to learn what they do. On the left where the mock up of the phone is that is where your screens are. Above there in the design category you can find buttons and sliders and other objects to place on your screen. If you go to the question mark in the top right-hand corner of the screen it will show you a tutorial as to how to use the App Lab.
3. Once everyone is finished with their apps, create a unit Google Doc that everyone has access to. Each person can go to share at the top of the screen and copy and paste the link to their app into the google doc. That way everyone can see each other's work!

Things to Talk About: What were some of the challenges? Why did you choose to design the app you did? Have you ever done any coding before? Would you want to keep doing it? Did you find it hard?

Tips and Tricks: If everyone has a phone, they can actually download it onto their phones to try it out!

Resources: https://studio.code.org/users/sign_in

Theme Two: Mental Health First Aid

See the How to Facilitate Difficult Conversations Resource at the beginning of the document for this topic.

Activity One: Panic Attacks

Outcome: The girls will learn strategies for helping themselves or others out of panic attacks.

Skills You'll Build: Empathy, Mental Health First Aid, Grounding

What You'll Need: Fleece or felt, loom bands or twine, scissors.

What to Do:

1. As a unit brainstorm what you think someone experiencing a panic attack would look like. Some people may not show any of these things, the best way to know is if someone tells you. Have a discussion based off of the talking points in Stuff to Talk About.

2. As a unit you're going to practice some grounding strategies that you can use to help yourself or others through panic attacks.
 - **Grounding strategies**
 - Go through Roy G. Biv and list items that you can see of each colour.
 - Pick a category and list things of that category for each letter of the alphabet. I.E., countries A for Australia, B for Brazil
 - Describe your environment in detail to yourself.
 - Make a tiny sleeping bag out of felt or fleece and twine or rubber bands. Keep this as your soothing object.

What to Talk About:

Discuss ways that you can support friends that suffer from anxiety or any other mental health disorder. How can you let them know they can talk to you? Alternatively, if you experienced panic attacks how could you reach out to others for help?

Facilitation:

(For example, mental health, food insecurity, domestic abuse, addiction, poverty, other global issues)

If you are wanting to have these discussions during your meetings, we suggest having a mental health professional be present to lead them.

- Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.
- Ask that they be mindful of their body, mind, feelings, so that they can know if they become triggered and can deal with it
- Include breaks that include moving your body. This is because one of the things that can happen when you are triggered is that you start to disassociate from your body, and get caught up in your head.
 - Examples include: stretch breaks, simple meditative breaks (an example of this is an exercise like placing your feet on the ground and imagining picking your favorite color to draw an outline around each of your feet).
- As Well, make sure you debrief following these difficult conversations:
 - Ask your unit how they are feeling through a check out activity
 - Provide your audience with local crisis/mental health helplines/resources from this list
 - Manitoba Crisis Numbers: <https://www.gov.mb.ca/health/mh/crisis.html>
 - Encourage your girls to partake in self-care after the meetings

Activity Two: Time to Speak Up

Outcome: Girls will learn how to speak to someone they suspect of contemplating suicide and how to get them to the help they need.

Skills You'll Build:

- Mental health first aid
- Speaking
- listening

What You'll Need:

- A copy of the script in resources for every two girls.

Facilitation:

- Before you run the meeting, send out an email about what you are covering. Make sure the girls know that if they are not comfortable running this activity that you will not do it. That it is only an option and not a requirement for this challenge.
- Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.
- Ask that they be mindful of their body, mind, feelings, so that they can know if they become triggered and can deal with it
- While running the discussion take an active break in order to keep the topic from getting too overwhelming.
 - Activity Idea:
 - You are going to shake out your arms, legs and butts (if you feel silliness is necessary :)). Count to ten for each limb, then go down to nine for each limb, and so on until you get to zero. This is a good way of resettling your brain.
 - If all of your girls are okay in doing this activity make sure you do a check in at the end about how they are feeling. Some of the questions you can ask are:
 - How are you feeling?
 - Are there any additional questions you want to ask?
 - Are you feeling any conflicting emotions?
 - As well attach these resources in a following email
 - Crisis Phone Lines <http://klinik.mb.ca/crisis-support/>
 - How to Approach a Girl About Suicide/Signs of Suicide <http://www.mooodisordersmanitoba.ca/resources/suicide/>
 - Dealing with Thoughts of Suicide? <https://www.healthline.com/symptom/suicidal-behavior>
 - Suicide Bereavement <https://trauma-informed.ca/traumatic-grief/suicide-bereavement/>

What to Do:

1. Suicide is a major topic and it can be really hard to know what to do when you think someone may be thinking about suicide. It is important to ask directly and not dismiss or avoid signs that may be signs of suicide. It's important to not let them swear you to secrecy and for you to remind them that this is important. You're going to go into pairs and practice the conversation so that it does not feel so weird. Follow the format that's included in the resources...
2. Practice a few times. You can switch up some of the words to something you think you would say. Switch partners until you feel more comfortable with the conversation.

Resources: The Suicide Talk Script

Activity Three: Scheduled Worry Time

Background: Worries can often seem large and all consuming in the moment and they can cause you to lose your presence in the present. By writing down worries one by one and setting a specific time to feel those worries you'll miss out on less.

Outcome: Girls will learn a strategy to manage worries and prevent them from being distracted from the present.

Skills You'll Build:

- Mental health first aid
- Reflection
- being present

What to Do:

1. Have the girls write out any worries they've had today or in the last week. If the girls would like, each can have a turn saying one of their worries. Encourage the other girls to share their feelings if they've had that same worry.
2. Give the girls five minutes to themselves. Space them out, turn the lights out and make the room quieter. This is their worry time. They have some time to feel the worry about all those issues going through their head. When they're done tell them that that is their worry time for today. Invite them to write down and save up their worries for the same time tomorrow, feel the worry, and then shelve that worry away.

Things to Talk About:

Do you often find yourself being distracted by worrying? Do you sometimes find that you can't sleep because you are worried about something? Do you have any strategies that you use to help with worrying?

Theme Three: Environmental Education**Activity One: Outdoor Scavenger Hunt**

Outcome: The girls will learn what to look for in nature and to be more aware of their surroundings.

Skills You'll Build:

- Presence
- natural navigation
- Perception

What You'll Need:

- Pieces of paper
- Pens
- Scissors
- walking shoes
- outdoor clothing

What to Do:

1. Print out the Natural Scavenger Hunt List included in the resources. Cut it up into strips. Make sure you have enough strips for each girl. Each strip has a question on it for the girls to find when you go on a walk.
2. Go in order from the front of the line to the end and as a unit find what the prompt tells you to look for.

Resources: Natural Scavenger Hunt List

What to Talk About: Do you often stop to look at the plants or bits of nature around you? Do you stop and notice bird calls or try to find signs of life? Do you think you will now? Did you see any plants that you could recognize by name?

Activity Two: Name that Cloud!

Outcome: The girls will learn the difference between the types of clouds and what it means for the weather.

Skills You'll Build:

- Natural Knowledge
- Weather Knowledge
- Creative Thinking

What You'll Need:

- Scissors
- Cloud Cards printed out
- What Do the Clouds Mean Sheet

What to Do:

1. Print and cut out the cards in the resources. These are the different types of clouds. Allow the girls to pass them around the table for a minute. Tell them to try to memorize them. After the minute is up collect all the cards. You're going to play Pictionary with the different types of clouds. Have as many girls gone up as you have cloud cards and have them draw the clouds. Give the girl at the whiteboard twenty seconds to draw her cloud. Everyone is then going to write down on their page what kind of cloud they think it is. Go through everyone's answers at the end of the round and see who got it right.
2. The second round through you are going to use the same cards as earlier but this time it is charades. Each girl is going to have 30 seconds to try to act out something to represent her cloud before the girls write down their guesses.

AND/OR

1. Make up a song or a rhyme to remember some of the types of clouds and what they mean.
2. Record it and send it in to the Manitoba Youth Forum either through Instagram or email it to mb-youth2@girlguides.ca

Resources: What Do the Clouds Mean, Types of Clouds Sheet.

Health and Nutrition

To complete the Health and Nutrition area please do one of these options...

- All of theme two
- Or theme one plus one activity from theme two

Theme One: Mask Making

Outcome: The girls will be able to contribute and help others in the pandemic.

Skills You'll Build:

- cutting out patterns
- Sewing

What You'll Need:

- Fabric
- elastic string
- printed patterns cut out
- Scissors
- Sewing machines or needle and thread

What to Do:

1. As a unit, decide who you're going to be making masks for. Make sure to reach out and ask if they would like them.
2. Find a style of mask that you'd like to make and make a bunch of those.
3. Send them to whoever you were making them for!

Resources: Here is a great resource for making masks. <https://blog.treasurie.com/diy-mask/>

Theme Two: Girls Health and Sanitation

Activity One: Learn the Lingo

Outcome:

Girls will become more familiar with terms associated with menstrual health.

Skills You'll Build:

- Lingo knowledge

What You'll Need:

- One set of cards for two girls
- Scissors

What to Do: Cut out the cards and play Memory Match with them. Make sure to read each one out loud.

What to Talk About:

How many of these words were new to you? Did it feel awkward saying some of them out loud? Do you often find that you feel like you have to hide the fact that you have your period or just experience them in general?

Resources: Menstruation Memory Match Cards

Activity Two: Mini Documentaries

Outcome: The girls will see some other perspectives and see how menstrual health is treated in other countries.

Skills You'll Build:

- Empathy
- Listening

What You'll Need:

- A computer and a projector if necessary
- a speaker if needed.

What to Do:

1. Go to the Days for Girls website, select Policy + Advocacy under the Our Work tab at the top. There scroll down until you hit for the film buffs.
<https://www.daysforgirls.org/advocacy-volunteer-center>
2. There's one 8-minute documentary and smaller three-minute clips. Watch each of these videos as a unit and have a discussion afterwards.

What to Talk About:

- Was there anything that really stood out to you? Discuss how life would be different if you did not have access to menstrual supplies, and safe bathrooms. What menstrual issues do we still have here in Canada? What is the importance of educating girls and women about menstrual and reproductive health? Would you try this kit? Would you be interested in getting involved with this organization in the future?

Activity Three: Wish for Wash Design Jam

Background: Wish for Wash is an organization of female engineers, medical researchers and designers that work on tackling the issue of lack of access to proper water, sanitation and hygiene. These issues disproportionately affect women and girls as many do not have access to safe washrooms. They tackle this issue through research, design and education.

Outcome: The girls will learn to combine design with reflection about their own as well as other girls' needs.

Skills You'll Build:

- Design
- inward and outward thinking

What to Do:

1. You're going to have around eight minutes to design a washroom specific to girls. Consider your own experience and needs.
2. After the eight minutes is done share what you designed with your unit.

What To Talk About: What needs and wants did you consider while designing your bathroom? Do you think that female input is put into designing bathrooms? Are there other products and designs that you think did not include a female perspective? Do you think people know about the unequal access to washrooms between women and men in developing countries? Were you aware of this issue? What do you think can be done about this issue?

Resources: <http://www.wishforwashthinks.org/>

Child Marriage

To complete the Child Marriage area please do the opening activity, as well as activity one and two.

Opening Activity

Background: According to Girls Not Brides Child Marriage occurs because of.... At its heart, child marriage is rooted in gender inequality and the belief that girls and women are somehow inferior to boys and men.

Child marriage is a complex issue. Poverty, lack of education, cultural practices, and insecurity fuel and sustain the practice.

But drivers will vary from one community to the next and the practice may look different across regions and countries, even within the same country.

Outcome: The girls will form a better understanding of the different factors that lead to girls becoming brides.

Skills You'll Build:

- Thinking

What You'll Need:

- Paper and pens

What to Do:

As a unit, in pairs, or by yourself, brainstorm some factors that lead to girls becoming child brides. After you are done share your ideas and make a master list. Have a discussion about what you can do about these certain factors or how they can be reversed.

Facilitation:

Begin by acknowledging and explaining that it's okay to feel sad, upset, stressed, etc., and to make sure they know that they can take a break and do whatever they need to do to settle themselves.

- Ask that they be mindful of their body, mind, feelings, so that they can know if they become triggered and can deal with it
- Include breaks that include moving your body. This is because one of the things that can happen when you are triggered is that you start to disassociate from your body, and get caught up in your head.
 - Examples include: stretch breaks, simple meditative breaks (an example of this is an exercise like placing your feet on the ground and imagining picking your favorite color to draw an outline around each of your feet).
 - As Well, make sure you debrief following these difficult conversations:
 - Ask your unit how they are feeling through a check out activity

Activity One: The Orange Game

Outcome: The girls will learn how difficult it is to keep your family afloat when you are not paid a fair wage for your work. They will begin to understand how families will become desperate enough to have to sell off their child to become child brides.

Skills You'll Build:

- Empathy
- Bargaining

Materials You'll Need:

Two pencil sharpeners, paper, scissors, orange pencil crayons, a white board and white board markers (Optional), play money

What to Do:

1. Divide your girls into groups of 3-4 with an extra 1-2 girls not in a group. Each group will need to be at a different table. The group will get one pair of scissors, 6 pieces of paper and two pencil crayons.

2. The girls who are not in a group will have either a paper and pencil with some tape to stick the paper up on the wall, or a whiteboard with a white board marker. Each group of girls is a family and the extra ones are the buyers. The family's job is to "grow oranges." They are going to use their supplies to make draw circles, colour them orange and then cut them out. These are their oranges; they will have 7-10 minutes which will represent a day. At the end of the day, they must go to the buyers to try to sell their oranges.
3. The buyers report to the leader. The leader will be the fruit company. They want the best oranges they can get for the cheapest price so they can make the most money. Therefore, the buyers can and should be as tough as they can be to accept oranges. Each day the leader will tell them how many oranges they need to buy and they need to make sure they are staying in that range, and that they are giving them good products.
4. On the buyer's piece of paper is a list of prices for the day. It should list the price form oranges, the cost-of-living price that every family must pay at the end of the day, the cost for extra supplies such as another pair of scissors, a pencil sharpener, more paper, or a new pencil crayon.
5. Each day the prices for everything will change due to supply and demand. Some days the buyers may be easier on the families and more accepting. Other days they will pay more but not accept oranges that they deem to be of bad quality.
6. If your family fails to pay the cost of living for each day you lose a family member.

Stuff to Talk About:

Tips: Make sure to throw in a natural disaster or a disease where a family loses some of their oranges, tools, or family members if they cannot pay to save them.

Activity Two: What You Can Do, How Fairtrade affects us.

Outcome: The girls will investigate how they can engage with fair trade and put a stop to the need for child brides.

Skills you'll Build:

- Brainstorming
- Activism
- Responsibility
- Design

What to Do:

1. As a unit brainstorm some ideas to become a fair-trade unit. What would it mean to you to be a fair-trade unit?
2. Then do one of these ideas or one of your own
 - Write to a local restaurant or coffee shop and ask them to start carrying a fair-trade product.
 - Find a local business nearby with some fair-trade products and support them. Make sure to leave them a thank you note and to encourage them to keep up the good work!
 - Advertise fair trade products to your community through flyers.
 - Plan a camp menu with at least one fair trade ingredient in each meal.

Politics

To complete the Politics Area please do either:

- Theme One plus one activity from Theme Two

Or

- Theme Two

Theme One: Engaging with Politics

Outcome: Girls will learn the importance of engaging with your local politics, and learn how to be politically active.

Skills You'll Build:

- Activism
- Letter writing
- Communication

What You Need:

- Paper
- pens
- envelopes
- stamps

What to Do: Get involved in your local community politics.

1. As a unit come up with some ideas or changes that you would like to see in your community. You can get inspiration from looking online at other communities. Then have everyone in your unit write a letter or an email to your local MLA and show your interest in your issue. Tell them about how your plan may be done and make sure to offer your help!
 - Ideas:
 - Planting a certain number of trees, having a tree planting campaign
 - Beginning a composting service
 - Building sidewalks in an area that's missing some

Things to Talk About: Do you often find that you say this should happen? Do you ever do anything about it? Do you make a point to be aware of local politics?

Tips and Tricks:

- Use your own words
- Handwrite your letter
- Make sure to offer your unit up to help
- Remain polite though you can still be firm
- Ask questions
- State the purpose and objective of your letter right at the beginning
- Find a past action to compliment them on
- Request a commitment to a specific action
- Try to personalize your letter as much as you can from someone else's letter.

Theme Two: Future Politicians! (Quick games)

Activity One: Public Speaking Skills and Quick Thinking

Outcome: The girls will get a chance to improve their confidence in speaking in front of others while in a supportive environment.

Skills You'll Build: Confidence, public speaking, quick thinking, sharing your opinions.

What You'll Need:

- Two baskets
- a sheet of paper
- scissor
- pens

What To Do:

1. Have every girl write an issue on a piece of paper. It can be entirely serious or it can be entirely silly. Also have every girl write their name on a separate slip of paper. Put the ideas in one basket and the names in the other.
2. Pull one slip from the name side and one from the ideas side. That girl will then stand up in front of the group and talk about her opinions and thoughts on how to solve the issue that was pulled. She has one minute to share whatever she thinks. All thoughts must be in a confident manner, with a completely serious face. She must keep talking for one minute. If she's struggling for ideas someone can call out a prompt to keep her going.

What to Talk About: Was it difficult to keep talking for the whole minute? Was it hard to maintain eye contact? Did you find that you were talking too fast or stumbling over your words?

Activity Two: Political Sway, the chair game

Outcome: The girls will use their heads to think of how they can sway people to their cause.

Skills You'll Build: Persuasive speaking

What You'll Need:

- A chair

What to Do:

Place a chair in the middle of the room. Begin with one person to sit on that chair. Everyone else can sit in a circle around the chair. That chair is the best chair in the world. Everybody in the unit wants that chair. It is the job of the members around the circle to attempt to sway the person sitting in the chair to get up and give it to them.

What to Talk About: Why do you think it worked when the chair was given up? What can you learn from this about how to sway people?

Activity Three: Stop Listening Exercise.

Outcome: The girls will learn the importance of listening in maintaining relationships and how it links to politics.

Skills You'll Build: Listening

What You'll Need:

- Nothing

What To Do:

1. Half the room is going to stay and think of a topic that is important to them. The other half of the room is going to go outside and be instructed to stop listening at 30 seconds. You can interrupt, look away etc. Test it out and have a discussion afterwards.

Stuff to Talk About: Did you notice that they stopped listening? How did it make you feel?

How is listening tied into being a good politician?

Do you find that you often begin to think of a response before the other person finishes saying their thoughts? How can you remind yourself to stop doing that