



Activity Guide for Cadettes, Seniors, and Ambassadors

Global Action Award

In 2015, leaders around the world agreed to work together to accomplish 17 goals by 2030—these are referred to as the Global Goals for Sustainable Development, or SDGs for short. They focus on things like taking care of the environment, making sure all people have enough to eat, and improving people’s health. They’re big goals, but Girl Scouts® know a thing or two about changing the world!

The Girl Scout Global Action award calls for girls to address the Global Goals by discovering, connecting, and taking action in their communities and the world. In 2020, the award focuses on SDG 5: Gender Equality.

Learning About the Global Goals

If the global goals are new to you, start by teaming up with an adult to go online and learn about the SDGs at www.globalgoals.org.¹ You can also read a short booklet about the goals called *The World We Want: Guide to the Goals for Children and Young People*, available for free at World’s Largest Lesson.

Once you know what the goals are, you’re ready to move on to the activities you can do to earn your Girl Scout Global Action award.

Please note: Some of the targets created by the United Nations for SDG 5: Gender Equality refer to sensitive issues. Volunteers should talk with parents and obtain parental permission before discussing this topic with girls. Choose the issues or targets that are appropriate for your group and context. Your council may have a sensitive issues form to use. Please consult with your council before discussing content of a sensitive or controversial nature to ensure that appropriate training, planning, and permission are established.

Girl Scouts of the USA understands that parents or guardians are the primary decision-makers for their children and does not expect or require girls to participate in any activities relating to the Sustainable Development Goals that may be inconsistent with their family’s faith and/or beliefs.

¹ GSUSA acknowledges the Global Goals Campaign. For more, see <https://www.globalgoals.org/asset-licence> (accessed April 17, 2019)



The 17 Sustainable Development Goals established by the United Nations in 2015

Earning Your Global Action Award

This year, the Girl Scout Global Action award is focused on SDG 5: Gender Equality. Every Girl Scout must complete five steps in order to earn her Global Action Award. The first three steps each have three activities to choose from. You only need to do one activity in each step to earn the award, but don't let that stop you—you can do as many as you'd like!



Steps:

1. Find out what gender equality means
2. Explore gender equality issues
3. Hit the target!
4. Plan and prepare a Take Action™ project
5. Carry out your Take Action project

When you've earned this award, you'll understand what gender equality means and you'll have designed and carried out a *Take Action* project that makes a difference for SDG 5: Gender Equality.

STEP 1:

Find out what Gender Equality means

Choice 1: Explore Gender Equality

Start this activity by breaking down this term: Gender Equality. What is gender? What is equality? Take a guess at what you think it means (or talk to a friend or family member about what they think it means), then compare the definition you thought of with the definition in the glossary at the end of this activity pack.

To achieve SDG 5: Gender Equality, the world has to:

- **End** all forms of discrimination against all women and girls everywhere.
- **End** all forms of violence against women and girls.
- **End** all practices and traditions that may harm the health of women and girls.
- **Recognize** and value women's work at home. Encourage women and girls to have equal opportunities to be heard and to have real opportunities to participate in all political, economic, and public spheres.

- **Promote** policies and laws to ensure gender equality, including reforms to give women equal access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources.

Choose one of these issues and make a poster that represents one of these ideas, or your understanding of gender and gender equality. Be creative! You can draw, paint, collage, or use a computer program to create your poster. When you have finished, have an art-walk and look at what other girls have created.

Choice 2: Time Travel to 1995

Twenty-five years ago, in 1995, the United Nations held the Fourth World Conference on Women in Beijing, China. The outcome was an unprecedented blueprint to advance gender equality, and particularly the rights of women and girls around the world. The blueprint is called the Beijing Platform for Action. The Platform for Action imagines a world where each woman and girl can exercise her freedoms and choices and realize all her rights, such as to live free from violence, to go to school, to participate in decisions, and to earn pay equal to a man's for equal work.



Sharon Farmer/White House Photograph Office

Hillary Rodham Clinton giving her speech at the United Nations Fourth World Congress on Women in Beijing, China

This year, world leaders are reviewing our progress on the Platform for Action and seeing if the world is any closer to achieving gender equality. Read one (or more!) sections of the Platform for Action and ask yourself: has this goal been achieved? What makes you think so?

Imagine that you are at the Fourth World Conference and that you have the opportunity to speak about the issue you read about or another issue you care about. What would you say to convince the conference that it is important? Create a three-minute “elevator pitch” for your issue and share it with someone else—girls in your troop, your parents, your friend, a teacher!

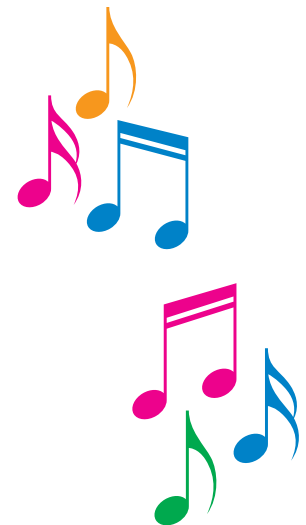
Then talk with a woman who was alive (and grown up!) in 1995. Ask her what life was like in the 1990s. What was cool? What did people wear? What was happening around the country and around the world? How were women treated? How about girls?

Talk with her about your experience as a girl in 2020. What things do you think have changed in the last twenty-five years? What things still need to change? What advice does she have for girls today?

Choice 3: Gender Playlist

Think of a couple of songs you know that have messages in them about gender—social or cultural ideas about the ways that men and women, boys and girls, should be. What messages are in the music you listen to? Do you think the messages in music can have an effect on the ways that boys and girls think they should be?

Make a playlist of songs that you think have a strong message of gender equality. Listen to it when you feel nervous, sad, or need a boost of confidence!



STEP 2: Explore Gender Equality issues

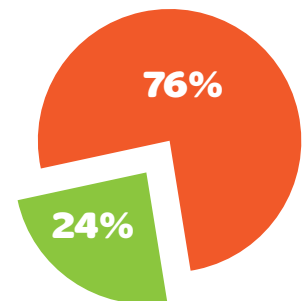
Choice 1: From Where I Stand

In order to achieve gender equality for all people around the world, we need to have strong role models and leaders of all genders represented in our communities. It's easy to think this is already happening in many parts of the world—but is it really? How often do we stop and really think about the balance of men and women making decisions and doing the jobs that most influence our lives?

In the whole world, only 24 of the people elected as representatives in national governments are women—that's a ratio of 24 women to every 76 men.² Are we really moving towards an equal world, where there's an equal number of men and women who work as doctors, journalists, politicians, police, bosses, or judges? The only way to know is to check the facts.

Complete the “From Where I Stand” worksheet at the end of this document and calculate the gender ratio of female to male decision-makers and leaders in your community, then complete your “From Where I Stand” poster. What do the results show you? Do as many women as men serve as leaders in your community?

Take a photo of your poster and send it to us on Twitter, Facebook, or Instagram. Be sure to share it with us @GirlScouts @TheWorldsLesson



² “Facts and Figures: Leadership and Political Participation.” UN Women. Accessed May 1, 2019. <http://www.unwomen.org/what-we-do/leadership-and-political-participation/facts-and-figures>.

Choice 2: Create a Gender Equality Map

SDG 5: Gender Equality addresses issues for girls and women like safety, education, equal pay, and leadership opportunities. Do girls and boys have equal treatment in the environments and situations close to you?

Make a map of your community and draw an “X” anywhere on the map where you think gender inequality happens. For example, does the boys’ soccer team get more time on the field than the girls’ at your school? Do girls feel safe walking home from school?

What kinds of solutions would help address some of the problems you’ve identified? For example, could you talk to the coaches at your school about getting equal time on the fields? Or could your community add more lights on the streets that girls use to get home from school?



Choice 3: Interview a Woman Leader

Invite a woman leader from your community to meet with you or ask if you can take a field trip to her office. She could be an elected official on your school board or city council, a leader in a business or nonprofit organization, such as your Girl Scout CEO, or the chair of a woman’s business networking group. She could be an engineer, a scientist, or software developer at a local company. You decide.

Before you meet with her, come up with at least five questions you want to ask her. For example, what has her experience been like as a woman in her field? Why does she think gender equality is important in her work? What does she think girls and women need in order to succeed? What’s the most important issue that she needs women and girls to work on?

STEP 3: Hit the target!

(Note to volunteers: This step calls for using the issue action cards at the end of this activity pack. If there are issues that you or parents are uncomfortable discussing with girls, you can pull those cards or create your own.)

Choice 1: Advocate for Gender Equality

Girl Guides and Girl Scouts are advocates for gender equality. Every year, Girl Scouts of the USA and the World Association of Girl Guides and Girl Scouts bring groups of girl delegates to speak out for girls' rights at the United Nations during the Commission on the Status of Women (CSW).

SDG 5 aims to achieve gender equality and empower all women and girls. Look at your local community or the current situation in your country. Does being a boy or girl make a difference in how safe you feel? How about in the friends you can have or the places you can go? How do you think SDG 5 can be achieved in the next five years?

Imagine that you are at CSW. Deliver a three-minute speech on how government could reach SDG 5 using your ideas. Create your policy agenda for achieving gender equality in the next five years.

Choice 2: High Five for Gender Equality

You need a partner for this activity. Each of you choose a Global Action Issue Card and think silently for a few minutes about why your issue is important.

Once you've had a chance to think, you have three minutes to tell your partner why you think your issue is important. Your partner can only listen during this time. After three minutes, your partner must summarize what you said. If your partner gets it right, high five each other! Hooray!

If they missed something, tell your partner what they missed and why it's important. Once you've high-fived, it's your partner's turn to share for three minutes, and then you have to summarize. If your partner thinks you got it right, high five! If not, listen again.

Then brainstorm ways to join forces and work on both of your issues.



Choice 3: Gender Equality Issues Web

Lay out all the Global Action Issue Cards in front of you. What connections do you see between the issues? For example, if girls are sick and can't get health care, they may not be able to go to school, which affects their education.

On a piece of paper or poster board, glue or tape the issue cards and draw lines between the issues that you think are connected. Try to think of as many connections as you can! You may notice that some of the issues are connected to many other issues!

Are there any issues you think are missing? Make more cards!

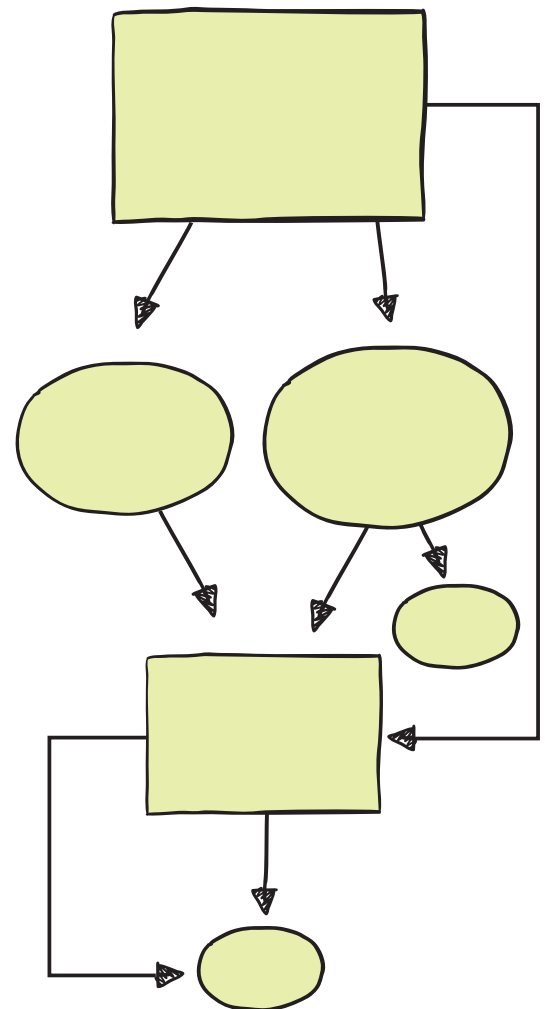
STEP 4: Plan a *Take Action* project for Gender Equality

Now that you've explored SDG 5 and your community, it's time to act! In a *Take Action* project, you have to:

- Identify a problem
- Come up with a sustainable solution
- Develop a plan
- Put the plan into action
- Reflect and celebrate!

Based on the activities you tried in Steps 1–3, choose a problem that you care about. Some things to keep in mind as you make your plan are:

- *What's the problem?*
- *Why did it happen?*
- *Who does it affect?*
- *How can we help?*
- *Which solution will help the most? How do we know?*
- *How can we make sure our solution is sustainable?*



You may also want to think about:

- **People:** Who can help with your project?
- **Supplies:** Will you need to create posters? Print handouts?
- **A space:** Will you need a place to carry out your project? For example, your school or community center? Do you need transportation to get somewhere?
- **Money:** Do you need to put together a budget? Will you use cookie earnings to support this project?
- **How will you know your project has worked?**
How will you measure success?

STEP 5: **Carry out your *Take Action* project for Gender Equality**

Once you've made your plan, it's time to carry it out!
Good luck!

Once you've completed your *Take Action* project, be sure to celebrate what you've done and share it with your Girl Scout community!

Need more advice or inspiration? Use the [G.I.R.L. Agenda resources](#) to come up with more ways that you can step up, speak out, and take a stand for gender equality!



Action!

GLOSSARY

Community: Groups of people who may share certain characteristics. These include beliefs, needs, living or work environment, and identity. Various kinds of communities exist. As members of a community, people have both rights and responsibilities for how they treat each other.

Culture: Language, customs, beliefs, and art of a particular group of people. For example, the hamburger is a part of American culture.

Discrimination: When you treat someone unfairly because of something about their identity, especially race, age, gender, sex, religion, etc.

Diversity: Having different types of people in a group, such as people of different races and cultures. Many schools in America are diverse and include students of different races and from different backgrounds and cultures. It's important to accept and respect people from different background in order to support diversity.

Equality: Being equal, fair, and the same for everyone. For example, equality is when everyone has the same right to go to school.

Equity: Fairness or justice in how people are treated. For example, providing disabled children accommodations at school so they can exercise their equal right to education.

Gender: Socially or culturally defined ideas about masculinity (male roles, attributes, and behaviors) and femininity (female roles, attributes, and behaviors). Gender is not the same as sex.

Gender bias: Undermining or denying equal rights based on gender. By denying women equal rights, we deny half the population a chance to live life at its fullest. Political, economic, and social equality for women will benefit all the world's citizens.

Gender equality/inequality: Equal (or unequal) opportunities; burdens; and social, political, and economic power of males and females.

Gender norms: The widely held expectations or beliefs within a community about how people should act or think as males or females. Gender norms also refer to views on how strictly or consistently people should comply with one gender role or another.

Gender roles: The social roles assigned to males or females by the society or family in which they live. Such roles include, for example, how they should behave or what jobs they should have.

Health care: Medical care for people and communities.

Human rights: Basic rights and protection for all humans. A partial list includes the rights to food and shelter; education; health care; civic participation and expression; equal treatment before the law; and treatment with respect and dignity. People's ability to fully exercise their human rights affects virtually every aspect of their lives.

Social: Being part of life in groups or communities.

Society: A community or group of people who live in the same country or area and are linked with each other by such things as laws and customs.

Social norms: Expectations for how people in a community should act or think. Growing up, people come to think of the prevailing norms as "natural" or "normal." In fact, norms vary from place to place and over time. Prevailing norms often pressure people to meet social expectations. They influence people's attitudes and behavior. People who act or think in ways that are different from the norm may be viewed as inferior rather than independent.

Stereotypes: Generalizations and assumptions about individuals and communities based on their identity or behavior. For example, the idea that girls are weak at math is a stereotype. Such generalizations are often highly inaccurate or may be completely invented. Stereotypes can lead to stigma, discrimination, and other harmful outcomes.

Sustainable: When something can last or continue for a long time.

Values: The set of beliefs that governs what people view as right and wrong. Values vary across individuals, families, and cultures. Some values, however, are accepted virtually universally as characteristic of ethical human behavior.

United Nations: Organization formed to promote international peace, security, and cooperation among countries in the world.

WAGGGS: World Association of Girl Guides and Girl Scouts.



End all discrimination against women and girls everywhere.

Gender equality is a human right, and ending discrimination helps everyone succeed. Can you think of any examples of discrimination in your community? What can you do to prevent it?



End practices and traditions that hurt girls, such as child marriage.

Around the world, many girls are forced to get married while they are still children. Girls need to be able to stay in school and decide for themselves when to get married. What are the marriage laws in your state and what can you do to help girls stay in school?



Stop violence against women and girls.

Violence can prevent girls from going to school, getting jobs, or even leaving their homes.



Make sure that men and women, girls and boys share home chores equally

and that women and girls can speak up and take part in all parts of their community. Do men and boys do an equal share of work in your home? Do girls and women speak up in your community?



Make sure that women and girls can own land, inherit money, and use financial services like banks equally with men and boys.

Everyone should have equal access to these things so that they can earn a fair living. Do men and women earn the same for equal work? What about girls and boys?



Make sure women and girls have equal leadership roles with men and boys.

Who are the leaders in your school, community, or country? Are girls and boys, women and men represented equally?



Equal access to technology for women and girls.

In 2016, more than half of the world's population was not using the internet, and most of them were women. Do girls use technology as much as boys in your community? Why might girls use it less around the world?



Ensure equal access to health care for women and girls.

In some countries, girls don't get the health care or food they need to survive and thrive because their needs are less valued than the needs of boys. What can we do to make sure everyone has enough to survive and thrive?



Make sure laws and policies support equality between women and men, girls and boys.

Are the rules in your school the same for boys and girls? What about the laws in your community?



Make up your own!



Make up your own!



Make up your own!



Make up your own!



Make up your own!



Make up your own!



Make up your own!

“From Where I Stand”

A Survey of Your Local Community Influencers and Decision Makers.

Fill in your survey by putting a cross in the relevant box.

	Female	Male
POLITICAL LEADERSHIP		
Your Prime Minister / President		
The person that represents you in your national parliament		
LOCAL LEADERSHIP		
The local leader of your district or town council / tribal chief / head of county / mayor etc.		
LOCAL COMMUNITY INFLUENCERS AND DECISION MAKERS		
Your head teacher		
Your doctor		
The boss of one of your parents		
The head of your local police		
Your local bank manager		
Newsreader on the TV news channel you watch or the editor of the newspaper you read		
The lead singer of your favourite song		
The coach of your sports team (optional)		
Your religious/spiritual or pastoral leader (optional)		
TOTAL:		

Note: Some people may not identify as either of these particular genders, you can add an inclusive third column if you wish.



From Where I Stand

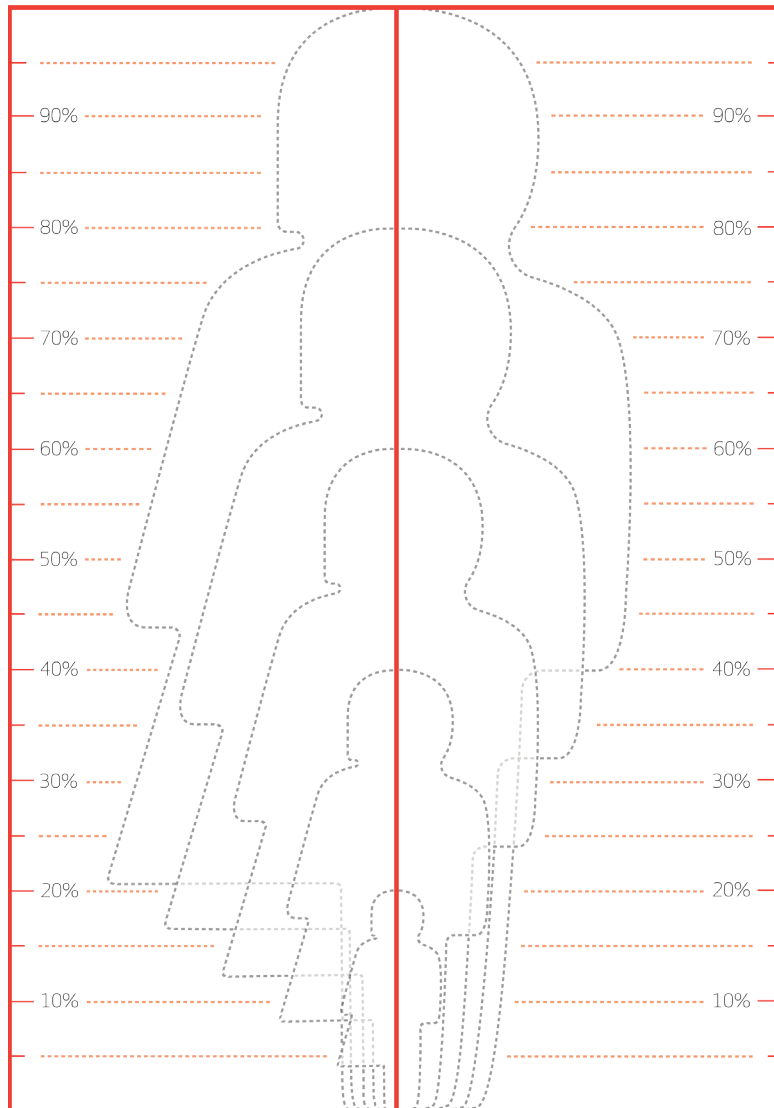


School Name

Town/District/Region

Country

Flag



These are my results of a survey looking at the ratio of community influencers and decision makers who are female & male.

Female	●	Male
●		

.@TheWorldsLesson #FromWhereIStand in #.....
my gender ratio is : #GlobalGoals

Instructions for completing your survey and poster

Calculate your gender ratio.

Total the number of crosses in each column and put that number in the bottom row.

Add the column totals together. For example if you have answered **every question** then the sum of all the columns will be 12.

	Female	Male
POLITICAL LEADERSHIP		
Your Prime Minister / President		×
The person that represents you in your national parliament		×
LOCAL LEADERSHIP		
The local leader of your district or town council / tribal chief / head of county / mayor etc.		×
LOCAL COMMUNITY INFLUENCERS AND DECISION MAKERS		
Your head teacher		×
Your doctor	×	
The boss of one of your parents		×
The head of your local police		×
Your local bank manager		×
Newsreader on the TV news channel you watch or the editor of the newspaper you read		×
The lead singer of your favourite song	×	
The coach of your sports team (optional)		×
Your religious/spiritual or pastoral leader (optional)		×
TOTAL:	2	10

Handwritten calculations:
 $\frac{2}{12} \times 100 = 16.66$
 $\frac{10}{12} \times 100 = 83.33$
 17 : 83

How to calculate your ratio:

$$\frac{\text{Female column total}}{\text{sum total}} \times 100 : \frac{\text{Male column total}}{\text{sum total}} \times 100$$

So for example, if you answered all the questions and recorded 2 females and 10 males in your survey, your calculation would be:

$$\frac{2}{12} \times 100 : \frac{10}{12} \times 100$$

$$= 16.66 : 83.33$$

$$= 17 : 83$$

Now express your ratio like this %females : %males e.g. 50 : 50 or 17 : 83

The sum of the two sides of your ratio should equal 100 and remember to put the female figure on the left, the male figure on the right.

Complete your poster

Fill in the boxes at the top of the poster

We want to know where you are but if you don't want to include your name, that's fine.

Take your ratio for the female side e.g. 17

Colour in the shape on the female side that represents 17% on the scale, this would be an approximate shape slightly smaller than the figure outline at the 20% mark.

Using a different colour do the same for the male side on the right.

Write your ratio clearly in the box below your image so that we can see it.

Share your results

Visit <https://worldslargestlesson.globalgoals.org/FromWhereIStand> and input your data onto the world map or take a photo of your poster and post it to us on Twitter, Facebook or Instagram.

Accurately copy and complete this post to make sure we can capture your information.

.@TheWorldsLesson #FromWhereIStand in #[insert your country] my gender ratio is x:y (insert your gender ratio women : men) #GlobalGoals

Twitter: @TheWorldsLesson
 Facebook: TheWorldsLargestLesson

Instagram: @theworldslesson