

# Participation


**Instructions:**

Cut up the following two pages. Each patrol needs a set of each and one copy of page 1 between them.

**Note:** The difference between outcomes 3 and 4 is in the last section: Activities/Applications

Expresses concern because there is litter at the park
Attempts to help clean up the litter
Explains to others why it is important to clean up and not drop litter
Chooses a position related to littering and plans a ways to change things, eg puts up some signs about littering.
Advocates for the cause, eg writing to the council for more bins. Plans an anti litter campaign.

## Practical

Girls strive to make a better world	<ul style="list-style-type: none"> <li>• use advocacy skills and knowledge on behalf of a cause or person, locally or globally</li> <li>• are able to mobilise and inspire others to become more engaged in community service and action</li> <li>• feel that they have greater access to community resources and have developed supportive relationships with adults in their community.</li> </ul>	<ul style="list-style-type: none"> <li>• give examples of advocating for an issue at school or in neighbourhood</li> <li>• send messages to explain the importance of taking action about something they feel strongly about</li> <li>• report that adults in the community invite their input on issues affecting girls and young women</li> </ul>	<ul style="list-style-type: none"> <li>• work as a group, using the fourth stage of the Patrol System</li> <li>• identify and implement advocacy projects, e.g. a more healthy canteen, effects of poverty, increased awareness of eating disorders</li> <li>• make fliers and posters to display in the community</li> <li>• give presentations to peers, families, officials and various audiences</li> <li>• work on/develop joint projects with community partners</li> </ul>
Girls strive to make a better world	<ul style="list-style-type: none"> <li>• are more confident in their power to effect positive change</li> <li>• understand how they can advocate for themselves and others</li> <li>• strengthen their abilities to speak out or act for themselves or others</li> </ul>	<ul style="list-style-type: none"> <li>• identify concrete steps they can take to effect desired change</li> </ul>	<ul style="list-style-type: none"> <li>• work as a group, using the third stage of the Patrol System</li> <li>• participate in and/or plan projects that advocate on issues they care about</li> <li>• make fliers and posters to display in the community</li> <li>• give presentations to peers, families, officials and various audiences</li> </ul>
Girls strive to make a better world	<ul style="list-style-type: none"> <li>• are more confident in their power to effect positive change</li> <li>• understand how they can advocate for themselves and others</li> <li>• strengthen their abilities to speak out or act for themselves or others</li> </ul>	<ul style="list-style-type: none"> <li>• identify concrete steps they can take to effect desired change</li> </ul>	<ul style="list-style-type: none"> <li>• work as a group, using the third/fourth stage of the Patrol System</li> <li>• identify, plan and implement advocacy projects, e.g. reducing the cost of girls' haircuts to be more in line with boys'</li> <li>• making fliers and posters to display in the community</li> <li>• give presentations to peers, families, officials and various audiences</li> </ul>
Girls strive to make a better world	<ul style="list-style-type: none"> <li>• recognise they can act on behalf of others</li> <li>• recognise they can speak out about issues of concern</li> </ul>	<ul style="list-style-type: none"> <li>• recognise situations where they can make it better for someone else</li> <li>• advocating about issues they are concerned about</li> </ul>	<ul style="list-style-type: none"> <li>• simple service projects</li> <li>• help each other</li> <li>• work as a group, using the first stage of the Patrol System</li> <li>• Promise and Law activities</li> <li>• simple advocacy projects</li> </ul>
Girls strive to make a better world	<ul style="list-style-type: none"> <li>• exhibit increased determination to create changes for themselves and others</li> <li>• are better able to explain their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• give examples when they succeed in making positive changes for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• service projects</li> <li>• work as a group, using the second stage of the Patrol System</li> <li>• Promise and Law activities</li> <li>• work on or develop their own advocacy projects, e.g. clearing rubbish in the local park</li> </ul>