



# International Service Challenge

## Activity Pack



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**GIRL GUIDES**  
**AUSTRALIA**

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# Global Action Theme (GAT)

girls worldwide say   
“together we can change our world”

The World Association of Girl Guides and Girl Scouts (WAGGGS) has a strong and proud tradition of speaking out to bring about change, not just for themselves but also for others. In 1909 a group of girls and young women arrived at a Scouting Rally at Crystal Palace, London, and demanded a place for themselves in the Scouting family. One hundred years on, advocacy continues to play a crucial role in achieving the WAGGGS’ Mission and Vision.

Action can happen at many levels. The GAT—girls worldwide say “together we can change our world”—encourages girls and young women to make a personal commitment to change the world around them. ‘Our world’ starts at a personal level and expands to include our local community, our country and the international community.

We can **make our voice heard** through advocacy campaigns on GAT-related issues. This is an important part of the GAT educational programme. The WAGGGS definition of advocacy is simply:

‘We influence people to take decisions that will improve our lives and the lives of others.’

For WAGGGS, influencing always includes:

## speaking out, doing, educating

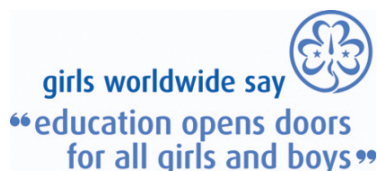
This means:

- **speaking out** on issues that affect girls and young women and influencing opinion-formers
- **doing** projects that address root causes of issues affecting girls and young women
- **educating** girls, young women and society at large in areas such as leadership, health, peace and world citizenship.

A more focused use of advocacy will help us to improve the lives of girls and young women. It will help us to grow as a Movement and make sure we are seen and heard as an organisation by speaking out and taking action on the issues affecting young people to bring about positive change.

(Sourced from *WAGGGS Global Action Theme guidelines for Member Organisations*, 2009)

The International Service Challenge—Girls Unite to Read and Write—focuses on the following Millennium Development Goal (MDG 2):



# Girls Unite to Read and Write

The Girl Guides Australia *Girls Unite to Read and Write* service project in partnership with UNICEF Australia is the perfect opportunity for your Guide Unit to stand up and make a difference. The focus of this challenge is education for girls in Papua New Guinea. Through this activity pack, your group can take the first step towards having your voice heard and making a difference to the lives of others. This introduction provides valuable information on using this pack and completing the International Service Challenge.

## Why should young people in Australia take action on girls' education internationally?

- More than 53 million girls around the world do not go to primary school.<sup>1</sup>
- Even if girls start school, they are far less likely to complete their education.
- Cultural and patriarchal family structures tend to prioritise the needs of boys over girls.
- Education is a basic human right and fundamental to the fight for human dignity and freedom.
- Educating girls leads to a reduction in child and maternal mortality, an improvement in child nutrition and health, and protection of girls from HIV/AIDS, abuse and exploitation.
- We all have the power to act.

## Who is this pack for?

This activity and action pack has been designed to enable Guides of all ages to achieve the International Service Challenge badge. The challenge can be run within a Unit, District, Division or Region or any combination of these. All the activities can be adapted by Leaders to suit different developmental stages of girls or by adults to provide a challenge for themselves.

Please note that this badge is not a uniform badge. Once earned, it can be sewn onto a Guide blanket or Guide bag.

## What is this pack for?

In two words—learning and action! The *Girls Unite to Read and Write* pack will encourage your group to find out more about girl's education. As you work through the pack, your group will go on a journey—from finding out about UNICEF to learning about children's rights and the importance of equal access to education. The pack is also full of ideas and inspiration to help you take action on the important issues of girl's education, providing practical guidance on how to advocate and raise money to support the education of girls in Papua New Guinea.

## How do you work through the pack?

Work through all the sections in the pack. You don't have to do every activity in the pack—do what works for your group. However it is recommended that you do as many activities as possible as each activity builds on the previous one and will help on your journey to take action.

All five parts of the challenge:

1. learning about UNICEF, the United Nations Children's Fund
  2. participating in *Going to school around the world* or *Global school builder* activities
  3. participating in activities / Wide Game to learn more about Papua New Guinea
  4. advocating about girls' education or some other issue of concern
  5. fundraising for the UNICEF project *Protection of girls in school—Papua New Guinea*
- need to be completed to achieve the badge. Each of the sections—outlined below—supports one of these.

A challenge sheet is included at the end of this pack. This can be copied for every Guide participating in this challenge. A Unit progress sheet for recording the Guides activities is also included for use by Leaders.

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<sup>1</sup> UNICEF Child Info, Jan 2009, viewed 29 October 2009 [http://www.childinfo.org/education\\_outofschool.php](http://www.childinfo.org/education_outofschool.php)

**Section 1.** This is packed with activities to get your group thinking about UNICEF and the work that UNICEF does around the world to support children. UNICEF's mission is to ensure that children's rights are being met so you will also be introduced to the United Nations *Convention on the Rights of the Child*. While you don't need to do all of the activities, it is strongly recommended that you do the *Wants and needs* activity. This section will help with part one of the challenge.

**Section 2.** This contains activities to help your group explore the importance of equal education for all children, particularly girls. Through case studies and activities you will learn about why not all children get the opportunity to go to school. Issues of discrimination and exclusion are also examined. This section will help with part two of the challenge.

**Section 3.** UNICEF is working in all countries throughout the region including Papua New Guinea to help support and promote girls' education. In this section you will learn more about the lives of children in Papua New Guinea and some of the challenges they face. It will encourage you to think about the similarities and differences between children and young people in Australia and Papua New Guinea. This section will help with part three of the challenge.

**Section 4.** This section encourages your group to gain skills in advocacy and peer education and provides your group with some different action and advocacy ideas. This section will help with part four of the challenge.

**Section 5.** Help UNICEF support and promote education in Papua New Guinea by raising funds for much-needed projects. This section will provide you with useful fundraising ideas and tips to support your group's fundraising activities. We only need to raise \$2 per member to reach our target of \$60,000! This section will help with part five of the challenge.

### **How long will it take to work through the pack?**

The length of time it takes to work through the pack is up to you, although it is recommended that you allow for a minimum of four sessions. Most of the pack can be completed in one or two meetings but the advocacy and fundraising activities can take more time, particularly if you decide to organise a longer-term activity stretching over a couple of weeks.

### **Communicating with parents/carers/guardians**

It is a good idea to let parents/carers/guardians know what is happening. A sample information letter for you to use to communicate your plans to them can be found on the Centenary Resource CD.

### **Keeping us updated**

UNICEF Australia and Girl Guides Australia would love to hear about the advocacy and fundraising activities you decide to organise in your group.

You can email [education@unicef.org.au](mailto:education@unicef.org.au) and [100@girlguides.org.au](mailto:100@girlguides.org.au).

## **1. UNICEF**

### **Introduction**

UNICEF is the United Nations Children's Fund—the leading global organisation working on development and emergency relief for children. UNICEF is on the ground in over 150 countries and territories to help children survive and thrive, from early childhood through to adolescence.

The world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, good water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation and HIV/AIDS.

UNICEF's approach is to use low-cost, highly effective solutions that work dramatically to improve children's lives. UNICEF is non-political and provides aid to children on a non-discriminatory basis according to need and has no religious, racial or political affiliations. UNICEF relies on voluntary donations.

For more information about UNICEF and the project that we are participating in, refer to the following resources on your Centenary Resource CD and the suggestions below for using these resources. You can also go to [www.unicef.org.au](http://www.unicef.org.au).

## 1.1 *UNICEF at a glance* booklet

This colourful brochure provides a short summary of the work that UNICEF does around the world and how they do it. You can cut up the brochure or encourage the girls to find their own pictures and words for the following activity.

- Ask the Guides to make their own pictorial display to answer the following questions:
  - What do the letters UNICEF stand for?
  - Who is UNICEF?
  - What does UNICEF represent?
  - What does UNICEF do?
  - How do they do it?
  - Why do they do it?

## 1.2 UNICEF 60th anniversary video clip

If you are able, show the Guides this short video clip about UNICEF.

- Ask the girls to summarise what they saw and what they learnt about UNICEF. Older girls could develop a one minute talk on the work of UNICEF to tell friends and family.

## 1.3 Papua New Guinea project

This document describes the UNICEF project that Girl Guides Australia is supporting by fundraising. *Protection of girls in school—Papua New Guinea* is an important project that will assist one of our nearest neighbours. The partnership that we have forged with UNICEF will change the lives of girls in Papua New Guinea in a positive way.

- Describe the project to your Patrol or friends in your own words, or design a display/poster that could be put up in your meeting place to help educate others on this project.

## 1.4 UNICEF in Papua New Guinea

UNICEF supports the children and people of Papua New Guinea. For more information go to [www.unicef.org/infobycountry/papuang.html](http://www.unicef.org/infobycountry/papuang.html).

- Use this information with older Guides to further investigate and learn about the role UNICEF plays in Papua New Guinea.

## 1.5 Girls' education

This document highlights the strategies that have been successfully employed by UNICEF to increase school attendance and completion of school education by girls. Each promotes in its own way the model of a school that seeks to ensure effective learning in a safe, healthy, gender-sensitive and child-centred environment.

- Put all the key words from the strategies onto strips of paper or onto a flipchart (see *Girls' education key words* sheet). Ask the Guides to discuss why these strategies are important, how they might work and what happens in Australia, e.g. how would the Guides feel if their lessons were all given in French or German.



## 1.6 Learning about child rights

This game will help young people learn about the difference between a want and a need.

- Play the game with your Unit/group and think about what things you need in order to survive, to develop, to be protected and to be included. Whilst you have rights, sometimes it is difficult to distinguish between a want and a need. You **NEED** to express your opinion but you **WANT** a mobile phone. Or do you need a mobile phone if you want to express your opinion?

## 1.7 Child rights flyer

Australia ratified the UN *Convention on the Rights of the Child* in January 1991. This means that since then our government has had to make sure that every child in Australia has every right in the convention. Our government has to regularly report to a panel of independent experts to tell them about the progress they've made towards making sure that children's rights are being met.

- Ask the Guides in Patrols to design a poster/collage/diorama/etc. indicating what they think should be documented as the rights of children. Show them the UN *Convention on the Rights of the Child* and discuss similarities and differences. In preparation for this activity you could highlight the key words in the flyer.

## 1.8 How your money can make a difference

The *How your money can make a difference* sheets show quite dramatically how Aussie dollars can be used to great effect in other countries by UNICEF.

- Have on hand some pricing catalogues (the sort you get in your junk mail for food, sports gear, etc.) and ask the Guides to compare the prices in Australia for similar goods or services, e.g. to buy twenty packets of Guides biscuits in Australia would cost \$60; in a country where UNICEF supports the local communities \$28.72 can provide twenty packets of high energy biscuits for malnourished children.
- School fees in Papua New Guinea are a high economic burden. In 2007 annual school fees for students in grades 3-5 were approximately AUD\$75, and for grades 6-8 approximately AUD\$125. This is very expensive when 40 percent of the population lives on less than US\$1 a day. Ask the older Guides to discuss this situation and identify actions that are needed to change this.

# 2. Girls' education

## Introduction

Few actions have as profound an impact on not only children but on society as a whole as ensuring quality education. Research has shown that for every year of schooling, wages for women as well as for men increase by a worldwide average of about ten per cent. Quality education keeps children in school and makes them less vulnerable to exploitation and abuse. Children of educated mothers are more likely to survive and to be healthier because of better nutrition and immunisation rates. Educated mothers tend to send their children to school, a key to breaking the cycle of inter-generational poverty.<sup>2</sup>

Some 101 million children—more than half of them girls (53 million)—are still out of primary school.<sup>3</sup> Action needs to be accelerated on girls' education in order to revitalise the broad social

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<sup>2</sup> UNICEF Basic Education and Gender Equality, viewed 2 November 2009, <[http://www.unicef.org/girlseducation/index\\_1.php](http://www.unicef.org/girlseducation/index_1.php), <<http://www.unicef.ca/portal/SmartDefault.aspx?at=1282>>

<sup>3</sup> UNICEF Child Info, January 2009, viewed 29 October 2009 [http://www.childinfo.org/education\\_outofschool.php](http://www.childinfo.org/education_outofschool.php)

mobilisation and high-level political action needed to ensure that every girl, as well as every boy, receives a quality education.<sup>4</sup>

Below are some activities to get your Patrol/Unit/group thinking about girls' education. They will explore the underlying causes as to why girls do not always get a chance to go to school and learn why girls' education is important.

## 2.1 Case studies

**Aim:** To help increase awareness of why some girls are not going to school.

**Time:** 15 min

**Materials:** Case studies

### Directions:

As a group or individually, read the two case studies about girls' education in Cote d'Ivoire and Sudan then talk about these case studies.

### Talking points:

- How does war and conflict threaten education?
- How does a nomadic lifestyle make it difficult for children to go to school?
- What are some of the benefits of the teachers travelling with the nomadic communities?
- What other things can make it difficult for children to go to school?
- What can be done to make it easier for these children to go to school?
- In Awa's story, the event she took part in involved bringing lots of different people together – young people, parents, teachers and other experts. What can be the benefits of this? Is this something you could do locally? How?
- This event used modern technology as a tool to reach more people. What are some of the benefits of this? (Hint: think about cost, reaching people in remote areas, accessing information anonymously, and so on.) What are the challenges? (Think about isolation, misunderstanding information or not knowing how to access it in the first place?)

### Case study 1 Côte d'Ivoire\*–fighting back

'We, the children in Côte d'Ivoire, want the war to stop now so that all the children can go back to school,' said Awa loudly and clearly into the radio and television microphones. 'It's our right!'

Just twelve years of age, Awa was speaking at an event to promote the UNICEF Back to School campaign in Côte d'Ivoire, West Africa. An estimated one million children of primary-school age had their schooling brutally interrupted by the crisis that began in September 2002. Another 250,000 children of secondary-school age were affected. For months Awa's life was one of upheaval and uncertainty, but with the help of resources from the Back to School campaign, she is once again learning and playing in safety with her friends.

When a school is 'child-friendly', children who attend the school are better protected against violence, discrimination and abuse. They are also less likely to become involved in conflicts themselves.

Awa and all too many other children affected by crises around the world need education and play to bring stability, development and fun back into their lives. And, as Awa stressed, these things are not just a benefit. They are a right.

<sup>4</sup> United Nations Girls' Education Initiative, *Vision & mission*, viewed 22 September 2009, <[http://www.ungei.org/whatisungei/index\\_211.html](http://www.ungei.org/whatisungei/index_211.html)>

## Case study 2 Sudan\*—education on the move

Until recently, ten-year-old Amna Elsafi had no concept of a life different from her family's nomadic existence. She helped her mother with domestic chores and tended camels. She did not go to school or have any formal education. Her parents could see no point in allowing her to travel three kilometres on a camel to the nearest village school, as her younger brother did.

There are about two million nomads in Sudan, and Amna's situation was typical. School enrolment rates among the nomadic population are as low as five per cent for boys and close to zero for girls.

But two years ago officers from the nomadic education project persuaded Amna's parents and other villagers to let their daughters attend a special nomadic school. At these special nomadic schools, the teachers travel with the nomadic communities and hold lessons in a tent, under trees or in a temporary structure. The timetable is flexible so as to fit in with community activities.

Amna is now in grade four. She can read, write and do some arithmetic. And she is passing this information on to others.

Amna's father has certainly never regretted his decision to enrol her and his other children in school. Together with other parents, he shows his commitment to the project by contributing towards the teacher's payment, which takes the form of livestock and household items. And he now strongly opposes the idea of his daughter marrying before she completes her basic education. 'We want our daughters to become doctors, lawyers and educated mothers,' says Ahmed Nasr, one of the community members.

\*Case studies from UNICEF Voices of Youth, viewed 22 September 2009, <[http://www.unicef.org/voy/explore/education/explore\\_168.html](http://www.unicef.org/voy/explore/education/explore_168.html)>

## 2.2 The same or different?

**Aim:** To promote discussion and an understanding of the differences between girls' and boys' education.

**Time:** 30 min (depending on discussion)

**Materials:** Copy of question sheet—one per girl

### Directions:

Provide each girl with a question sheet (sample questions can be found below). Read out each question and ask the girls their opinion on the issue.

As a group decide whether you think girls and boys should be treated the same or differently at school? What is the most important consideration here? Is your opinion the same as it was when you first looked at this question?

### Question sheet

- Is it necessarily a bad thing to treat people differently?

If you are very near-sighted, for example, does it disadvantage you to give you special books with large text? And is it wrong to provide separate washrooms for girls and boys? Perhaps allowing for people's differences can be a positive thing and it's discriminating against people—disadvantaging them—that's the problem.

- For learning purposes, do you think there are important differences between boys and girls? If you think there are, what do you think those differences might be? If you think there are

not, can you suggest why some people think that girls and boys should learn different subjects or act differently in the classroom?

- Do you think that girls and boys tend to be better or worse at different subjects?

If so, why? Do you think girls and boys are born that way? Or do you think it has to do with the way you are brought up, what is expected of you and the way you are taught? Is it a form of discrimination if girls and boys are not given equal access to all subjects, as well as to physical exercise and games?

- Do you think girls or boys tend to be less forward in class—less likely to put their hands up and answer questions, for example? And do you think that boys or girls tend to be more competitive?

If so, why do you think this might be? Could it have to do with the way your community thinks girls and boys should behave? Or is it to do with traditions about gender roles?

- If there are differences in the way boys and girls feel and act in class—differences in their assertiveness, for example—should teachers make allowances for this, which might mean treating girls and boys differently? Or by doing this, are teachers supporting stereotypes that might need to be changed?
- Some people think that girls and boys do better if they learn in separate classes. What's your opinion on this?

Would you like to be in a girls-only or boys-only class or in a mixed or coeducational class?

## 2.3 True or false?<sup>5</sup>

**Aim:** To encourage consideration of the magnitude of the problem of girls' education worldwide.

**Time:** 20 min

**Materials:** Quiz—one copy per girl  
Pencils

### Directions:

Give each girl a copy of the quiz. Ask them to respond true or false to each statement. Go through the answers in a group, discussing each one as you go along. You could ask them to compare girls in Australia with those in other countries.

Statement	True or false
The United Nations <i>Convention on the Rights of the Child</i> says that all children have the right to a good primary education and should have equal access to secondary education.	
Nearly 45% of the children currently not in primary school are girls.	
More than half of the 771 million adults in the world who cannot read or write are women.	
The United Nations Millennium Development Goals set the target of making equal rights to education a reality by the year 2020.	
Uneducated girls are more likely to be disadvantaged later in life	
Emergencies, such as conflict, economic crises and natural disasters, prevent millions of children around the world from getting an education.	

<sup>5</sup> Information compiled from UNICEF Voices of Youth, *Be in the know—fact sheet*, viewed 22 September 2009, <[http://www.unicef.org/voy/explore/education/explore\\_166.html](http://www.unicef.org/voy/explore/education/explore_166.html)>

## Answers:

- True. See Article 28 of the *Convention on the Rights of the Child*.
- False. 52% are girls. The gender gap is even bigger in some countries of the world and is often even larger in relation to secondary schools.<sup>6</sup>
- True. 64% of women cannot read or write.<sup>7</sup>
- False. The United Nations Millennium Development Goals set the target of making equal rights to education a reality by the year 2015 not 2020.
- True (see answer to question 3). Without an education, women have fewer employment options and often earn less than men. In fact, on average, women earn only three-quarters of what men earn.
- True.

## 2.4 Feeling left out<sup>8</sup>

**Aim:** To consider the effects of being excluded and marginalised, including the injustice of not getting an education because of where you live or how much money you have.

**Time:** 15-20 min

**Materials:** Dice  
Bars of chocolate  
Hat  
Scarf  
Gloves  
Knives  
Forks

### Directions:

- Divide the group into smaller groups.
- Explain that you are going to play the traditional chocolate game in each group. Everyone has a turn at rolling the dice. If they get a six they put on the hat, gloves and scarf and set about cutting a square of chocolate with the knife and fork. While they are doing this, the group continues to roll the dice.
- But there's a twist! Ask for one volunteer from each group. Ask them to leave the room. Now ask the remaining group members to come up with an additional rule for their game. For example, if you roll a six you can only eat the chocolate if you say 'whoop' afterwards or touch your nose before you put on the gloves, hat and scarf.
- Ask the volunteers to come back into the room. Explain that there is an additional rule that they should try and guess. Also explain that the game might not be fair but not to worry, all will be explained.
- Ask the groups to start playing.
- When the volunteers experience any unfairness, manage the situation by assuring them that it's all part of the game.
- After about 5-10 minutes bring the game to an end.
- As a group talk about the game.

### Talking points

- Ask the girls if the game was fair? Why/why not?
- Did anyone guess the additional rule in their group?
- Now ask the girls to imagine they were girls in Papua New Guinea and the chocolate was the opportunity to go to school—would it be fair that they didn't get this?
- Many girls do not get to go to school for many different reasons. Ask the group if they think this is right? What should be done? You could decide to play the game again fairly. Or allow everyone to have a piece of chocolate.

<sup>6</sup> UNICEF Child Info, viewed 29 October 2009 [http://www.childinfo.org/education\\_outofschool.php](http://www.childinfo.org/education_outofschool.php)

<sup>7</sup> UNICEF *Voices of Youth* Fact sheet, viewed on 29 October 2009 [http://www.unicef.org/voy/explore/education/explore\\_166.html](http://www.unicef.org/voy/explore/education/explore_166.html)

<sup>8</sup> For activity idea/template, see *Just say yes to talking about and taking action on HIV and AIDS An activity pack for Brownies and younger Guides*, UK edition

## 2.5 *Going to school around the world*

This series of activities (refer to the copy on your Centenary Resource CD) has been provided by UNICEF and is suitable for Guides aged five to ten years. Girls will learn about different kinds of schools around the world, why some children don't have the opportunity to go to school and what can be done to help all children enjoy their right to an education. The activities focus on the following issues.

Activity 1	What do all children need to achieve their dreams?
Activity 2	What makes a good school?
Activity 3	How are these schools different from yours?
Activity 4	Why don't all children go to school?
Activity 5	Why is it important for girls to go to school?
Activity 6	Why don't all girls go to school?
Activity 7	What will happen if a girl doesn't go to school?
Activity 8	What difference does going to school make?
Activity 9	How much does it cost to go to school?
Activity 10	How can I help all children go to school?

UNICEF has granted Leaders permission to copy the activities in this book for Guiding purposes only.

## 2.6 *Global school builder*

This activity is designed for Guides aged ten years and older to explore a range of issues surrounding education in Australia and Papua New Guinea. The activity sheets and instructions are on your Centenary Resource CD. Some preparation is required for this activity— photocopying/printing enough packs for each Patrol/group. Guides will use the activity to design their own school, while working to a budget. It should help girls understand the role of education within a community, the impact of funding on education and the importance of their participation in the Girl Guides Australia fundraising project for UNICEF.

# 3. Learning about Papua New Guinea

The following activities provide opportunities for the Guides to learn more about Papua New Guinea. These can be run individually at Unit level over several nights or could be combined into a Wide Game.

## 3.1 Papua New Guinea facts and figures

### 3.1.1 The same but different

**Aim:** To discover similarities and differences between Australia and Papua New Guinea.

**Time:** 30 min

**Materials:** *The same but different* sheets—one for each Guide or Patrol  
Maps of Australia and Papua New Guinea (available at [www.justmaps.org](http://www.justmaps.org))  
Flags of Australia and Papua New Guinea  
Coat of Arms of Australia and Papua New Guinea  
National anthems of Australia and Papua New Guinea  
Other resources to show similarities and differences between the two countries, such as currency, language, population, climate, cultural items, arts and crafts, industries



## Flags



The national flag of Papua New Guinea has two triangles of red over black. The local *kumul* bird of paradise flies across the red half, symbolizing Papua New Guinea's emergence into nationhood. The five-pointed stars of the Southern Cross constellation appear in the black, reflecting ties with Australia and other nations of the South Pacific. Black, red and yellow are also traditional colors in Papua New Guinea.



The Australian flag uses three prominent symbols, the Union Flag (also known as the *Union Jack*), five stars to represent the Southern Cross, and a seven-pointed star to represent the States and the territories of the federation.

For more information go to:

[http://www.dfat.gov.au/facts/coat\\_of\\_arms.html](http://www.dfat.gov.au/facts/coat_of_arms.html)

[http://www.dfat.gov.au/facts/national\\_symbols.pdf](http://www.dfat.gov.au/facts/national_symbols.pdf)

<http://www.pngembassy.org/flag.html>

## Coat of arms



The Coat of arms of Papua New Guinea consists of a bird of paradise over a traditional spears and a *kundu* drum.



The coat of arms consists of a shield depicting the badges of the six Australian States (a symbol for the federation of the States). It was granted by King George V of the United Kingdom in 1912. It is supported by two native Australian animals—the red kangaroo and the emu—and it is thought these were chosen to symbolise a nation moving forward, reflecting a common belief that neither animal can move backwards easily. The Australian crest is the seven-pointed gold star on a blue and gold wreath above the shield.

[http://www.dfat.gov.au/facts/coat\\_of\\_arms.html](http://www.dfat.gov.au/facts/coat_of_arms.html).



## National anthems

### National anthem of Papua New Guinea

#### O ARISE, ALL YOU SONS

O arise all you sons of this land,  
Let us sing of our joy to be free,  
Praising God and rejoicing to be  
Papua New Guinea.

Chorus:

Shout our name from the mountains to seas  
Papua New Guinea;  
Let us raise our voices and proclaim  
Papua New Guinea.

Now give thanks to the good Lord above  
For His kindness, His wisdom and love  
For this land of our fathers so free,  
Papua New Guinea.

Chorus:

Shout again for the whole world to hear  
Papua New Guinea;  
We're independent and we're free,  
Papua New Guinea.

### National anthem of Australia

#### ADVANCE AUSTRALIA FAIR

Australians all let us rejoice,  
For we are young and free;  
We've golden soil and wealth for toil;  
Our home is girt by sea;  
Our land abounds in nature's gifts  
Of beauty rich and rare;  
In history's page, let every stage  
Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair.

Beneath our radiant Southern Cross  
We'll toil with hearts and hands;  
To make this Commonwealth of ours  
Renowned of all the lands;  
For those who've come across the seas  
We've boundless plains to share;  
With courage let us all combine  
To Advance Australia Fair.  
In joyful strains then let us sing,  
Advance Australia Fair.

### 3.1.2 Numbers, numbers, numbers

**Aim:** To look at statistics for both Australia and Papua New Guinea and discover the wide variances.

**Time:** 30 min

**Materials:** *Numbers, numbers, numbers* sheet—one for each Patrol

#### Directions:

Give each Patrol a copy of the *Numbers, numbers, numbers* sheet cut up. Leave the numbers for Papua New Guinea and Australia in a block together.

Ask the Guides to marry up the numbers with the indicators. When they have finished have a brief discussion about the reasons why the numbers are so different for Papua New Guinea and Australia, e.g. the mortality rates for children are a lot higher in Papua New Guinea because of lack of health care.

Indicator	Papua New Guinea	Australia
Total population (2006)	6,331,00	20,743,000
Annual number of children under 5 deaths (2007)	12,000	2,000
Infant mortality (death rate), probability of dying between birth and one year of age expressed per 1000 births (2007)	50	5
Annual number of births (2007)	190,000	256,000
Life expectancy (2007)	57 years	81 years
For every 100 people how many had phones (2005)	2	142
For every 100 people how many had internet access (2005)	2	52
% of population using improved drinking water sources (2006)	40%	100%
Children (aged 0–17) orphaned due to all causes (2007)	330,000	140,000
% of the population that live in towns and cities (2007)	14%	89%

(Source: UNICEF State of the World's Children 2009)

## 3.2 Papua New Guinea arts and crafts

### Tribal artefacts

Traditionally, art and culture are closely linked. Most tribal art takes the form of carvings, masks, costumes and adornments used in religious ceremonies, or more functional objects such as bowls, canoes, bilums (bags), baskets or weapons. Lae, in Morobe Province, is renowned as a craft centre. Most provinces produce different kinds of weaponry including bows and arrows. Shields have a decorative and spiritual role just as important as their defensive purposes. Musical instruments like kundus (drums), flutes and mouth organs are common in the Highlands, while the Trobriand Islanders are famous for their elaborate carvings, including stylised figures, carved ebony walking sticks and fish bowls inlaid with mother-of-pearl. The Sepik area (Mamose Region) is one of Papua New Guinea's natural treasures in terms of art and craftsmanship. The Sepik tribes convert figures of spirits and dreams into carvings and other crafts. Storyboards are used to illustrate village history, their ornate relief carvings capturing tales of village life that were once painted on bark.

#### 3.2.1 Making a bilum

**Aim:** To learn how to make a bilum—a traditional Papua New Guinean craft.

**Time:** 1 – 2 hr



**Materials:** Assorted coloured wool (8 ply at least) or string  
Knitting needles (size 7) or thick wooden meat skewers  
Scissors  
Tape measure  
Bodkin or needle with a large eye to sew the bilum together  
Activity leaders who know the basics of knitting and who can assist the Guides

### **Background:**

Bilums (traditional string bags) were once made from fibres taken from barks of trees (pandanus and tulip trees). These barks were pounded until the fibres came loose then dried in the sun and twisted with traditional dyes taken from plants. Although traditional fibred bilums are still made, the more common ones are those made from imported wool strings. Women specialise in bilum-making but there are also some men who have taken a keen interest in this craft.

The time taken to make a bilum depends on the weaver, the size and the design/pattern used. For a good weaver, a bilum can be completed in a few weeks or perhaps days. Their beautiful and complicated designs are truly impressive and stunning.

Bilums serve as a multi-purpose accessory, from carrying garden produce to other heavy household loads. It remains a convenient item for village women and is also used for holding sleeping babies while their mothers work in the gardens. Today, it is a fashion statement among the women and is a source of pride when one owns more than one bilum.

Fashion designers are incorporating bilum art with international designs to create a more modern and contemporary look in the international fashion scene. The French have now actually patented the bilum product, using recycled car seat belts and other plastic materials to create their own version of the bilum.

The bilum is made up of two sides and a handle. It can be made in one colour or multiple colours. If the pattern of increasing the size of the sides becomes too complicated for younger Guides then use the simple straight sided version of the bilum.

(Source: [www.easternhighlands.com.pg/art.htm](http://www.easternhighlands.com.pg/art.htm))

### **Directions:**

#### **Very simple version**

This version has one continuous piece that makes up the two sides.

- Cast on 20 stitches in wool/string.
- Knit 94 rows.
- Cast off.

To make the handle:

- Cast on 6 stitches in wool/string.
- Knit rows until the handle is approximately 45 cm long or the right length for the Guide to wear the bilum comfortably on her shoulder.

Using the bodkin or large needle sew the two sides together and sew on the handle.

#### **Simple version**

To make the first side:

- Cast on 20 stitches in wool/string.
- Knit 47 rows.
- Cast off.

Repeat the above steps to make the second side—this could be a different coloured wool/string.

To make the handle:

- Cast on 6 stitches in wool/string.
- Knit rows until the handle is approximately 45 cm long or the right length for the Guide to wear the bilum comfortably on her shoulder.

Using the bodkin or large needle sew the two sides and bottom together and sew on the handle.

### Complex version

To make the first side:

- Cast on 20 stitches in wool/string **colour 1**.
- Knit 1 row.
- Knit, increasing 1 stitch at each end of the next 3 rows (26 stitches).
- Knit 1 row.
- Knit, increasing 1 stitch at each end of the next row (28 stitches).
- Change to wool/string **colour 2**.
- Knit 1 row.
- Increase 1 stitch at each end of next row.
- Repeat these 2 rows (32 stitches).
- Change to wool/string **colour 3**.
- Knit 1 row.
- Increase 1 stitch at each end of next row.
- Repeat these 2 rows twice (38 stitches).
- Change to wool/string **colour 1**.
- Knit 1 row.
- Increase 1 stitch at each end of next row (40 stitches).
- Knit 4 rows.
- Change to wool/string **colour 2**.
- Knit 4 rows.
- Change to wool/string **colour 3**.
- Knit 6 rows.
- Change to wool/string **colour 1**.
- Knit 6 rows.
- Change to wool/string **colour 2**.
- Knit 4 rows.
- Change to wool/string **colour 3**.
- Knit 1 row.
- Decrease 1 stitch at beginning and end of next row.
- Repeat these 2 rows twice (34 stitches).
- Change to wool/string **colour 1**.
- Knit 1 row.
- Decrease 1 stitch at beginning and end of next row (32 stitches).
- Decrease 1 stitch at beginning and end of next 3 rows (26 stitches).
- Cast off.

Repeat the above steps to make the second side—this could be using different coloured wool/string or changing the colours around.

To make the handle:

- Cast on 6 stitches in wool/string.
- Knit rows until the handle is approximately 45 cm long or the right length for the Guide to wear the bilum comfortably on her shoulder.

Using the bodkin or large needle sew the two sides and bottom together and sew on the handle.

### 3.2.2 Painted faces

In the Highlands of Papua New Guinea, self-decoration through face painting is associated with festivals and ceremonies where people show their association and loyalty to their group or clan. Different combinations of body painting and other decoration, through the use of wigs, feather headdresses, necklaces, armbands, aprons, ear and nose rings signify a person's heritage and clan.

**Aim:** To try and paint faces as Papua New Guineans might do.

**Time:** 1 hr

**Materials:** Face paints  
Sponges  
Paint brushes  
Tissues

**Directions:**

Let the Guides go wild with their imagination. They should work in pairs and each paints the face of the other. When everyone's face is painted, ask the girls to parade and explain the symbolism of their painting.

### 3.2.3 Masks



**Aim:** To create a mask.

**Time:** 1 hr

**Materials:** Sheets of card  
Feathers  
Glue  
Poster paints  
Pencils and erasers

**Background:**

Some of the most creative examples of tribal art are masks, which vary in style and design from region to region in Papua New Guinea. Traditionally, these played a key role in religious ceremonies but today they are mostly carved for decoration.

**Directions:**

Give the Guides the resources and let their imagination run riot.

### 3.3. Cooking and food in Papua New Guinea

Many different foods are eaten in Papua New Guinea. Like us, many of the Papuans eat meat and fish but they also eat a lot of tropical foods like palm sago, taro roots, coconuts, bananas, guavas, mangoes, papayas, passionfruit, pineapples and watermelons. One of their most popular ingredients is the yam or sweet potato.

#### 3.3.1 Making a mumu

##### Background:

A traditional technique in Papua New Guinea is cooking with the mumu. The mumu is an earth oven that is formed by heating stones which are subsequently put in with the food or arranged around and on the food. The heat in the stones is transferred to the food and cooks it.

Generally black river stones are used and hardwood is preferred as fuel. All sorts of food are cooked in the mumu at the same time but usually the more delicate ones are put on top. The time spent cooking depends on the quantity of food being prepared—it can take anything from one hour to overnight. A mumu is often used during ceremonies but even households with modern ovens will use a mumu on occasions.

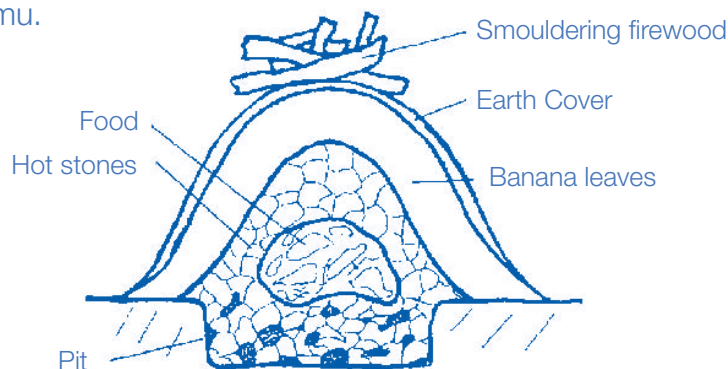
**Aim:** To make a mumu and cook food in it.

**Time:** 2 – 3 hr

**Materials:** Fire resistant bricks  
Charcoal  
Banana leaves  
Wood  
Various types of meat and vegetables wrapped in foil  
Spade

##### Directions:

This is one type of mumu.



This type of mumu is referred to as a dry mumu because, even though the foods are wrapped and cooked together, no coconut cream is used in the food preparation.

A pit is dug and the stones are heated by lighting a charcoal fire in the pit. When the stones are hot the coals are left amongst the stones. The food is wrapped in foil and put on the hot stones. More hot stones may be placed on the food but leaves are used to cover the food before the dug earth is used to complete the covering and keep the heat within the mumu. Smouldering firewood is placed on the earth cover to keep the top layer hot.

The additional heat from the top ensures that a high temperature (greater than 200°C) is maintained in the mumu throughout the duration of cooking. The hot charcoals complement this. This relatively constant high temperature is needed to ensure that the food is properly cooked as the absence of coconut cream will reduce heat conduction.

(Source: [www.hedon.info/Mumu-ATraditionalMethodOfSlowCookingInPapuaNewGuinea](http://www.hedon.info/Mumu-ATraditionalMethodOfSlowCookingInPapuaNewGuinea))

### 3.3.2 Coconut cream

**Aim:** To make coconut cream—used in cooking in Papua New Guinea.

**Ingredients:** Coconut in shell

**Directions:**

1. Scrape the flesh away from the coconut shell so that it resembles desiccated coconut.
2. For each scraped coconut add one cup of water to the scraped mix.
3. Squeeze the mix between your hands and strain the resulting cream into your prepared dish or save for later.

**Low fat version**

**Ingredients:** 1 tablespoon corn flour  
500 ml skim milk  
2 teaspoons coconut essence

**Directions:**

1. Mix milk and corn flour in small saucepan and simmer until thickened to creamy consistency.
2. Allow to cool.
3. Add coconut essence and stir; refrigerate.
4. Use volume for volume as a replacement for coconut milk.

### 3.3.3 Baked sweet potato

**Aim:** To bake sweet potato.

**Ingredients:** 3 cups mashed sweet potato or Kau Kau  
3 tablespoons butter  
3 tablespoons finely sliced onions  
3 eggs  
1/2 teaspoon ground cinnamon  
1 tablespoon milk  
Salt and pepper to taste

**Directions:**

1. After mashing the cooked sweet potato, mix in the butter, onion, milk, cinnamon, salt and pepper.
2. Separate the egg whites from the yolks.
3. Beat them separately.
4. Fold the egg yolks into the mashed potato followed by the egg whites.
5. Place mixture in a greased baking dish.
6. Brush the top with butter and bake in the oven with the dish placed in a pan of water for 35 to 40 min at 160 degrees Celsius.

### 3.3.4 Coconut with mixed vegetables

**Aim:** To cook vegetables with coconut.

**Ingredients:** 6 cups of mixed vegetables (whatever is available, e.g. carrots, snake beans, Kau Kau or sweet potato, zucchini, green or red peppers, eggplant, potatoes, peas)  
1 crushed clove of garlic  
2 fresh small chillies, seeded and chopped  
1/2 cup fresh coconut cream  
1/2 cup grated coconut  
2 tablespoons oil  
1 cup water  
Cooked rice

**Directions:**

1. Boil a cup of water in a saucepan.
2. Boil each vegetable separately in the same water.
3. Ensure that each vegetable is lightly cooked but still firm to bite.
4. Use a little more water if it has evaporated.
5. Do not throw away the water once you have cooked the vegetables.
6. Mix together all the remaining ingredients (except for vegetables and rice) with the saved vegetable water and bring to the boil.
7. Add all the vegetables and simmer gently for five minutes.
8. Serve with plain, boiled white or brown rice.

### 3.3.5 Vegetables cooked in bamboo

**Aim:** To cook vegetables in bamboo.

**Ingredients:** 60g shelled peanuts  
1 large sweet potato  
1 slice of pumpkin  
200 g green beans  
2 medium ripe bananas  
Water  
Bamboo tube or cooking foil (if tube not available)

Note: if there are any peanut or nut allergies in the group use 1/2 cup of plain flour instead of nuts.

**Directions:**

1. Roast peanuts and grind into consistency of flour, using food processor or mortar and pestle (alternatively use crushed nuts or plain flour).
2. Peel, wash and dice sweet potato and pumpkin.
3. Wash and slice beans.
4. Peel and chop bananas.
5. Mix chopped vegies into peanut flour and put mixture into a bamboo tube or cooking foil.
6. Add a little water.
7. Cook in fire until vegetables are soft. Great for outdoor cooking!

## 3.4 Games from Papua New Guinea

Often in Papua New Guinean languages there is no word for 'winning'. If a person does something well in Papua New Guinea it is acknowledged that he/she is good at these skills. The important thing is for everyone to participate, to develop their skills and to help each other get better at whatever they are doing.

### 3.4.1 Manumanu (little bird)

**Aim:** To keep the Manumanu (little bird) safely balanced.

**Time:** 20 min

**Materials:** Sturdy plank of wood at least 1 metre long that will hold the weight of a Guide  
Piece of dowel 60 cm long

**Directions:**

This activity can be run in Patrols. One Guide (Manumanu) stands on the plank. The rest of the Patrol lift the plank no more than 30 cm from the ground. The Guide on the plank holds the balancing rod (dowel) and sings and dances on the moving plank. The goal is to keep the 'bird' (Guide on the plank) safely balanced as the rest of the Patrol carry the plank to a nominated location. Every Guide in the Patrol should have a turn at being the 'bird'.



### 3.4.2 Makii

**Aim:** To hit the coconut shells and for each team to achieve the same score.

**Time:** 20 min

**Materials:** Two teams or Patrols of Guides  
Lots of plastic bottle tops  
20 half coconut shells or plastic cereal bowls that could resemble a half coconut shell

**Directions:**

The Guides determine how far away the coconut shells should be and set these up in a straight line.

Guides from the first team/Patrol take it in turns to try and hit a coconut shell with a plastic bottle top. If a target is hit then that coconut shell is removed from the line. When everyone in the first team/Patrol has had a go then all the coconut shells are put back in the line.

The second team/Patrol must try and hit the same number of targets as the first team. If the first few team players reach the goal then the rest of the team/Patrol must throw their bottle tops so that they don't hit a coconut shell. They cannot throw their bottle tops off to the side—they must throw them at the line of coconuts.

The teams/Patrols play again swapping the order, i.e. the second team goes first.

## 4. Advocacy

### Introduction

Speak out and make yourself heard—your voice counts! It can be a really powerful tool in getting your message across to today's leaders and decision-makers. Advocating for something you are passionate about CAN change the world.

But what exactly does advocating for others mean? Well, it could be anything from creating an information, education and awareness-raising campaign or peer-education activity, to lobbying your local school, local authority or even the federal/state/territory government for the education young people have a right to. It is all about making your voice heard and influencing others to take decisions that will improve our lives and the lives of others.

Remember that no advocacy project is too small—your efforts can make a huge difference to peoples' lives all over the world and also at home in your own community. By starting small, you will be learning the skills and techniques to be able to advocate for many more issues in the future.

Here are some general tips on how to advocate about matters that concern you. You can use these tips to speak out about girl's education in Papua New Guinea or other issues that you care about.

- Make sure you are **passionate** about the issue.
- Identify your main objective (why you are advocating) and **what you want to achieve**.
- Research the issue well, **check your facts** and speak to the right people.
- Get a **group of like-minded people** together to advocate on this issue; gather as many Guides as possible to join you in advocating.
- Decide on your **message and key audience** (i.e. who you are wanting to influence) and have some ideas about how you could deliver the message.

Following is a process to help your Patrol/Unit/group develop an advocacy project.

## 4.1 Girls' education—shout out

**Aim:** To develop a key message and advocacy project relating to girls' education.

**Time:** 90 min

Part 2 of this process could be conducted at a subsequent meeting to give girls time to think about their project and how it might be developed.

**Materials:** Set of message cards for each Patrol (template on Centenary Resource CD)  
Set of action cards (template on Centenary Resource CD)  
Butcher's paper and marker

### Set up:

Photocopy and cut up a set of message cards for each Patrol. Photocopy and cut up one set of action cards for the Unit. On separate sheets of butcher's paper, write: 'What do you want to say?', 'Who do you want to say it to?', 'What do you want them to do?' and 'What are the different ways you can tell them?'.

Older Guides could do the whole activity in Patrols to develop a Patrol advocacy project if they wish.

### Directions:

#### Part 1 (45 min)

- Forming the message.
  - Brainstorm with the girls what they have discovered through the activities in this resource. Are they better informed about girls' education? Do they have an idea about how it can affect children's lives? Have they learned how discrimination or poverty can mean a child is denied their rights? Highlight things that stood out to the girls as being interesting or important from the activities they've done. Write down—on a clean sheet of butcher's paper—what they think was most important.
  - The girls, in Patrols, then discuss what they've learned. What do they think the most important message is to tell other people? To help, give each Patrol a set of message cards. Ask them to decide on the most important message.
  - The Patrol shares this with the Unit. Is each Patrol's message the same? If not, can the Unit choose the most important message (or messages)? Write your key message on the 'What do you want to say?' piece of butcher's paper. The remaining messages could be listed underneath this in priority order for future reference.
- Deciding who the Unit can tell.
  - Once the Unit has agreed on one message, they should think about all the people they could tell this message to. Write their ideas up on the 'Who do you want to say it to?' piece of butcher's paper. Some suggestions include other children, other Guides, friends, parents, teachers, your local council, MP and so on.
- Why do they want to tell them?
  - Ask the girls what they would want each of these people/groups to do with that message. Record what the girls have to say on the 'What do you want them to do?' piece of butcher's paper.
- How can they get the message to them?
  - Hand out an action card to each Patrol. The Patrols discuss their action card, giving one reason why they like the idea and one reason why they don't. Each Patrol should share their action with the rest of the Unit and their reasons for liking and disliking the action. The Unit decides if this is something they would like to do or not.
  - Write up all the ideas they like on the 'What are the different ways you can tell them?' piece of butcher's paper. Inspire the girls to be creative, e.g. with their own ideas, by merging ideas.

## Action cards

Organise a **kick-off event** to launch your project.

- Ask yourselves what is the message you are trying to convey and are you doing it to raise money, educate, raise awareness and/or get people to take action.
- Make your event/stall look professional.
- Try to match the right people to the right jobs but let everyone have a go at doing something they are interested in.
- Make sure everyone knows what they are doing and who is in charge of what.

Write a **letter to your MP**.

- Choose the MP for the area in which your Unit/group meets.
- It is worth knowing a little bit of background about your MP before contacting them.

Here are some tips for writing to your MP:

- be polite
- be brief: try to keep to one side of the paper
- write in your own words
- outline what actions you are taking and why
- ask any questions you would like your MP to answer
- ask for a reply
- if you email your MP, remember to send your letter as an attachment.

For more tips go to <http://202.14.81.230/whoswho/index.htm>

Create a **postcard or leaflet**.

- Make sure you have permission to use the images that you want.
- Make sure the images and words you use do not have any negative connotations or portray anyone as a victim or powerless.
- You should wear Guide uniform when you distribute your postcards/leaflets in your town or local schools to get yourself noticed!

Think about how you could use modern **technology** to help your project.

- For example, you could set up a website, use a social networking site and invite all your friends to sign up and encourage them to get involved.
- Make sure your page looks good and is attractive to others. Have a look at some other pages and websites to pick up tips.
- Make sure you present your key messages as the strongest visual element of your page.
- Use action-focussed and powerful words so that people will sit up and take notice.
- Make sure your time on the web is safe.

Start a **petition**.

- Work out who you are going to give the petition to and when.
- Draw up your petition with your key message.
- Collect signatures of people who feel the same way about your message.
- Pass on your completed petition, preferably by hand, to the person you have decided on.

**Talk to your friends and family** asking them to pass on the message to at least two other people.

### Arrange a **meeting**.

- It is possible that you will at some point in your campaign have the opportunity to meet with the person or organisation you have been trying to ‘target’.
- This meeting is crucial to your campaign as it means someone has taken an interest in what you have to say.
- This is your chance to challenge them face to face on the issue, get some answers and even get some press coverage.
- Even if you completely disagree with their argument against your fact-tastic research, remember to keep your cool and listen to their point of view.
- Follow up the meeting a few days later with a polite thank you note and a counter-argument if you feel a solution to the problem has not been reached.

### Organise an **assembly or a class**

**presentation** and educate your friends on the global issues affecting children around the world.

### Make a **film**.

- Make sure you have researched the topic thoroughly.
- Provide a **script** for your actors to follow. It will make your overall film look professional and will keep your audience interested and engaged.
- Be creative with the location where you shoot your film. Remember to get permission if necessary.
- Remember—**you do not need previous knowledge** or even any expensive equipment. Whatever your ability, you will soon have people sitting up and listening!

### Write an **article**.

- Identify possible media outlets that would be interested in an article about your activities.
- Contact them with your ideas.
- Be clear about why your story would interest others.
- Remember to start your story with the most interesting bits.
- If you can, use direct quotes from people and get pictures—this allows people to understand and get excited about what you have to say.

### Create a **skit/play** for other children, parents or schools.

Think about who your audience is—what

- do you want them to learn through watching your play? You could hold a theatre evening and invite people along.

### Hold a **cupcake sale** with a message.

- Add an information leaflet to each sold cupcake—a fun way to raise awareness about girls’ education while raising funds at the same time.

## Part 2 (up to 60 min)

Now it’s time to actually plan your advocacy project. Quickly recap on the previous session/ meeting if required.

- Decide with the girls which activity the Unit would like to do most. Note: if the activity selected involves fundraising then refer to section 5 for more details about specifically raising funds for UNICEF and their *Protection of girls in schools in Papua New Guinea* project.
- Now plan your project—remember who, what, why, when, where and how.

Congratulations! You now have your advocacy project plan. Now you need to do it and don’t forget to evaluate afterwards—the evaluation will help the girls plan their next advocacy project.

## 5. Fundraising for UNICEF

A key part of this service project is to raise funds to support the education of girls in Papua New Guinea.

Talking about and taking action on girls' education are really important ways to tackle discrimination, raise awareness and get people in power to sit up and take notice. We can also make a difference by raising funds to help girls go to school. In section one of this pack you learned about the work that UNICEF is doing in Papua New Guinea to help support and promote girls.

Raising funds for this girls' education project is a key part of this Centenary international service project. In Australia we currently have 30,000 members (girls and adults). If every member donated/raised just \$2 towards this project, Girl Guides Australia would be able to give UNICEF \$60,000 which is a significant amount to help girls in Papua New Guinea go to, and stay in, school. Of course the more money we raise, the more girls we can help so let's work together to raise as much money as we can.

Use this section to help inspire your Patrol/Unit/group to organise an event or activity to raise funds for this project. Remember that whilst you are raising funds, you can also increase awareness of the issue of girls' education. We have included a number of tips to help you plan a great event and some ideas to get you started.

There is also a serious side to organising a fundraising event so make sure you read the important information in the box below.

### Planning your event

1. As a Unit/group, determine the amount of money you think you will be able to raise and set a fundraising target.
2. Read the rest of this section for great ideas to get started and tips on how to organise a successful activity/event. Make sure you also read the important information about what you are and aren't allowed to do.
3. Once you have decided what kind of fundraising activity you would like to organise, obtain permission from your Guide group/Unit Leader. The fundraising event should be managed by a Leader rather than by the girls. The Leader will be able to make certain that the activity meets all the necessary requirements outlined in the box on the following page.
4. Hold your fundraising activity/event!
5. Ensure the funds are collected and remitted according to the guidelines in the box below.
6. Tell us about your activity/event. If you have good photos from your fundraising activity/event, UNICEF Australia and Girl Guides Australia would love to see them and will possibly feature some on their websites to show other Guides about the activities being organised around the country. Send your photos, with a brief description, to [education@unicef.org.au](mailto:education@unicef.org.au) or [100@girlguides.org.au](mailto:100@girlguides.org.au). A talent release, including parent's/carer's permission for girls under the age of 18, is required.
7. Regularly visit the UNICEF Australia website ([www.unicef.org.au](http://www.unicef.org.au)) to see how much money Girl Guides Australia has raised.

## Important information for the Guide group/Unit Leader

There is a serious side to organising a fundraising event so make sure that you read this information carefully and that the planned activity adheres to the following rules and requirements.

### UNICEF has a few simple rules that need to be followed in order to fundraise

1. Please do not say that you are fundraising 'on behalf of UNICEF'. However you can say that the money you raise will be donated to UNICEF.
2. The fundraising event/activity should be managed by a Guide Leader rather than by the girls.
3. The UNICEF logo cannot be used on any materials that have not been produced by UNICEF.

### What can't you do?

As Guides, you are not allowed to organise street collections, house-to-house collections, set up collection tins in venues or organise events that involve the sale or purchase of alcohol. Refer to the suggested list below, and/or *Guide Lines* for things that you are allowed to do.

### Best practice fundraising tips

(for direct cash donations and small special events)

#### Key principles

- Collectors are required to work in pairs so that one collector is able to observe the actions of the other (this is also a personal safety consideration).
- Establish controls over collection devices.

#### Collection devices

- Collection devices may be of a type that can only be opened once (e.g. a metal tin with a slit for insertion of the donation) or if reusable, is secure (e.g. has a lock, seal or is secured in some other manner which prevents unauthorised opening). Open buckets or containers should never be used for collections.
- At the end of the fundraising event, the collection device should be opened, and the contents counted in the presence of the collector(s) and recorded in a register. The collector would counter sign the register against the amount collected. For auditing requirements, the Guide group/Unit will need to keep a copy of this register.

#### Banking of proceeds

- There should always be at least two people involved in counting the proceeds.
- Funds should be banked as soon as possible and kept in a secure place until banking is arranged.
- The proceeds from a fundraising event should not be banked into a private account under any circumstances.

### How to send money to UNICEF

Once you have finished your fundraising activity you will need to remit the money to the national Girl Guide office. The national office will remit the money to UNICEF Australia and UNICEF Australia will keep track of the money received by an online tally. Send cheques payable to Girl Guides Australia and clearly marked UNICEF project to Girl Guides Australia, PO Box 6, Strawberry Hills NSW 2012.

### Safety and permission requirements

- Make sure that all girls have permission form their parents/guardian to participate.
- Think about the worst that could happen during your fundraising activity/event—this isn't being negative; it's just making sure that there are no nasty surprises. Check things out with adults, as they can often suggest things to prevent accidents.

## Tips for organising a great fundraising activity/event

1. Choose the right activity/event for your Unit/group and ensure it is approved by you Guide group/Unit Leader.  
Talk to your friends, family and people in your community to find out what kind of activity/event will work for you and/or your Unit/group. It is also a great way of discovering what skills and resources people have.
2. Develop an activity/event plan.  
In order to plan your activity/event there are questions that need to be answered. Where will the activity/event be held? Who is going to organise what? When will the activity/event be held? Have you got enough planning time? What will make your activity/event different? How are you going to raise money—ticket sales, auction, raffle, etc?
3. Develop an activity/event calendar.  
Drawing up an activity/event calendar to prioritise and delegate tasks will make the organisation process easier and your activity/event run more smoothly.
4. Promote your activity/event.  
The key to a successful fundraising activity/event is making sure plenty of people support you. Promote your activity/event well ahead of time and make use of all the resources in your community.
5. And last but not least, don't forget to HAVE FUN!

## Fundraising ideas

- Art competition/exhibition—focusing on the right to education, particularly for girls
- Auction—auction off old toys, games, art/craft
- Athletics carnival—have teams representing different countries and donate to participate
- Balloon race
- Badminton tournament
- Barbecue
- Barrel rolling contest
- Basketball contest
- Bingo
- Barn dance
- Cake stall
- Carnival day
- Car wash (be water-wise!)
- Concert/musical evening
- Colouring-in competition
- Craft fair/day
- Crazy hat/hair day
- Cricket match
- Dance-a-thon or disco—with a particular theme such as Halloween
- Debate—relating to children's rights (specifically the right to education)
- Expedition—to a special location
- Essay competition—girl's education
- Face painting
- Family fun day—play games, have a BBQ
- Fancy dress competition—dress up in costumes from around the world
- Fashion show
- Garage sale

- Guessing competition
- Halloween party
- Hacky sack competition
- Handball competition
- International evening—come dressed in costumes from around the world, play games and eat food from different countries, have each girl talk about different countries and what it is like to be a child in those countries
- Karaoke evening
- Luncheon
- Market stall/fete
- Mountain bike race
- Mufti day
- Musical maniacs—make music together in a fundraising marathon
- One minute video contest and viewing night—focus on education
- Obstacle course
- Pantomime
- Pumpkin carving contest
- Puppet show—make your own puppets
- Quiz—have questions on different countries, games, music, art, etc.
- Races—raft race, relay race
- Rice lunch/hunger banquet—everybody has rice and water for lunch together and donates what would normally be spent at the canteen
- Sports day/carnival
- Swimming gala / swim-a-thon
- T-shirt design competition
- Theatre sports contest
- Treasure hunt
- Talent night
- Tennis tournament
- Trivia night
- Volleyball competition
- World beats—find out how children make music in different parts of the world
- Walk-a-thon
- Wheel barrow race
- Yacht race

## How can your money make a difference?

**\$14.36** provides **10 children** with a sketch pad and set of 8 colouring crayons each.

**\$21.54** can buy **28 skipping ropes**, promoting physical activity particularly for girls.

**\$57.44** will provide a school-in-a-bag with individual school supplies for **40 students** and **1 teacher**. Each student receives a carry bag, ruler, two pencils, exercise book, eraser, sharpener and box of colouring pencils—the basic supplies for a good education.

**\$86.16** provides **2 volleyballs** and **2 nets**, enabling children to participate in team sports.

**\$280** is the cost of a school-in-a-box kit—a ready-made educational solution packed in a lockable metal box, containing equipment such as pencils, erasers, exercise books, writing slates, scissors and carrier bags sufficient for **80 pupils**, and marker pens, posters, registers, and blackboard equipment for **1 teacher**.

## Challenge sheet

- With your Patrol / Guide Unit and using the resources provided by your Guide Leader, learn about the organisation called UNICEF. Discover what they do, why they do it and how they do it.
- With your Patrol / Guide Unit participate in the *Going to school around the world* or the *Global school builder* activities.
- With your Guide Unit/District/Division/Region participate in activities / Wide Game to learn more about Papua New Guinea.
- Advocate about girls' education in Papua New Guinea or some other issue that concerns you.
- With your Guide Unit participate in fundraising to support the UNICEF project *Protection of girls in school—Papua New Guinea*.







GIRL GUIDES  
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