



GIRL GUIDES
AUSTRALIA

LEADERS of their WORLD



ADVOCACY RESOURCE

MEANINGFUL + FUN ACTIVITIES

*to empower mindful young leaders
to take action to change their world.*

Leaders Of Their World

ADVOCACY RESOURCE

Decision-makers use advocacy to influence changes that create a world of equal opportunities. Girl Guides Australia supports the voice of girls and young women to advocate for issues they think will improve their lives and the lives of others. The World Association of Girl Guides and Girl Scouts (WAGGGS) have worked closely with Girl Guides Australia to develop this resource to help girls and young women in Girl Guiding develop the leadership skills and mindsets which support girl-led advocacy to take place.

The Girl Guides Australia Advocacy Resource is practical program activities to support advocacy skill development for Australian girls and young women. The resource provides activities in three developmental stages (5-8 years, 9-13 years and 14-30 years) and is designed to be a Girl Guide meeting program to strengthen the skills required for girl-led advocacy.

This resource helps girls and young women to practise leadership using the WAGGGS Leadership Model. These pivotal WAGGGS foundations are a first in Australian Girl Guide programming and provide opportunities to further explore advocacy and leadership concepts through existing WAGGGS resources. This resource will also raise awareness for advocacy through the concept of leadership, in supporting girls, young women and adult volunteers to broaden their understanding of advocacy and its relevance to their communities.

ADVOCACY IN LEADERSHIP

What is advocacy?

Advocacy in Girl Guiding and Girl Scouting can influence decision-makers to make changes that will create an equal world where all girls and young women can thrive. The focus of Girl Guides is on enabling advocacy that is girl-led, where girls and young women can choose the issues they want to advocate for. In doing so, they share the changes they want and have called for with the relevant decision-makers and take positive steps towards achieving the changes they have advocated for.

WAGGGS Leadership Model

The WAGGGS Leadership Model enables girls and young women to develop to their fullest potential and take active roles as responsible citizens of the world. On developing these leadership behaviours and skills they are empowered to advocate for and to lead change. Through the WAGGGS Leadership Model girls and young women are encouraged to develop their leadership and advocacy skills by being reflective and mindful of their own skill sets and world perspectives. This model empowers girls and young women as leaders of change and highlights ways to build the skills needed to confidently raise their voices to influence change in their world.

The WAGGGS Leadership Model supports girls and young women to:

- Challenge themselves to understand and consider different perspectives
- Work with others to create spaces where everyone can fully participate
- Adapt their behaviour to the context
- Make choices reflecting their own values
- Innovate to create positive impact

How leadership and advocacy align

Advocacy is working with others to create positive change. By building their leadership skills, girls and young women develop the confidence to speak out for what they care about and be advocates for change.



"WE ARE LEARNING TO..."

Throughout this resource, girls and young women will develop several skills. These skills are listed at the start of each activity through the "we are learning to" sections. By reading this aloud at the start of each activity, participants can see the value in what they are doing and understand its purpose.

This resource focuses on four key skill areas through a range of activities. By putting these skills into practice, Girl Guides from 5-30 years old will become more conscious and confident leaders, who can raise their voices and advocate for change in their world.

The four main skills focused on in this resource are:

- 1 **Communication**
- 2 **People**
- 3 **Critical thinking**
- 4 **Project management**

Communication

Communication skills help us to have discussions with others and raise our voices on issues we care about. By practising their active listening and public speaking, girls and young women can develop into effective leaders and advocates.

People

People skills are required in all walks of life. They help us connect with others, from those who share our point of view, to those who do not. In leadership and advocacy, people skills are essential to enable us to share our stories and opinions and persuade others to take positive action.

Critical Thinking

Critical thinking skills enable us to explore and assess alternative views of the world. They help us build our understanding through use of observation, questioning and problem solving. Leaders and advocates use these skills to help find creative solutions to the problems facing their community.

Project Management

Project management skills are vital to help you set your project up for success. These skills include the ability to work with others to set achievable project goals and a realistic timeline for change. Project management requires organisation and the ability to step back with an unbiased view.

HOW TO USE THIS RESOURCE

The activities in this resource have been designed for completion at Girl Guide Unit or Peer Group meetings. Your group should complete one activity under each of the skill headings (Communication, People, Critical thinking, Project management).

Flexibility to pick and choose

Groups have the flexibility to choose their preferred activity to complete under each skill heading. While this resource has suggested recommended developmental stages (5-8 years, 9-13 years and 14-30 years) against each activity, a pick and choose approach is encouraged. The recommended time for each activity can be extended if the facilitator and participants are eager for further discussion.

Facilitators

This resource encourages a girl-led approach to completing the activities. In order to be girl-led we encourage the use of "facilitators" as opposed to leaders. A facilitator is anyone who is nominated to ensure smooth running of the activity, i.e., to understand the instructions and explain them in an appropriate manner to the participants. This may include gathering and organising necessary resources.

Facilitators do not have to be one single person and could be shared around the Patrol or Peer Group. For some Units, it may be a leader who facilitates the activity, for a Peer Group it may be a peer facilitator. There are no hard-set rules or guidelines around this; do what is most comfortable and best for your group, ensuring that girls and young women have the opportunity to run activities in a girl-led way to develop their leadership and advocacy skills.

Virtual Alternative

Each of the activities in this kit has been designed so that they could be delivered both in-person or virtually. This allows Units and Peer Groups to select a medium that works best for them and their members. For virtual adaption suggestions look for this blue symbol.



Taking it further

At the end of each activity, there is a "taking it further section". This gives some ideas on how you can continue your learning and development in this skill area.

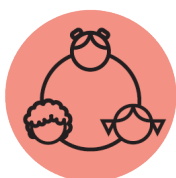


THE WAGGGS LEADERSHIP MODEL Page 5

The WAGGGS Leadership Model uses a system of six mindsets as the main tool to help girls and women make their leadership practise conscious. Within this resource you will see one or more WAGGGS Leadership Mindset icon alongside each activity. This will help your group to identify the mindset you will be practising as you complete each activity. You can find a breakdown of the six leadership mindsets on the next page or on the Girl Guides Australia website.



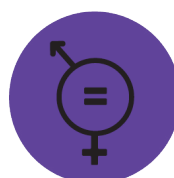
REFLECTIVE MINDSET



COLLABORATIVE MINDSET



CREATIVE + CRITICAL THINKING MINDSET



GENDER EQUALITY MINDSET



WORLDLY MINDSET



RESPONSIBLE ACTION MINDSET

ACTIVITY SUMMARY

	5-8 YEARS	9-13 YEARS	14-30 YEARS
COMMUNICATION	DARE TO CARE pg. 6	CHATTERBOX FOR CHANGE pg. 7	GOING UP! pg. 9
PEOPLE	WHAT MAKES A LEADER? pg. 10	THE CHAIR CHALLENGE pg. 11	WHAT KIND OF LEADER ARE YOU? pg. 12
CRITICAL THINKING	MISUNDERSTOOD pg. 13	WHAT A WONDERFUL WORLD pg. 14	FORWARD OR BACK pg. 15
PROJECT MANAGEMENT	PLAN FOR CHANGE pg. 17	WHAT IS IT TO MAKE A DECISION? pg. 19	TEAMWORK MAKES THE DREAM WORK pg. 20



MINDSET SUMMARY



LEADING YOURSELF - REFLECTIVE MINDSET

Draw meaning from your past experiences and think about your behaviour and its impact. Explore your values and how to be true to them when you practise leadership. Cultivate curiosity! Hold space for learning about and caring for yourself and recognise and create the conditions you need to thrive.



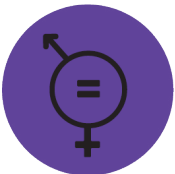
LEADING RELATIONSHIPS - COLLABORATIVE MINDSET

Bring together different perspectives and inspire consensus around a shared vision. Listen to and learn from others. Share what you know freely. Create the structures, conditions and attitudes people need to reach their potential, and contribute fully to any team or situation.



LEADING FOR INNOVATION - CREATIVE & CRITICAL THINKING MINDSET

Create an environment where both innovation and enquiry are valued. Seek data, analyse and learn from information and evidence. Look out for assumptions and challenge them. Encourage yourself and others to innovate. Seek new ideas and be open to changing your mind.



LEADING FOR GIRLS' EMPOWERMENT - GENDER EQUALITY MINDSET

Take gender into account when practising leadership, and challenge gender stereotypes. Understand the impact of gender barriers and empower yourself and others to recognise and overcome them. Champion the value of being a girl-led Movement.



LEADING IN CONTEXT - WORLDLY MINDSET

Get inside the worlds of others, understand their needs and concerns more deeply. Observe, ask questions and educate yourself on local conditions and perspectives. Build meaningful connections with others through inclusive opportunities for shared leadership.



LEADING FOR IMPACT - RESPONSIBLE ACTION MINDSET

Mobilise energy around what needs changing, and what needs to be protected. Transform your values into action with authenticity. Practise leadership to create a world where all girls are valued and can reach their potential as responsible citizens of the world.

The Leadership Mindsets are the main tools from the [WAGGGS Leadership Model](#) (2018).



DARE TO CARE

TIME

- 15 minutes

EQUIPMENT

- None

WE ARE LEARNING TO

- Use *communication skills* to explain the issues important to us in simple words (*communicating big ideas*)
- Use *active listening skills* to listen to all the other players
- Use *public speaking skills* to take turns in the game

ACTIVITY INSTRUCTIONS

1. Think of an issue that you care about and is important to you.
2. Choose to create a hand action to match the issue you are describing (this can help other participants when trying to recall the issue raised by each player).

The game is played sitting or standing in a circle (or can be played virtually via video call). One by one each player states their name and the issue that is important to them – but before they can state their name and issue they must first re-state the names and issues of all the players who have gone before them in the game. ie. the first player would state her name and issue (and demonstrate the hand action); then the second player would say "Her name is Sarah she wants to help the homeless. My name is Chloe and I want to save the environment." As the game progresses around the circle the players need to use their memory to recall all names and issues which players have already said during the game. This game ends when the last person in the circle has said the names and issues of all previous players as well as their own name and issue.



**COLLABORATIVE
MINDSET**

TAKING IT FURTHER

- If you have time each participant can share why they picked that issue as being important to them.
- You could find other Unit members who had a similar issue as you and talk with them and a facilitator about ways you could take action together.



CHATTERBOX FOR CHANGE

TIME

- 20 minutes

EQUIPMENT

- Chatterbox template with four colours

WE ARE LEARNING TO

- Use *communication skills* to write our answers in the chatterbox in a way that is short enough to fit and simple enough to make sense to a partner (*communicating big ideas*).
- Use *active listening skills* to understand the issue that is important to our partner and the ideas they are sharing.
- Use *public speaking skills* to share our chatterbox answers with a partner.

ACTIVITY INSTRUCTIONS

1. Think of an issue that is important to you.
2. Use the chatterbox template to record two answers to each of these questions:
 - BLUE:** give two reasons why the issue is important to you.
 - YELLOW:** give two reasons why we need to act to help make the issue better (what will improve if we take action?).
 - GREEN:** give two examples of things we could do to take action for this issue and improve the situation.
 - RED:** give two examples of decision-makers who could help change rules/practises to improve the situation.
3. Share your chatterbox game with a partner and let them hear all of your answers.

If this activity is taking place virtually the facilitator will need to email the participants a copy of the chatterbox template and ask them to print it out prior to the meeting. Instead of sharing with a partner in person you can play their chatterbox game with a household member.



**RESPONSIBLE
ACTION MINDSET**



**WORLDLY
MINDSET**

TAKING IT FURTHER

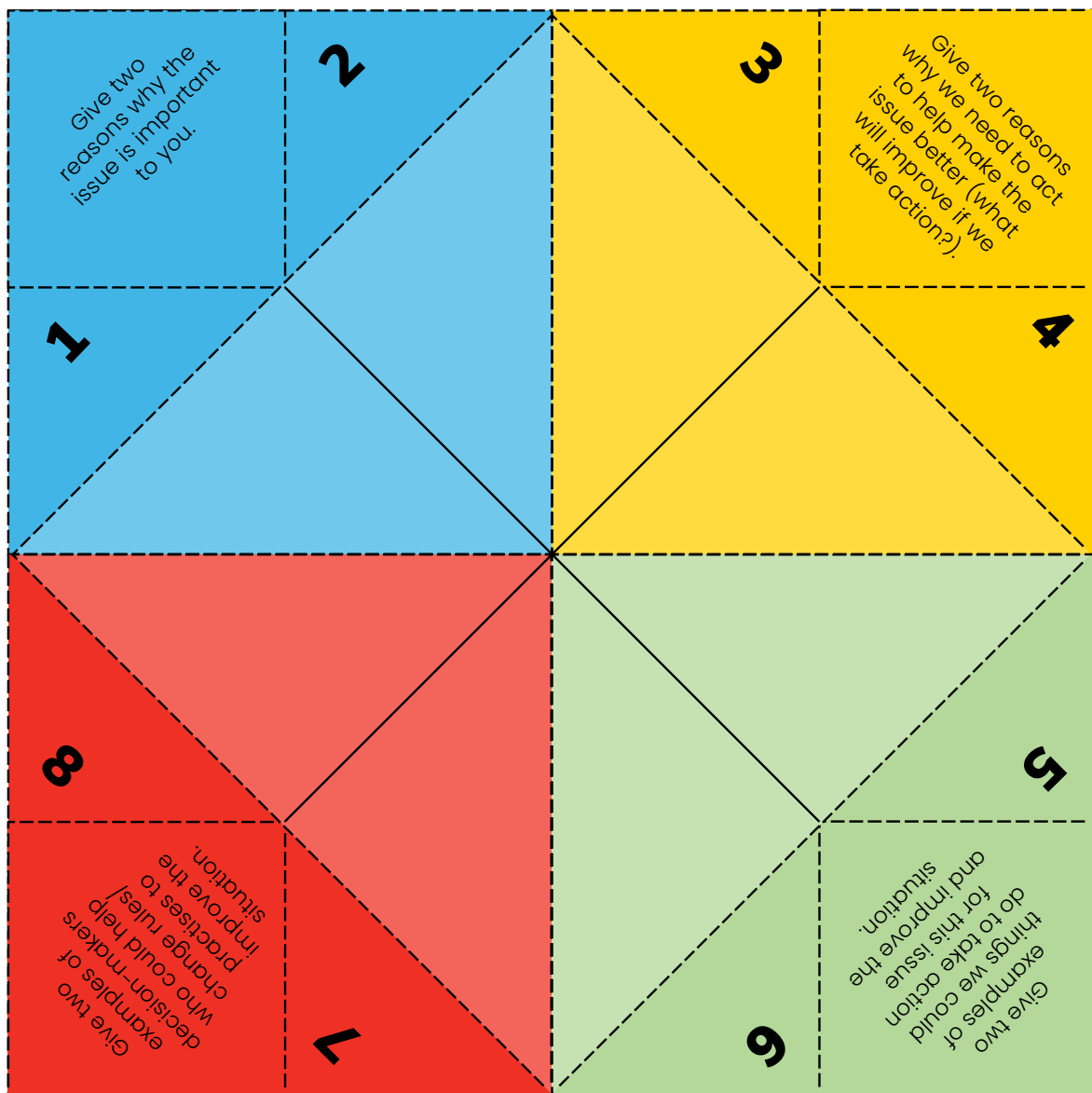
- Have each participant showcase their active listening and public speaking skills by reporting back to the group on the issue their partner raised and the examples they shared in their chatterbox answers.
- Participants could play their chatterbox game with other members of the group or encourage participants to share their chatterbox with their family and friends.



CHATTERBOX FOR CHANGE

Instructions:

1. Cut out the whole chatterbox template (that means just the outside lines). This will give you one large coloured square chatterbox.
2. Look at the question written in each coloured segment. Write 2 answers for each question in the matching coloured triangles.
3. Fold the chatterbox in half along the vertical centre line. Unfold and then fold the chatterbox in half along the horizontal centre line, then unfold.
4. Turn the chatterbox over so the writing is facing down and fold the four corners into the middle point.
5. While still folded, turn the chatterbox over again and fold the new corners into the centre point.
6. Fold in half along the new horizontal centre line, then unfold. Fold in half along the new vertical line, then unfold.
7. Put your fingers in the pockets and play the chatterbox with your friends!



GOING UP!

TIME

- 20 minutes

EQUIPMENT

- None

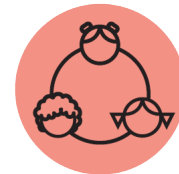
WE ARE LEARNING TO

- Use *active listening skills* when we are playing the role of the decision-maker.
- Use our *public speaking skills* to get our message across simply and powerfully so our request for action is understood clearly.

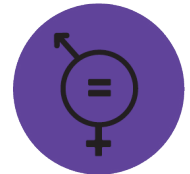
ACTIVITY INSTRUCTIONS

1. Think of an issue that is important to you and consider:
 - What change in policy/attitudes/behaviour you would need to see for the issue important to you to improve?
 - What benefits would there be if that change was enacted?
 - Who a decision-maker is that could help further this issue? How could you take action to reach out to them?
2. Pretend you are going up in an elevator with that decision-maker.
 - You have 1 minute in the elevator to pitch your issue to them, explain why the issue is important and what decision they could take to help improve the issue.
 - Role play this elevator trip with a partner (the other young women in your group may watch your role play depending on your group size).

This activity could also be undertaken via video chat making use of breakout rooms.



**COLLABORATIVE
MINDSET**



**GENDER
EQUALITY
MINDSET**

TAKING IT FURTHER

- If you have extra time, participants could role play their elevator pitch with other members of the group – giving them the opportunity to refine their messages and adapt their approach.
- Encourage participants to consider approaching a decision-maker in real life on their issue to offer suggestions on decisions the decision-maker should take to help improve the situation (this could be through an email, letter, phone call etc).



WHAT MAKES A LEADER?

TIME

- 20 minutes

EQUIPMENT

- Large piece of paper
- Pencils or markers
- Leadership Mindsets Summary

WE ARE LEARNING TO

- Use *teamwork skills* to collaborate on character development.
- Use our *leadership skills* to reflect upon the leadership mindsets.
- We will strengthen our *networking skills* by understanding the range of qualities leaders can hold.

ACTIVITY INSTRUCTIONS

1. If your group is not already in Patrols, split into smaller groups.
2. The facilitator should assign each Patrol four qualities. Explain that a quality is the way a person behaves and acts.
3. Using these qualities and a large sheet of paper, have each Patrol create their own fictional (made-up) character and a situation where they have been a leader.
4. Once complete, each Patrol shares their character with the Unit. Introduce the leadership mindsets to the Unit and encourage the girls to identify which mindset/s they feel their character represents.



REFLECTIVE
MINDSET



WORLDLY
MINDSET

TAKING IT FURTHER

- If time, have the girls identify when they may have seen these qualities in their world e.g. at home, at school or in society. Reflect upon what these qualities look like in practice by themselves and their peers.



THE CHAIR CHALLENGE

TIME

- 20 minutes

EQUIPMENT

- A chair per person
- Leadership Mindsets Summary

WE ARE LEARNING TO

- Use *teamwork skills* to complete the chair challenge.
- Use our *leadership skills* to reflect upon the Leadership Mindsets and our own leadership qualities.
- Strengthen our *networking skills* by supporting peers to identify and understand the range of qualities leaders can hold.

ACTIVITY INSTRUCTIONS

Make a circle of chairs that are placed very closely together, one chair per player.

1. Each player stands behind one chair and tilts it toward the middle of the circle using just one hand to keep the chair from falling over.
2. When the person facilitating says "move" each player will step clockwise towards the next chair and try to grab it with the same hand. The aim of this challenge is for the players to move in harmony the whole way around the circle - not letting any of the chairs fall into the centre of the circle.

Throughout this challenge you might spot one or two girls that will show leadership skills and guide the other girls to ensure that no chair fall over.

3. After completing the game, as a Unit reflect upon the leadership qualities different participants showed during the game and which mindset might align with the game.

This game could be played virtually using a physical action (like turning in a circle) rather than a chair. The aim would be for all the players to complete the physical action in sync with each other. The players might nominate a harder/more complicated action for each new round of the game.



REFLECTIVE
MINDSET



COLLABORATIVE
MINDSET

TAKING IT FURTHER

- If you have time, ask your group to identify when they have noticed leaders from the communities they belong demonstrate similar leadership qualities.



WHAT KIND OF LEADER ARE YOU?

TIME

- 30 + minutes

EQUIPMENT

- Large sheets of paper, pencils or markers
- Books or internet connected device to research
- Leadership Mindsets Summary

WE ARE LEARNING TO

- Use *teamwork skills* to undertake collaborative research or conduct and reflect upon an interview.
- Use *leadership skills* to reflect upon the Leadership Mindsets, our own leadership qualities, and the leadership qualities of others.
- Strengthen *our networking skills* by engaging with our community to interview a personality or extend our network of known personalities through research and reflection.

ACTIVITY INSTRUCTIONS

1. In small groups, brainstorm some role models in your world. These could be local personalities e.g., the mayor, Girl Guide Leader, cultural role models, national or international figures e.g., advocates, political leaders, changemakers. You can choose to complete this activity by research, by interview or a combination of both!

Research - form some research questions about the role model/s and create a short profile of their leadership qualities. Some questions could include:

- What is the person's background? (Where did they grow up and what factors such as education, geography etc. influenced them becoming who they are?)
- What are the features of their communication (watch a video or attend an event or read some of their publications e.g., speeches or their biography)
- How do they conduct their leadership? (Do they use collaboration, promote community voice, are they the leader out in front or a facilitator?).

Interview - invite the role model/s of your choice to come along to a meeting and speak about their leadership journey. As the person speaks, consider the example research questions to ask the role model about their leadership journey and how they've evolved to become the leader they are today. *This could also be done virtually via video call.*



2. After completing the research or interviews, as a group reflect upon the leadership qualities of your chosen role model and reflect upon what leadership mindset this person demonstrates most.



REFLECTIVE MINDSET



COLLABORATIVE MINDSET

TAKING IT FURTHER

- If you have time, conduct more interviews - why limit yourselves to just one!
- Reflect upon yourself as a real world leader, what qualities do you exhibit and in what context? Consider which leadership mindset comes to you most naturally, reflect upon this and consider how context has influenced your leadership practice.
- Reflect upon the real world leaders you have experience with. What qualities do they exhibit and in what context? Attend a virtual or in person event to see them, reflect upon this experience and consider how context has influenced the persons leadership practice.



MISUNDERSTOOD

TIME

- 20 minutes

EQUIPMENT

- None

WE ARE LEARNING TO

- Question the way things are by thinking about what makes people behave in certain ways.
- Understand the bigger picture by reflecting on society through different lenses.
- Understand bias and diversity through challenging the norms we assume.

ACTIVITY INSTRUCTIONS

1. Think about a story you like. This could be a fairy tale, a movie, or an old fable. Now, think about the villain of the story (that's the person or group who is doing the wrong thing, hurting people, and is generally creating a negative environment).
2. Reinvent the story of this villain by thinking about what led to them being this way. What are some ways in which this person could use some help and become a more responsible, aware and a nicer person? For example, think about an old witch in a story you listened to. How could you help the witch give up her evil ways? Think about what motivates her, what makes her angry, and why she wants to do evil things.
3. Try and think about how you're motivating someone to become a better version of themselves.
4. You can choose to present this to your Unit in a skit or discuss it together. *If using a video conferencing platform, break the group into breakout rooms for discussions.*



WORLDLY
MINDSET



CREATIVE
+ CRITICAL
THINKING
MINDSET

TAKING IT FURTHER

- Think about the villain from the movie and try to relate this to a scenario you've experienced in your day-to-day life. Have you ever thought someone's actions were unfair or inconsiderate? Put your skills into practice by trying to empathise with that person, considering their feelings, their background, and their biases. This kind of critical thinking is important within leadership, advocacy, and personal development if we want to understand a bigger picture.



WHAT A WONDERFUL WORLD

TIME

- 20 minutes

EQUIPMENT

- Paper or whiteboard and markers or a digital device for digital art or graphic design

WE ARE LEARNING TO

- *Question the way things are by thinking about what makes people behave in certain ways.*
- *Understand the bigger picture by reflecting upon the different layers of society and our role in creating a better world.*
- *Understand bias and diversity by challenging our own ideas and trying to imagine an ideal world that benefits all of us.*

ACTIVITY INSTRUCTIONS

1. Think about the ideal world you would want to live in. What kind of things would this world have? What sorts of ideas and values would it hold? What sorts of things would be unacceptable?
2. Create a mural that shows a picture of your world to the rest of your group. This could be done by drawing, painting, brainstorming words, design or digital art.
3. Looking at your mural compare your ideal world to the actual world we live in. Think about what would need to change to shift from our world to the ideal world e.g. what people value, how organisations are run, individual changes etc.
4. Share your mural with the group. How can we work together to implement these changes? Discuss with your group changes that can be implemented right now that can start this shift. These changes can be *individual, group, societal and worldwide*.

Please note: This activity could be completed by a Patrol. Girls could discuss in their Patrol the world they would like to live in and create a mural together. Each Patrol could then share their murals with other Patrols.



REFLECTIVE
MINDSET



CREATIVE
+ CRITICAL
THINKING
MINDSET

TAKING IT FURTHER

- Think about the ideal world you've created. Who is this ideal for? Is it ideal for someone like you? Does your ideal world cater for people who often get missed when we plan for a just and equal world?
- Think about some steps that individuals or institutions can collectively take to ensure that people who are in the most vulnerable positions do not get missed when we construct values and structures in a better world.
- Write a letter to your future self (maybe 5 years into the future) and talk about the things you care about right now that you hope change in the next 5 years. Store this in a safe place and set a reminder in your calendar to look back upon this for future reflection.



FORWARD OR BACK?

TIME

- 20 minutes

EQUIPMENT

- Open space

WE ARE LEARNING TO

- *Question the status quo* and reflect upon your own life by analysing experiences that have played a part in making you who you are today.
- *Understand the bigger picture* by seeing a range of experiences and understanding the variety of paths that people have taken to get to where they are today.
- *Understand bias and diversity* by considering the effect of bias and diversity upon people's lives and how these affect individuals through the way our society is structured.

ACTIVITY INSTRUCTIONS

1. Have your group stand in a line in the centre of the room or space at the beginning of the activity, with their eyes shut.
2. The facilitator of the activity will read out the statements below with the instruction to move a step forward or backward.
3. As the facilitator reads out each statement, they will give the group time to reflect and take a step forward or backward for each statement. The entire activity is to be done with the group's eyes closed to create a brave space.
4. Once all the statements have been read out, if the group feels comfortable, ask them to open their eyes. Are they surprised by the diversity (or non-diversity) of where people have ended up in the room by taking steps forward/backward? Ask the group whether they felt strong emotions during the activity and how they felt while reflecting on each of the statements. Do they feel as though they are privileged? Underprivileged? Have they been treated fairly in the past?

Note: this is a sensitive activity that can trigger some strong emotions within participants. You may wish to ask participants to keep their eyes closed and discuss with their group members using just their voices, not their eyes. Alternatively, you could ask the group to undertake individual reflection upon completion of the activity.

If using a virtual platform, ask participants to count in their head after each statement, (+1 for a step forward, -1 for a step back). At the end of the activity ask participants to share their final number and conduct a group discussion. Alternatively, the group can message the facilitator their number privately and the facilitator can announce to the group before the discussion, to allow for anonymity.



REFLECTIVE
MINDSET



CREATIVE
+ CRITICAL
THINKING
MINDSET

TAKING IT FURTHER

- Why not draft your own self-reflection activity and write your own statements to run with a peer group to get some interesting conversations started?
- Think about: is a higher number desirable? Can you decide the number you get? Is it up to you, or have already embedded structures led you to score this number?



FORWARDS OR BACKWARDS STATEMENTS

Statements for forward/back activity (these are a starting point for reflection, leaders may wish to change the language, or content of some phrases to suit their group's needs according to sensitivity)

1. Take a step backward if you've been called a nasty name relating to the way you look.
2. Take a step forward if you are able to have a conversation with your family without being shut down.
3. Take a step forward if you feel culturally or ethnically represented in your school, workplace, or community.
4. Take a step backward if you've not been able to access resources for school or work due to any restraints (financial, cultural, geographical, logistical).
5. Take a step backward if you are unable to pursue your passions due to financial constraints.
6. Take a step forward if you felt your family provided sufficiently for you growing up.
7. Take a step backward if you don't feel valued in your family.
8. Take a step backward if you don't feel valued in your school, workplace, or community.
9. Take a step forward if you've been given a role you deserve at work or school.
10. Take a step backward if you feel unsafe walking home alone after 9:00pm.
11. Take a step forward if you know you can rely on institutions to help you if you're in need.
12. Take a step forward if your parent(s) have undertaken higher education.
13. Take a step backward if English was your second language.
14. Take a step forward if most of your teachers or workplace superiors are the same cultural or ethnic background as you.
15. Take a step forward if you're able to pay for most of your own expenses, without external help from institutions or individuals.
16. Take a step backward if you've been told you can't do something based on your gender.
17. Take a step backward if you're aware of racist behaviour that's happened directly towards you.
18. Take a step backwards if your ancestors lived on this land before British colonisation.
19. Take a step backward if you study or work in an industry dominated by the opposite gender.
20. Take a step forward if you're confident you will receive financial help from your family should you need it.



PLAN FOR CHANGE

TIME

- 20 minutes

EQUIPMENT

- Large pieces of paper
- Pencils or markers
- Action Plan template
- Leadership Mindsets Summary

WE ARE LEARNING TO

- Use *goal setting* to find an issue you would like to change that is relevant to you.
- Use our *decision-making skills* to collaboratively identify an issue and make a plan to raise awareness or create change.
- Strengthen our problem-solving skills to *overcome challenges* arising in the development of our advocacy plans.

ACTIVITY INSTRUCTIONS

1. What matters to you? Think of an issue that means something to you and your community. It could be something that frustrates you, something you feel needs to change or a part of a bigger, world-wide problem. For example, are there no girls' soccer teams at your local soccer club, but the girls of the community would like there to be? Are friends of yours not happy about the way they look and feel they need to look like magazine models? Does your Unit not have access to a recycling bin, yet produces a lot of recyclable waste? If your group is having trouble identifying an issue, recent Girl Guide surveys have shown that many girls are worried about issues like: climate change, bullying, body image and animal welfare.
2. As a group agree on one issue to use for this activity.
3. Use the action plan template provided on page 18 to develop an advocacy action plan for your Unit. Your advocacy action plan will help you take steps to influence a decision-maker to improve the issue you have chosen.



**CREATIVE
+ CRITICAL
THINKING
MINDSET**



**RESPONSIBLE
ACTION MINDSET**

TAKING IT FURTHER

- Consider how you can turn your plan into action! Could you invite peers to a Unit meeting about the issue you've selected to raise awareness, commit to less waste at your Unit meetings or create posters to display in your community?



ACTION PLAN



1 THE ISSUE THAT MATTERS TO YOU

2 WHAT CHANGE WOULD YOU LIKE TO SEE?

What do you want to achieve with this project? Remember it must be something achievable and measurable!

3 WHO IS YOUR TARGET?

Examples: your school Principal, community leaders, local councilors, your Girl Guide Leader, etc.

4 ACTION

What do you want the decision-maker to do?

5 THE PLAN

How are you going to get there?

Examples: write a letter, start a petition, start a social media campaign, etc.

6 EVALUATE



WHAT IS IT TO MAKE A DECISION?

TIME

- 20 minutes

EQUIPMENT

- Large pieces of paper
- Markers

WE ARE LEARNING TO

- Use *goal setting* to consider how our objectives of creating a decision-making system for a new world will be met.
- Use our *decision-making skills* to design systems we feel will meet the needs of the community in our new worlds.
- Strengthen our problem-solving skills and *overcome challenges* arising as we design and reflect upon our system designs.

ACTIVITY INSTRUCTIONS

Decision-making is a process that a group of people go through to decide on which action they will take. Democratic decision-making is the process a group of people go through to have their ideas shared, points of view recognised and responsibilities fulfilled. In our community there are a variety of processes undertaken depending on the situation and context.

1. The facilitator should provide each patrol with a large sheet of paper and some markers. Read the following scenario:

You have discovered a new world with your Patrol and together you need to agree how decision-making in this new world will work. There are 100 people in your new world community and they have three main needs: health, education and jobs. Design a decision-making structure for your community ie. Is there one main leader? Does the community have leaders at different levels? How do the people who aren't the main decision-makers get to share their opinions?

2. After each Patrol has presented their decision-making structure, encourage other group members to ask questions about the structure that has been described.

Once all Patrols have presented their structure ask the whole group to reflect on the challenges they faced during the activity.



**WORLDLY
MINDSET**



**CREATIVE
+ CRITICAL
THINKING
MINDSET**



**RESPONSIBLE
ACTION MINDSET**

TAKING IT FURTHER

- Research how decision-making occurs in your community or country. What systems are in place and how do we ensure they are democratic? Invite a local councillor, politician or decision-maker to your Unit meeting and ask them about how the decision-making system they are a part of works?



TEAMWORK MAKES THE DREAM WORK

TIME

- 20 minutes

EQUIPMENT

- Large pieces of paper
- Markers

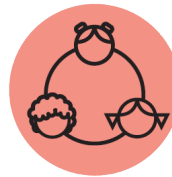
WE ARE LEARNING TO

- Use *goal setting* to consider how our objectives can be met by finding the right team and allies
- *Overcome challenges* by finding support in the right places
- *Identify and work with allies* to advance advocacy for our issues of interest

ACTIVITY INSTRUCTIONS

1. Start by thinking of a project, this can be a real project your group or Patrol is interested in. It could be local, or a larger project. As a team discuss the outcome or goal of your project, what are you wanting to achieve?
2. Next, with your outcomes in mind, think about people who can help you in reaching your goal. Who's on your side and who you can you rely on? These are your allies. Allies can be individuals, institutions and even governments. Make a list of allies. For example, if you are advocating for community garden, you could contact a local gardening club or environmental group to collaborate with you.
3. With your list ready, think of ways you can get them to help you in reaching your goal, how can you appeal to them and how can they direct or connect you to pathways which will help you? This is useful in everyday life - knowing who's on your team and who can help you in different parts of your project is vital in effective advocacy. Change can be implemented faster when there's a team by your side. For example, if your project is to ensure healthy food in your workplace cafeteria, some great allies can be staff in the department who agree with the food quality pitch you've delivered and they may be able to help you by getting you a spot to pitch to the decision-makers of the company.

This activity can be done over a virtual meeting platform the same as it is delivered in person, by allowing space and time for team discussions.



COLLABORATIVE MINDSET



CREATIVE + CRITICAL THINKING MINDSET



RESPONSIBLE ACTION MINDSET

TAKING IT FURTHER

- Think about a real life issue which you have seen a successful advocacy campaign about. Analyse the campaign by identifying which allies and decision-makers you think may have helped the campaign succeed.



Where to Next?

There are so many ways girls and young women can develop the skills they have practised throughout these activities in order to lead change in their local, national and global communities.

Challenge yourself further through recognition system badges and awards

- **Advocacy Create-a-challenge, Explore-a-challenge and Achieve-a-challenge badges:** Look Wide and Look Wider Still contain advocacy-themed badges.
- **Focus Badges (Queen's Guide Award):** Consider how you could incorporate advocacy action into the Service, Social Awareness, World Guiding or Special Focus area for your Queen's Guide Award.
- **OBP Award:** The Olave-Baden Powell Award includes several challenge options with strong links to advocacy. These challenges can be found under the Community Challenge.

Incorporate special action days in your Unit or Peer Group Program

- **United Nations Action Days:** There is an extensive calendar of [United Nations special observances](#) which can serve as an excellent start for girls and young women to explore global issues and plan how they can take action.
- **International Day of the Girl (IDG):** WAGGGS encourages all Girl Guides to use International Day of the Girl (11th October) each year as an opportunity to champion gender equality and empower girls and young women to advocate for change in their communities. Each year new [IDG resources](#) (such as meeting activity packs and social media materials) are released to help girls and young women to get involved.

Improve your knowledge of advocacy and help plan your own advocacy project using WAGGGS toolkits

- **WAGGGS Advocacy Toolkit** - [Speak Out For Her World](#)
- **WAGGGS Sustainable Development Goals Toolkit** - [Be The Change 2030](#)

You can access the full range of WAGGGS advocacy and social action resources via:
<https://www.waggs.org/en/resources/>

Look for opportunities to further engage with advocacy through advocacy training opportunities

World Centre events:

<https://www.waggs.org/en/our-world/world-centres/>

Helen Storrow Seminar:

<https://www.waggs.org/en/what-we-do/leadership-development/HSS/>

Juliette Low Seminar:

<https://www.waggs.org/en/what-we-do/leadership-development/the-juliette-low-seminar/jls/>



Credits



This resource was developed in partnership with the World Association of Girl Guides and Girl Scouts (WAGGGS).

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