



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

World Thinking Day

MDG4 Activity Pack

2013

“together we can save
children’s lives”



www.worldthinkingday.org





CONTENTS

1. Introduction	02
2. World Thinking Day	07
What is the World Thinking Day Fund?.....	08
Why donate to the World Thinking Day Fund.....	08
How to donate to the World Thinking Day Fund.....	09
Fabulous World Thinking Day merchandise!.....	10
3. About Millennium Development Goal 4	11
4. Focus countries	14
Republic of Ireland (Europe Region).....	18
Jordan (Arab Region).....	19
Malawi (Africa Region).....	19
Pakistan (Asia Pacific Region).....	20
Venezuela (Western Hemisphere Region).....	20
5. World Thinking Day 2013 badge	22
Advice for leaders.....	22
Planning for World Thinking Day.....	22
How to navigate the activities.....	24
How to select activities.....	26
How to earn your World Thinking Day 2013 badge and pin.....	27
6. Activities	28
The big picture.....	28
The top killers.....	34
Growing healthy children.....	40
7. Stand up to make a difference	44
Talking points : making the case for child health and survival.....	46
Appendix:	
General tips on dealing with topics that may be sensitive or challenging	48
Activity materials	50
Resources and links	55
Glossary and acronyms	56
Sources	58
Donation form	60
Resource feedback	61



1 INTRODUCTION

Girl Guides and Girl Scouts all over the world have celebrated World Thinking Day since 1926. While World Thinking Day is 22 February, the theme lasts all year! World Thinking Day is a chance for Girl Guides and Girl Scouts to:

- Give thanks and appreciation for the international friendship they find in our Movement,
- Raise money to help grow and share the Movement with more girls and young women around the world, and
- Join together to take action on issues affecting our world.



“together we can
change our world”





World Thinking Day and the Millennium Development Goals

Since 2009, each World Thinking Day has been themed on one of the United Nations (UN) Millennium Development Goals (MDGs). The MDGs are a set of eight goals that create a blueprint for improving social and economic conditions around the world by 2015.

The MDGs are drawn from the Millennium Declaration, which promises to “free all men, women, and children from the abject and dehumanizing conditions of extreme poverty.” The Millennium Declaration was created at the Millennium Summit in 2000. It was adopted by 189 nations and signed by 147 heads of state. The UN, governments and development institutions have been working towards achieving the MDGs ever since.

? Did You Know

The Millennium Summit in 2000 was the largest gathering of political leaders from around the world in history. The United Nations convened governments and leading development institutions for the Summit.

Girl Guides and Girl Scouts told us it was really important that we take part in achieving the MDGs. This is because the MDGs focus on important issues that affect the lives and communities of girls and young women around the world. Exploring the MDGs raises awareness of the challenges girls and young women face, and encourages people of all ages to make a personal commitment to change the world around them. This is why we launched our own Global Action Theme, “together we can change our world”, with one key message for each MDG.



2009 MDG 6
Combating HIV/AIDS and other diseases



2010 MDG 1
Ending poverty and hunger



2011 MDG 3
Gender equality and empowering girls and women



2012 MDG 7
Ensuring environmental sustainability



2013 MDG 4+MDG 5
Reducing child mortality and improving maternal health



2014 MDG 2
Providing universal access to primary education



2015 MDG 8
Developing partnerships for global development



World Thinking Day 2013 Themes:



MDG 4 – Reduce Child Mortality

“together we can save children’s lives”



MDG 5 – Improve Maternal Health

“every mother’s life and health is precious”

TWO MDGS, TWO ACTIVITY PACKS

We are focusing on MDG 4 and 5 this year because the lives of women and their children are woven together. Healthy mothers are more likely to have healthy babies. Both mothers and newborns face higher risks of death or injury when health services are unavailable, inadequate, or cannot be accessed. When mothers die, their children are up to ten times more likely to die early than children who still have a mother.²⁶

We have created two activity packs to help you learn about, and take action on, MDGs 4 and 5. One activity pack focuses on MDG 4; reducing child mortality and the other on MDG 5: improving maternal health.

You can earn your World Thinking Day 2013 badge by focusing just on child health, just on maternal health, or both.

This activity pack includes activities to help members learn about the issues that affect child health and survival around the world, the root causes of poor health and deaths among children, and ways you can make a difference in your own life, community, country and around the world. You will also find information about the MDGs and World Thinking Day, as well as stories of how our members in different countries are taking action. Use the glossary to learn about words that may be new or unfamiliar.



Look for the MDG 5 icon to learn about the links between this activity pack and the MDG 5 activity pack.



? Did You Know

Around the world, 7.6 million children³³ and 287,000 mothers³⁴ die each year. This situation **can** be changed, and it **must** be changed:

- **We know how to prevent or treat most of the causes of child and maternal deaths**

Health care during pregnancy, childbirth and the first weeks of life could prevent most maternal deaths and newborn deaths (which account for over 40 per cent of child deaths).³³ Diarrhoea, pneumonia, and malaria are the leading causes of child deaths after the first month of life.³³ **Women and children are not dying because we do not know how to save them, but because these solutions are not available to them.**

- **The conditions of daily life are the root cause of these deaths**

The vast majority of children and women could be saved if all women were educated, all families could earn an adequate income, and everyone had clean water, adequate food, decent housing, good hygiene and sanitation, immunizations and healthcare. **Not only are these basic needs – they are human rights.**

- **Child and maternal health is a barometer for how well our communities, country and the world are doing**

Child and maternal deaths reflect existing paths of inequality. Women and children in rich countries rarely die in childbirth or from diarrhoea, pneumonia, and malaria. The vast majority of child and maternal deaths happen in the developing world. However, child and maternal deaths – and the inequalities behind them – are not just an issue in the developing world. Both in the developing or developed world, some children and women in the same country are more likely to die than others. Living in a rural area, being from a poor household, or belonging to a group that faces discrimination all increase the likelihood that a woman or child will get sick or die.



- **Improving child and maternal health is good for societies**

Investing in child and maternal health increases productivity and prosperity for families and society as a whole. It ensures that women and children can live their rights and reach their fullest potential.

- **These deaths affect our members**

The children and women who die every year are the sisters, brothers, cousins, mothers, aunts and neighbours of Girl Guides and Girl Scouts. Their lives and those of their children are precious.



GET INSPIRED TO ACT!

Nearly half of the world's population is under the age of 25. That's the largest generation of children and young people ever! This generation has an important role in shaping our world today and in the future.

Being a friend, a daughter, a sister and a mother means standing up for yourself and your loved ones. Being a responsible global citizen, a leader who wants to change injustices, is about speaking out and taking action for the rights and well-being of those who cannot speak for themselves – a child who may not live to his/her fifth birthday or a mother who may not live to see her child grow up.

Speaking out to bring about change not only for ourselves but also for others has always been the proud tradition of Girl Guiding and Girl Scouting. In fact, our Movement was started when girls and young women demanded a place for themselves at the 1909 Crystal Palace Scouting Rally.

Look in the *World Thinking Day 2013 badge and pin* section (page 22) for activities to help you speak out on child health. You will also find the messages we hope Girl Guides and Girl Scouts around the world will take to their decision-makers in the *Stand up to make a difference* section (page 43).



Let's put our ten million voices into action. Join your voice to the voices of all Girl Guides and Girl Scouts on World Thinking Day and take action to make these voices heard to ensure that every child and every woman has the best possible chance of living a long and healthy life.

Learn more about creating positive change through advocacy efforts in our *Toolkit on Advocacy*, available on the WAGGGS' website.

Why do you support World Thinking Day?

It is very special to millions of Girl Guides and Girl Scouts around the world. We'd like to know what makes it special to you? Tell us why you chose to support WTD and what it means to you personally and we might publish your entry on our website!



2 WORLD THINKING DAY

Girl Guides and Girl Scouts all over the world have celebrated World Thinking Day since 1926.

Attendees at the 4th Girl Guide and Girl Scout International Conference, hosted by Girl Scouts of the USA at Camp Edith Macy (now called Edith Macy Conference Centre), agreed there should be a special day when Girl Guides and Girl Scouts around the world think of each other and give thanks and appreciation for the international friendship they find in our Movement. The delegates chose 22 February as World Thinking Day as it was the mutual birthday of Lord Baden Powell, founder of the Boy Scout Movement, and his wife Olave, who served as World Chief Guide.

At the 7th World Conference in 1932, held in Poland, a delegate suggested that since birthdays traditionally involve presents, girls could show their appreciation and friendship on World Thinking Day by offering a voluntary contribution to the World Association to support Girl Guiding and Girl Scouting in other countries. Olave wrote to all Girl Guides and Girl Scouts asking them to donate just one penny, and so the World Thinking Day Fund was formed.

Read Olave's letter at www.worldthinkingday.org

The World Thinking Day Fund supports the development of Girl Guiding and Girl Scouting around the world. It ensures the delivery of non-formal education programmes, assists Member Organizations with their projects, supports young women to develop leadership and advocacy skills and helps grow and share the Movement with more girls and young women in more places.

JOIN US ONLINE

You can unite with Girl Guides and Girl Scouts across the world through our website and social media. Join us online for more ideas and information, and to see how other girls and young women are celebrating this year.

- Visit the World Thinking Day website at **www.worldthinkingday.org** for more information on our focus countries, this year's theme, and the World Thinking Day Fund. You can even send a World Thinking Day e-card to your friends.
- Find us on Facebook at **www.fb.com/waggs** for the latest news ahead of World Thinking Day, and to see World Thinking Day photos and cards.
- Tweet using **#WTD2013** to tell the world about World Thinking Day. You can find and follow us on Twitter at **@WAGGS_world**.
- Register for our email newsletter at **www.worldthinkingday.org** to receive regular ideas and updates for World Thinking Day.
- Send us your messages and photos via our website and social media, and we'll share them globally with Girl Guides and Girl Scouts.

? Did You Know

A British penny in 1926 is worth 21 pence in today's money. If every Girl Guide and Girl Scout donated this amount, it would add up to £2 million every year! Just imagine what our Movement could do if that much, or even more, was donated! What can you do to donate to the World Thinking Day Fund and to encourage others to do the same?

Each World Thinking Day theme lasts all year. You can earn a World Thinking Day badge and pin throughout the year by completing educational activities on the respective theme. You can also fundraise and make contributions to the World Thinking Day Fund at any time.



What is the World Thinking Day Fund?

WAGGGS works to ensure that Girl Guides and Girl Scouts everywhere are able to act as **agents of change** within their communities, finding ways to address issues important to them. We believe in empowering girls through a three-step process of belonging, leadership and advocacy.

The World Thinking Day Fund is used to help WAGGGS continue to develop Girl Guiding and Girl Scouting around the world and make this possible.

Your donations will bring more opportunities to girls through Girl Guiding and Girl Scouting. Part of what the World Thinking Day Fund does is invest in Girl Guiding

and Girl Scouting around the world – helping national Associations to develop their non-formal education programme, deliver projects and grow their membership. In 2013 the World Thinking Day Fund will also directly help children and mothers through Girl Guiding and Girl Scouting projects in the focus countries, contribute to WAGGGS' campaigns and programmes on MDG 4 and 5, and support girls and young women to speak out and take action on the issues, through things such as lobbying opportunities at UN events, training at the World Centres and girl-led projects on the ground.

Learn more about the focus country projects on page 14.

Why donate to the World Thinking Day Fund?

Philanthropy is when someone helps others or the environment out of their own good nature and free will. There are different ways to be philanthropic. Many people choose to volunteer their time, efforts and skills; others give away material possession to those who are in need, such as clothes, books, food or medication.

One of the most common ways to be philanthropic is to donate money to a cause you believe in. Organizations that support social causes are often known as 'charitable organizations.' WAGGGS is a charitable (not-for-profit) organization and the World Thinking Day Fund receives philanthropic donations.

Girl Guides and Girl Scouts are known for their understanding of others, their social conscience and their community action. Donating money to a cause you believe in is a natural extension of the values of the Movement – it is a way for individuals to fulfil their role in wider society and to be a good global citizen.

The main reason to donate to a charitable organization – like WAGGGS – is to help others in need or to support a cause you care about directly. Donating enables you to make a difference in the lives of others – for example through empowering women, fighting poverty, improving education and health or preserving the environment.

Donating can also help you grow as a person, too. Many people believe it is our duty as human beings to help each other and to 'give back' to society – donating is a way for them to share and appreciate their own well-being. Donating can also put a smile on your face!

Supporting a charitable cause, such as the World Thinking Day Fund, is an opportunity to learn more about the cause you believe in – you can educate yourself on the issues and what needs to be done to help solve them. This also gives you the awareness you need to talk to other people about the problem and why you are supporting it.

Above all, supporting a charitable cause helps invest in the future. Making a donation, however small, goes towards a greater good that could very well outlive you. The World Thinking Day Fund in 2013 is one way you can invest in child and maternal health and in girls and young women around the world.

YOUR DONATIONS COUNT!

The money you donate throughout the year makes a difference around the world. Girl Guides and Girl Scouts raised £252,000 in 2010 and £177,000 in 2011. Visit www.worldthinkingday.org to learn how the World Thinking Day Fund helped support Girl Guiding and Girl Scouting around the world in 2010 and 2011.



How to donate to the World Thinking Day Fund

Have you raised money for World Thinking Day? You can donate the funds you've raised to the Fund in one of the following ways.

Girl Guide and Girl Scout groups or individuals donating through their national Association

Check with your national Association to see if they are collecting money to send to WAGGGS World Thinking Day Fund. Find out from your Association how they accept donations.

Girl Guide and Girl Scout groups or individuals donating directly

If your Association isn't collecting donations for WAGGGS World Thinking Day Fund or if you wish to make a personal donation please consider the methods below.

- **Donating online**

Donate online at

www.worldthinkingday.org/en/donatenow.

Donating online is simple, quick and secure.

Please have your credit card or bank details ready.

- **Donating by cheque**

In the back of this pack is a World Thinking Day donation form. You can also download it from the website

www.worldthinkingday.org. Complete the form and send it by post along with the cheque to:

WTD Fund, WAGGGS, Olave Centre,
12c Lyndhurst Road, London, NW3 5PQ, England

Remember to sign and date the form before sending it and make sure you have mentioned your name and the name of your local group and Association where appropriate.

UK tax payers only: remember you can make your donation go further with free help from the Inland Revenue by using Gift Aid - just check the relevant box in the Gift Aid section of the donation form.

- **Other ways to donate**

If the above ways are not convenient for you, please contact us directly to find out how we can help you make your donation. Get in touch with Paul Bigmore, Fund Development Manager at wtd@waggs.org or write to WTD Fund at the above address.

SUCCESSFUL FUNDRAISING FOR WORLD THINKING DAY

Focus country:

The Republic of Ireland (The Irish Girl Guides)

World Thinking Day has been a part of the Irish Girl Guides (IGG) annual celebrations for many years. In the past IGG members marked World Thinking Day by giving pennies in support of their sisters around the world.

At the WAGGGS World Conference in Kenya in 1987, the Irish Girl Guides International Commissioner arrived with 'Irish Cottages' made of felt match boxes and shared them with the participants. These little Irish cottages inspired the idea of collection boxes made of simple, everyday material. Many members went on to create their own collection boxes in the shape of dwellings from their home countries.

Each year, in the Thinking Day edition of their magazine, IGG members are encouraged to create their own collection boxes and the trend has grown ever since. Collection boxes come in all shapes and sizes – boxes made of tubes, jars or cardboard resembling everything from hands to elephants, depending on the current Thinking Day theme!

With their collection boxes, members of IGG now speak to others about WTD themes and have raised awareness on many issues. They encourage others to give and so the pennies have multiplied and so has their valued contribution to the World Thinking Day Fund.

Thank you for choosing to donate to the World Thinking Day Fund. Your contribution will allow us to support girls and young women around the world. Donations will be acknowledged by a letter or email (for some donations) and a special WTD certificate.



Fabulous

WORLD THINKING DAY MERCHANDISE!

Get ready for World Thinking Day
and order your 2013 merchandise **NOW!**

We have designed a new World Thinking Day badge and two new pins for 2013. The badge design incorporates MDGs 4 and 5. There are individual pins for each of the two MDGs.

Why not encourage your group members to get involved in World Thinking Day by giving them a badge when they complete activities? You can earn your badge by focusing just on child health, just on maternal health, or both. The World Thinking Day badge and pin are available from the WAGGGS online shop, www.waggs-shop.org.

Plan early and order your WTD merchandise now www.waggs-shop.org

All profits go towards the World Thinking Day Fund which supports WAGGGS to continue developing the Movement and ensuring more opportunities to girls and young women around the world.



**WORLD THINKING DAY
CLOTH BADGE**
45mm x 45mm
£5.50 (pack of 10 badges)

**WORLD THINKING DAY
METAL PIN - MDG 4**
20mm x 18.4mm
£1.00 each



**WORLD THINKING DAY
METAL PIN - MDG 5**
20mm x 18.4mm
£1.00 each

"SEND A PENNY WITH YOUR THOUGHTS" ON WORLD THINKING DAY

Would your Association like to buy badges or pins for another Association who cannot afford to buy them for their members? If yes, please email sales@waggs.org



3 ABOUT MILLENNIUM DEVELOPMENT GOAL 4



“together we can save children’s lives”

MDG 4 is focused on lowering the number of deaths among children under the age of five.

Child health is an issue for countries around the world.

Global statistics tell us how we are doing as a global community, but not about differences in child health and survival between or in countries. Comparing child health around the world in the World Thinking Day 2013 badge and pin section (page 22) is your chance to learn more about child health in your own country, while earning your badge. Think about how you can use this information to stand up for children’s health in your community.

WHAT IS THE GLOBAL COMMUNITY TRYING TO ACHIEVE?

Target 4.A – Reduce by two thirds, between 1990 and 2015, the under-five mortality rate

HOW WILL THE GLOBAL COMMUNITY KNOW IF WE ARE MAKING PROGRESS TOWARDS THE TARGET? INDICATORS FOR MONITORING PROGRESS TOWARDS MDG 4.

- 4.1** Under-five mortality rate
(How many children die before their fifth birthday out of every 1000 babies who are born alive?)
- 4.2** Infant mortality rate
(How many babies die before their first birthday out of every 1000 babies who are born alive?)
- 4.3** Proportion of 1 year-old children immunised against measles (What percentage of babies aged 12 to 23 months are immunised against measles?)

“Why is it that a child’s death amounts to a tragedy, but the death of millions is merely a statistic?”

Patrick McDonald, Founder, Viva Network



Are these targets being met?

*The end date for the MDGs is just around the corner.
Are we on track to meet MDG 4?*



Child deaths are falling

23

Some of the world's poorest countries have made significant progress towards achieving MDG 4



Progress is not happening quickly enough to meet the targets by 2015



Child deaths reflect inequalities in our world and societies

Child deaths – and the inequalities behind them – are not just an issue in the developing world



There are **37 per cent** fewer child deaths today than in 1990 – the baseline year for the MDGs. The number of child deaths fell from 12 million in 1990 to 7.6 million in 2010.³³ While this is good news, it is still well below the target of 67 per cent fewer child deaths by 2015.

Twenty-three of the 75 countries where 95 per cent of child deaths happen are on track to meet the target of reducing child deaths by two-thirds.³³

Child deaths need to be reduced **four times more quickly** to reach the target for MDG 4.¹⁹

Almost all (99 per cent) of child deaths happen in the developing world.¹⁹ There were 107 girl deaths for every 100 boy deaths in 2008; this rises to 143 girl deaths for every 100 boy deaths in South Asia.¹⁸

Children in the United States (US) are **less likely** to reach their fifth birthday than children in 40 other countries.²⁰ Indigenous infants in Australia, Canada, New Zealand, and the US are 1.7 to four times **more likely** to die than non-Indigenous infants.²²



WHY ARE CHILD DEATHS A PROBLEM EVERYWHERE? ^{1,2}

Many people would not think that child deaths are a problem in the developed world, but they can be. Children are more likely to die before their fifth birthday in some countries than others. Even in the same country, children from families who are poor or who face discrimination are more likely to die.

The majority of child deaths in the developed world are among infants. For example, almost 90 per cent of child deaths in the US are among babies under one year old with newborns making up almost 60 per cent of these deaths.²⁹ Most often, infant deaths in the developed world are not caused by a lack of health services or health professionals.

The problem is that many women in different parts of the world cannot get the health care they need to have a safe pregnancy and birth. This increases the chances of neonatal complications and death. There are many different reasons for this. In some countries, people must pay for their own healthcare or buy private health insurance. Not everyone can afford these costs, while other people may be denied insurance because of their health history.

Costs are not the only thing that makes it hard for women to get the healthcare they need. They may not speak the same language as the health workers or have difficulties getting time off work, finding care for other children, or travelling to healthcare providers.

This points to the fact that children's health and survival is about more than how wealthy a country is. It is profoundly affected by government policies and the fairness of our societies.



Maternal deaths are also a problem in some countries in the developed world. Find out more in the MDG 5 Activity Pack.



4 FOCUS COUNTRIES

Celebration of the international nature of our Movement is an important part of World Thinking Day. This is a chance to learn about life for girls and young women in other countries and to explore the similarities and differences in the Girl Guide and Girl Scout experience across the globe.

Each year since 2010, World Thinking Day has featured five focus countries, one from each of our five regions. Some members choose to learn about the different countries, finding out about the nation and what life is like for a girl or young women there. Others choose to research more into the World Thinking Day theme in these five countries.

As World Thinking Day in 2013 focuses on **child and maternal health**, WAGGGS will use some of the funds you raise to take action on these issues at global level, and to provide the focus countries in Africa, Arab, Asia Pacific and Western Hemisphere regions with grants to carry out projects to improve the lives of children and women. These projects will have a **long-term, practical and beneficial impact** on the communities in which our members live.

This year's focus countries are:

- Republic of Ireland (Europe Region)
- Jordan (Arab Region)
- Malawi (Africa Region)
- Pakistan (Asia Pacific Region)
- Venezuela (Western Hemisphere Region)

This section provides an initial introduction to child health and survival in these five countries. You will see that although the greatest challenges to achieving MDG 4 are in Africa and the Asia-Pacific, child health and survival is a global issue and that we can learn from one another. To find out more about what Girl Guides and Girl Scouts in the focus countries are doing to help their communities and country improve child and maternal health, see www.worldthinkingday.org.

DON'T FORGET...

The money you raise for the World Thinking Day Fund will be used to support projects on MDG 4 and 5 in the focus countries, as well as to continue developing Girl Guiding and Girl Scouting around the world.

Healthy and educated women lead to healthy families – children live longer and people are more productive. Healthy families lead to healthy communities, nations and economies; more stable regions; and a safer and peaceful world. This global movement all starts with that one young woman – wherever she may be – and the responsibility is on all of us to make sure she has the right information, the right tools, and the right sense of self to, very simply, “do”

Stephen Sobhani, Director of Private Sector Engagement for the UN's global strategy, *Every Woman Every Child*





REPUBLIC OF IRELAND

WAGGGS Region:
Europe

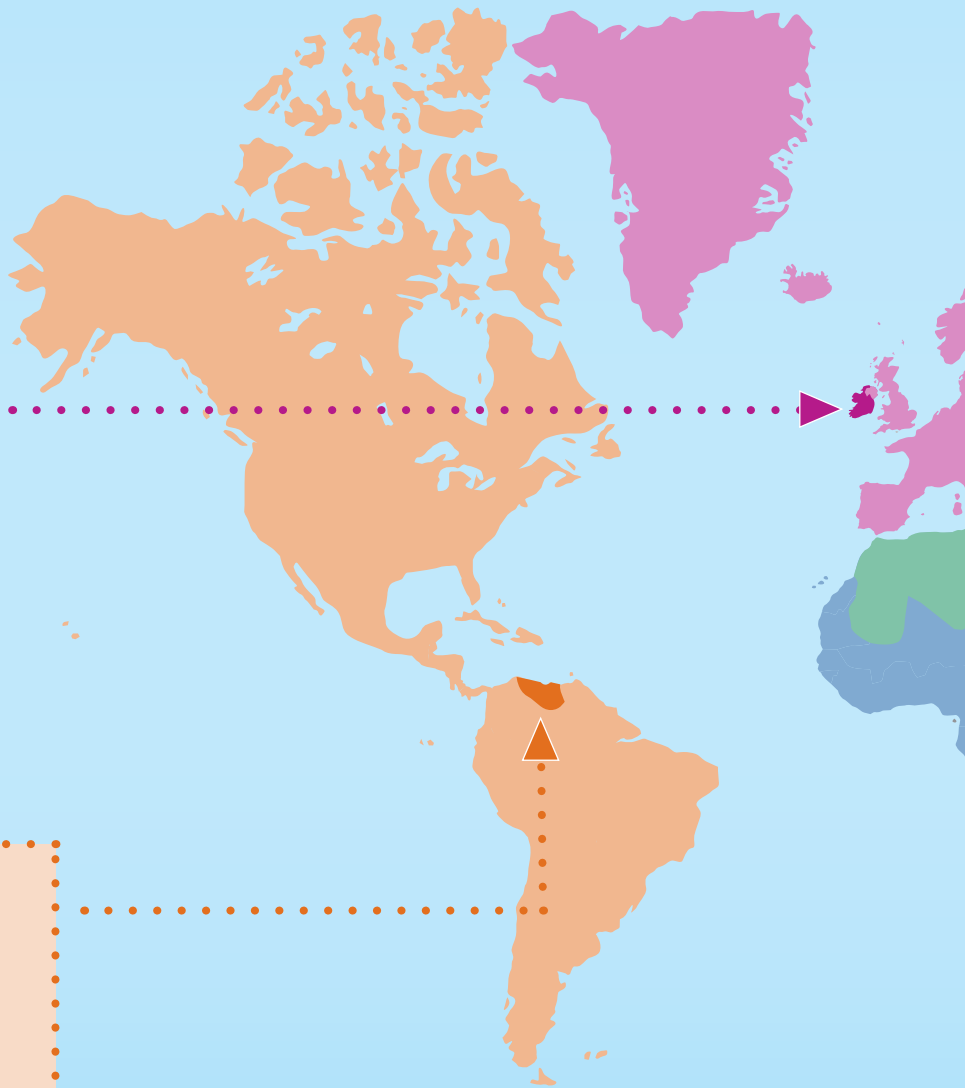
Girl Guiding and Girl Scouting introduced:
1911

16,677
Girl Guides and Girl Scouts

Human Development Index Rank²⁵:
7 of 187 countries

WAGGGS Member Organization:

Council of Irish Guiding Associations
(comprised of the Catholic Guides of Ireland and The Irish Girl Guides)



VENEZUELA

WAGGGS Region:
Western Hemisphere

Girl Guiding and Girl Scouting introduced:
1958

480
Girl Guides and Girl Scouts

Human Development Index Rank²⁵:
73 of 187 countries

WAGGGS Member Organization:

Asociación de Guías Scouts de Venezuela

MALAWI

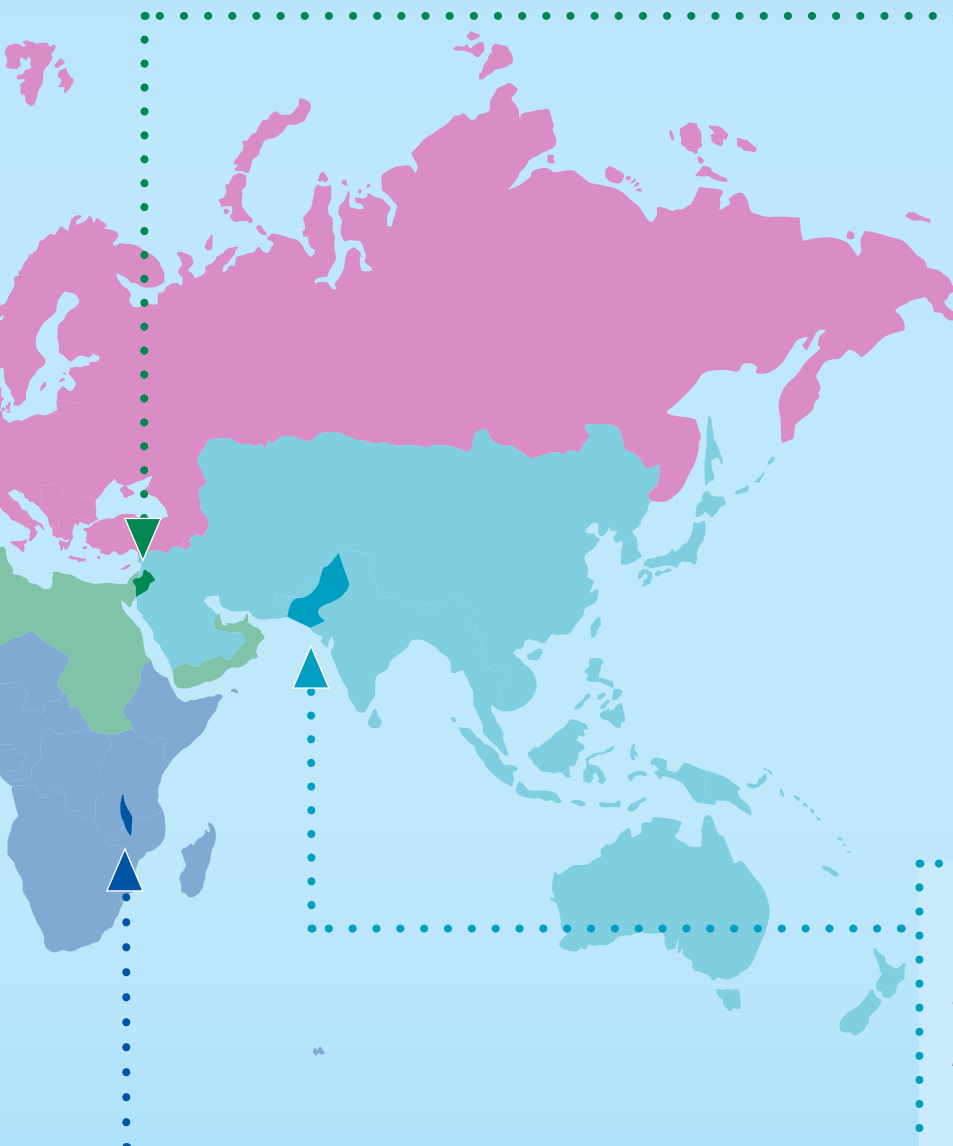
WAGGGS Region: Africa

Girl Guiding and Girl Scouting

54,156 Girl Guides and Girl Scouts

Human Development Index Rank²⁵:

WAGGGS Member Organization:



JORDAN

WAGGGS Region:
Arab

Girl Guiding and Girl Scouting introduced:
1938

9,080
Girl Guides and Girl Scouts

Human Development Index Rank²⁵:
95 of 187 countries

WAGGGS Member Organization:
The Jordanian Association for Boy Scouts and Girl Guides

Scouting introduced: 1927
Boy Scouts
Human Development Index Rank²⁵: 171 of 187 countries
Organization: The Malawi Girl Guides Association

PAKISTAN

WAGGGS Region:
Asia Pacific

Girl Guiding and Girl Scouting introduced:
1911 – Founder Member of WAGGGS

117,692
Girl Guides and Girl Scouts

Human Development Index Rank²⁵:
145 of 187 countries

WAGGGS Member Organization:
Pakistan Girl Guides Association



“Creating a world that is truly fit for children does not imply simply the absence of war... It means building a world...where every child can grow to adulthood in health, peace and dignity”

Carol Bellamy, former Executive Director of UNICEF

REPUBLIC OF IRELAND

PROJECTS ON MDG 4 AND 5:

The Council of Irish Guiding Associations has chosen not to receive a grant from the World Thinking Day Fund, preferring that grants go to focus countries with a greater need. The members of the Council of Irish Guiding Associations have been involved in a number of projects on these themes. The Irish Girl Guides held an international camp based on the MDGs under the



four headings of “Together”, “We can”, “Change” and “Our world”. During this week-long event, campers learned about positive changes they could make in their own community and beyond. The Irish Girl Guides also teamed up with Plan Ireland to produce their own version of the Global Action Theme pack to help members learn more about the Millennium Development Goals. They discovered that their current programme was not adequately addressing some health issues. As a result, they updated their Health Promotion Packs and are offering leaders who work with the teenage age group training on how to tackle these important conversations. The Catholic Guides of Ireland (CGI) held a Nationwide Art Competition in 2012 in relation to the Millennium Development Goals. The girls learned, through workshops and games, about each Goal and finally worked together to create pieces of art. The works of art included short films on encouraging people to take action on child mortality and posters challenging the negative stigma associated with HIV/AIDS. All the art was displayed in an art exhibition in Dublin’s city centre and also on show at CGI’s National Council.



“If you want to go fast, go alone, if you want to go far, go together”

African proverb



JORDAN

WORLD THINKING DAY 2013 PROJECT:

There are many factors that affect child deaths and maternal health in Jordan. This includes social issues like early marriage and violence, as well as health choices like smoking and nutrition. The Jordanian Association for Boy Scouts and Girl Guides will use the grant from the World Thinking Day Fund to run a campaign to promote healthy lifestyles and practices that protect the health and lives of mothers and their babies. Thirty women will take part in a workshop to learn how to help Girls Guides raise awareness in their communities. One hundred Girl Scouts in the senior section will learn how they can use the campaign and peer education to make change. The grant will also help make campaign materials like posters and leaflets.



MALAWI



WORLD THINKING DAY 2013 PROJECT:

Malawi is a country which faces some of the most difficult challenges. The Malawi Girl Guides are determined to help turn dreams of a safe and happy childhood into a reality. But, adolescent girls in the country face many challenges to their health and well-being, like not getting to go to school, early marriages, and early childbearing and high illiteracy rates. The Malawi Girl Guides will use the grant from the World Thinking Day Fund to work towards a goal of zero adolescent pregnancies. The project will train Guide Leaders and Patrol Leaders as peer educators. These peer educators will raise awareness of the MDGs – and particularly MDG 4 and MDG 5 – among 750 girls in schools and to 1,500 girls and 600 adults through community campaigns.



PAKISTAN

WORLD THINKING DAY 2013 PROJECT:

One woman dies every 20 minutes in Pakistan. Complications during pregnancy and delivery are the leading cause of death among adolescent girls and women (aged 12 to 49), accounting for one in five deaths. The Pakistan Girl Guides Association will use the grant from the World Thinking Day Fund to work with health experts to help 500 families in five communities in the North-western province learn about child deaths and maternal health. The Girl Guides will raise awareness through local advocacy campaigns and organize medical camps. Girls and young women in the communities will be invited to join open Girl Guide companies where they will continue to learn about these important issues.



“Too often, the health of mothers and children does not count. In too many parts of the world, they are forgotten”

Liya Kebede, Ethiopian model and WHO Goodwill Ambassador

VENEZUELA

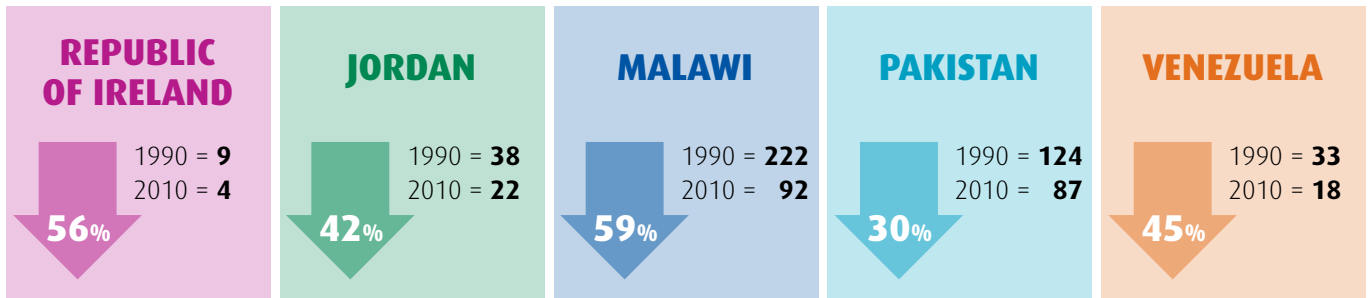
WORLD THINKING DAY 2013 PROJECT:

In Venezuela, there is a high number of maternal deaths due to preventable causes, such as lack of access to adequate health services. The Asociación de Guías Scouts de Venezuela will use their grant from the World Thinking Day Fund to educate more young people about healthy and responsible behaviour. The Association will educate 70 girls and young women in their membership and 530 young people in schools across the country about adolescent pregnancy and its risks. They will then be encouraged to be multipliers of the information received and to invite other young people to participate in future activities.





Number of children under 5 who die out of every 1000 live births (child death rate)²⁹



Percentage of people who had access to safe drinking water in 2010²⁰



Percentage of people who had access to improved sanitation facilities in 2008²⁹



Percentage of children who were moderately or severely underweight in 2010²⁰



“It is my aspiration that health finally will be seen not as a blessing to be wished for, but as a human right to be fought for”

United Nations Secretary-General Kofi Annan
 (www.unfpa.org/rights/quotes.htm)

? Did You Know

People in rural areas often have less access to government resources and services, including the things they need to be healthy. In Pakistan, for example, 72 per cent of people in urban areas had access to improved sanitation facilities compared to 29 per cent of people in rural areas in 2008.²⁹



5 WORLD THINKING DAY 2013 BADGE

Advice for Leaders

Thank you for choosing to work towards the World Thinking Day badge with your group. You can earn your badge by focusing on child health, maternal health, or both.

Make World Thinking Day 2013 your opportunity to join together with the 10 million Girl Guides and Girl Scouts in our Movement to ensure that every child and every woman has the best chance possible of leading a long and healthy life.

This section aims to provide you with:

- Information about different ways of planning for World Thinking Day.
- Information about how to navigate the activities in this pack and earn a World Thinking Day 2013 badge.
- Advice, guidance and support to help leaders feel confident in exploring MDG 4 with their group.

PLANNING FOR WTD

World Thinking Day is 22 February, but the theme continues throughout the year! There are many ways to get your group involved depending on the level of interest, available time, and whether your members are working towards a badge. There are many ways to plan for World Thinking Day. For example, groups can focus on the theme in February or throughout the year, and can do this in one learning activity, one meeting, a series of meetings over a term, a whole day event, or more.

World Thinking Day 2013 in a meeting, suggested agenda

Use our suggested agenda to give a brief introduction to MDG 4 at a group meeting, or design your own.

YOUNGER MEMBERS		OLDER MEMBERS	
5 mins	<i>Introduction</i>	5 mins	<i>Introduction</i>
30 mins	What we need to be healthy and survive	25 mins	Get on the bus
30 mins	Germ journeys	25 mins	MDG web
30 mins	Cards for change	5 mins	<i>Break time</i>
5 mins	<i>Closing</i>	25 mins	Linking rights to health
		25 mins	Cards for change
		10 mins	<i>Closing</i>



World Thinking Day 2013 in a day, suggested agenda

Use our suggested agenda, or design your own, to take your learning further. Many of the activities in the agenda (such as Hat for Life and Voice on the Wall) could be carried out in a more in depth way if done over several sessions. How deep you explore each topic will depend on how much time is available.

	YOUNGER MEMBERS	OLDER MEMBERS
Morning	<p><i>Introduction</i></p> <p>Diarrhoea musical chairs</p> <p>Malaria tag</p> <p>Germ journeys</p> <p>Pass the germ</p> <p>Hand washing song</p> <p>Community clean up</p>	<p><i>Introduction</i></p> <p>Get on the bus</p> <p>Comparing child health around the world</p> <p>MDG web</p> <p>Linking rights to health</p> <p>Cards for change</p>
Afternoon	<p>Hat for life (sewing)</p> <p>Why health matters</p> <p>What we need to be healthy and survive</p> <p>Hand washing flashmob</p> <p><i>Closing</i></p>	<p>What we need to be healthy and survive</p> <p>Child health maps</p> <p>Voice on the wall</p> <p>Community clean up</p> <p><i>Closing</i></p>

INTERNATIONALLY RECOGNISED DAYS TO MAKE CHANGE THROUGHOUT THE YEAR

You can use internationally recognised days to draw attention to the issues of child and maternal health, and demand change throughout the year. Internationally recognised days are declared by the United Nations to highlight issues of interest or concern around the world. We will make some noise on the following days. Sign up for the mailing list at www.worldthinkingday.org to receive updates on how you can mark these days.

Universal Children’s Day, 20 November 2012

International Day for the Elimination of Violence against Women, 25 November 2012

World Aids Day, 1 December 2012

Human Rights Day, 10 December 2012

International Women’s Day, 8 March 2013

World Health Day, 7 April, 2013

World Malaria Day, 25 April 2013

International Day of Families, 15 May 2013

World Population Day, 11 July 2013

International Youth Day, 12 August 2013

International Day of the Girl, 11 October 2013

Global Hand Washing Day, 15 October 2013

Universal Children’s Day, 20 November 2013

International Day for the Elimination of Violence against Women, 25 November 2013

World Aids Day, 1 December 2013

Human Rights Day, 10 December 2013



How to navigate the activities

The activities in this pack are divided into three topics:

THE BIG PICTURE

includes activities that introduce MDG 4. Members will learn key facts about the health and survival of children in their community and around the world.

THE TOP KILLERS

includes activities that help members learn more about diarrhoea, pneumonia and malaria – the main killers of children after the newborn period. Young people will learn how to take care of their own health and ways they can take action to improve child health in their community.

GROWING HEALTHY CHILDREN

includes activities to explore what health is and what children need to be healthy. It will also support young people to improve child health.

Within each of these topics, there are three kinds of activities:



LEARN

are activities that examine specific health issues. Members will get to know the health issues that cause child deaths, and what can be done to prevent and treat these health issues.



UNDERSTAND

are activities that explore the root causes of child health and death.



MAKE CHANGE

are activities that support members to take action in their community, country and around the world. Don't wait to take action – look for ways to Make Change throughout the activities section.

THREE WAYS TO MAKE CHANGE!

There are three ways to **Make Change** this World Thinking Day. Some activities combine more than one of these ways.

- 1. Educate** are Make Change activities designed to spread the word about how to take care of child health.
- 2. Advocate** are Make Change activities designed to influence people to take decisions that will improve the lives of members and others in their community and around the world.
- 3. Fundraise** are Make Change activities and ideas for raising funds for the World Thinking Day Fund. Please tell your group about the Fund and how it supports Girl Guides and Girl Scouts around the world.

Raise Funds!



A structure for learning by doing

Games, participatory research, practical experience and other activities are used to engage members in learning about child health. The following structure helps to maximize the learning potential of these activities:

1. **Framing:** Framing is used to introduce and get members thinking about the activity's topic(s). One way to frame an activity is to ask members what they already know about the topic(s).
2. **Activity:** The activity provides an opening for exploring the topic(s). The learning from the activity may not happen or may be incomplete without a reflective discussion.
3. **Reflect:** Guided conversations encourage members to explore what happened in the activity and to make connections to the real world. The leader asks questions that move members through three stages of thinking:



- **What?** These questions encourage reflection on the activity. Example questions are: "what happened?", "what did you feel?", "what surprised you?", and "what would you have done differently?"
- **So What?** These questions encourage analysis of the activity. Example questions are: "why did this happen?" and "how does what happened connect to the real world?"
- **Now What?** These questions encourage application of lessons from the activity to the real world. An example question is: "how can you use what you've learned to improve child health in the real world?"

*A person's a person,
no matter how small*

Dr. Seuss, Author

The activities in this pack have been developed for Girl Guides and Girl Scouts of all ages, in many different countries. There are three pathways through the activities in each section to accommodate the learning needs of different members. The topics identified as basic provide a foundation for the topics identified for members following a more advanced pathway, so those members choosing more advanced activities may also enjoy those activities designated for an easier level.



BASIC provides members with a basic introduction to the topics and opens simple conversations. We do not consider the topics in these activities challenging or sensitive. No reading or writing skills are required.



INTERMEDIATE encourages members to extend their thinking about topics. This level includes topics that are more sensitive or challenging. Members are supported to make change in the community. Some reading and writing skills are required. Activities encourage critical thinking.



ADVANCED requires that members engage deeply with the topics. This level includes some topics that may be sensitive or challenging. Members may be asked to undertake independent work in addition to group meetings. Members are asked to take the lead in efforts to make change in the community. Good reading and writing skills may be required. Activities require critical thinking skills.



How to select activities

You know your members and community best; please use your own judgment to decide on the most suitable activities for your group.

Here are some things to consider:

- Some topics may be more relevant to your members' lives than others. We encourage you to do activities both on topics relevant for your members' lives as well as those that help them better understand the realities faced by their Girl Guide and Girl Scout sisters in other countries.
- Choose topics and activities that are appropriate for your members' age, developmental stage, and maturity level. It is also important to consider your own comfort level with the topics.
- Some activities require the use of the Internet or other resources you may not be able to access easily. We have tried to ensure there is a sufficient range of activities to enable members in all contexts to earn a badge. Key documents can also be downloaded and printed for groups that cannot access the Internet.

What can I talk about with members of different ages?

Girl Guides and Girl Scouts range in age and developmental stage from early childhood to young adulthood. This chart will help you determine what topics are appropriate for different ages and developmental stages. This should be considered along with other factors like maturity level of your group and your local social context. The topics identified for younger members provide a foundation for the topics identified for older members. A key difference is that older members are generally prepared for more complex and in-depth discussions around these topics.

YOUNGER MEMBERS

- Germs and how they make children sick
- Childhood illnesses
- Practical things children and their families can do to avoid germs and treat childhood illnesses (hand washing, immunization, sanitation, visit the doctor, good nutrition, etc.)
- Practical things communities can do to help children be healthy (clean water, clean environment, enough food for everyone, etc.)
- Children's rights

OLDER MEMBERS

- Deaths among children
- Health gaps among children (e.g., girls and boys, rich and poor, etc.)
- The links between child deaths and children's and women's rights
- Solutions to the more complex causes of child deaths (e.g., girls' education, universal healthcare, etc.)



How to earn your

World Thinking Day 2013 badge and pin

Girl Guides and Girl Scouts can earn a World Thinking Day 2013 badge by completing at least seven activities in the MDG 4 Activity Pack:



- **THE BIG PICTURE**

Minimum of two activities.

- **THE TOP KILLERS and GROWING HEALTY CHILDREN**

Minimum of one Learn and one Understand activity from either topic area.

- **MAKE CHANGE**

Minimum of three activities, one of which must involve raising funds for the World Thinking Day Fund. There are Make Change activities in each of the three topic areas.

Remember: this is the minimum requirement – members are encouraged to explore all three topic areas and to do more activities.



You can also earn your World Thinking Day 2013 badge by focusing just on maternal health or by combining activities on both child and maternal health. However you choose to earn your badge, you will need to complete at least seven activities: two activities from the Big Picture, one Learn and one Understand focused on specific health issues, and three Make Change activities – one which raises money for the World Thinking Day Fund. See the requirements in the MDG 5 Activity Pack if you want to focus just on maternal health.





6 ACTIVITIES

THE BIG PICTURE

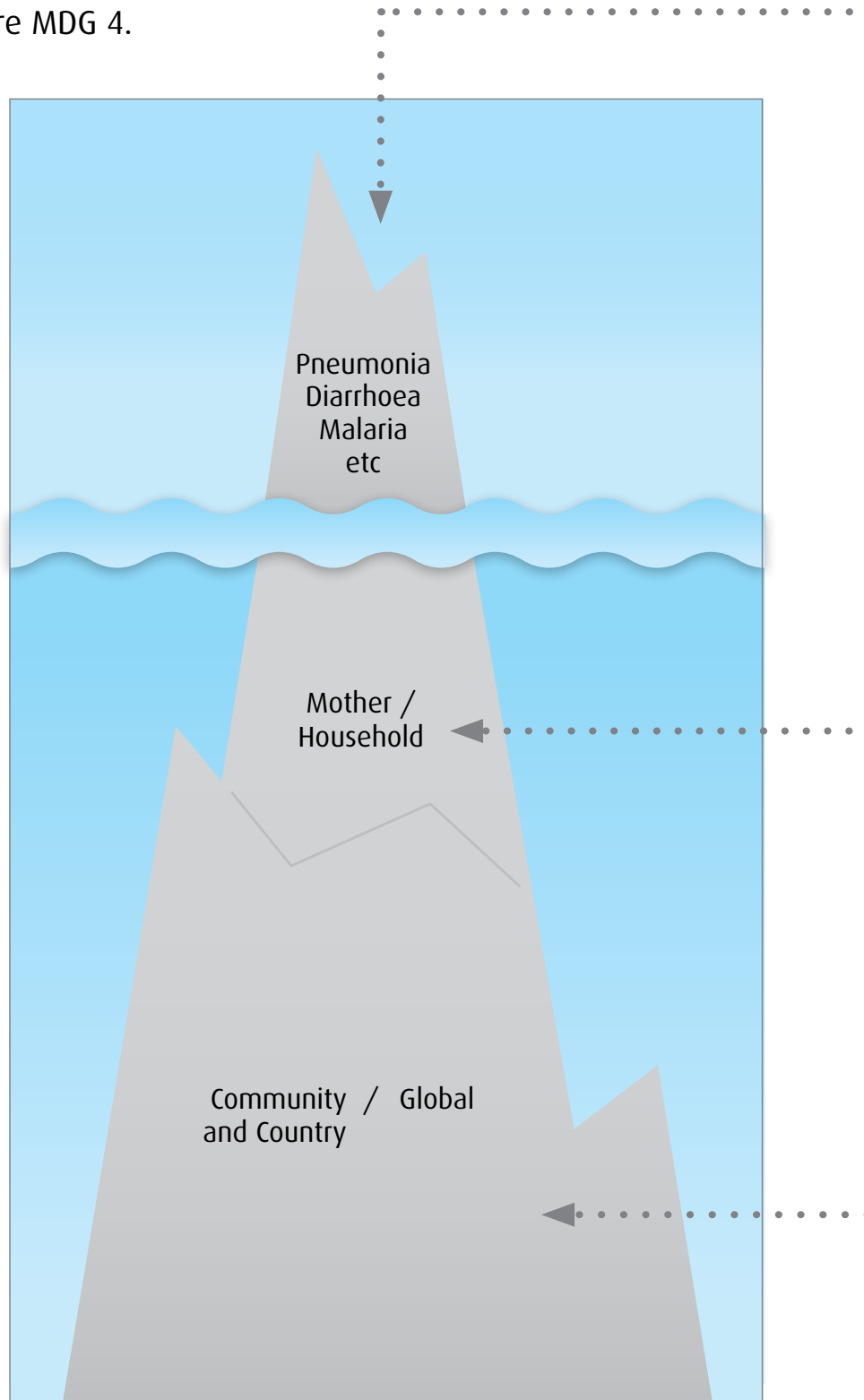
Activities to introduce and explore MDG 4.

Fair societies: A recipe for health

Not all children have the same chances of leading a long and healthy life. Children from poor families or who belong to groups that face discrimination are the most likely to get sick or die. Children in the developing world – and particularly girls – are most at risk of dying before their fifth birthday.

These gaps are not caused by biological reasons. They are caused by avoidable and unfair differences in the conditions in which children are born, grow, and live out their daily lives. **Closing the gaps means taking action to improve the conditions of children's lives.**

This diagram will help you understand what helps children to be healthy. Just like the tip of an iceberg, the direct causes of child deaths are easily seen. But this is only one small part of the problem. There are many layers of reasons why there are neonatal complications or why a child gets sick or dies from preventable diseases. These layers start with the child's immediate environment – their family – and moves out to their community and the world. The gaps we see between who gets sick and dies reflect gaps in children's access to these factors.





WHAT ARE THE MOST COMMON CAUSES OF CHILD DEATHS?

- Neonatal complications and diseases – 40 per cent
- Pneumonia – 14 per cent
- Diarrhoea – 10 per cent
- Malaria – 7 per cent

These are all diseases and conditions that can be prevented and treated with low-cost, highly effective methods.

There can be no keener revelation of a society's soul than the way in which it treats its children

Nelson Mandela, former president of South Africa

WHAT FACTORS IN A CHILD'S IMMEDIATE ENVIRONMENT AFFECTS WHETHER THEY GET SICK OR EXPERIENCE NEO-NATAL COMPLICATIONS?

Mother

- Nutrition and health status
- Age
- Spacing of her children
- Education level
- Participation in decisions about parenthood and household spending
- Access to health care

Household

- Adequate and safe housing, food, water, and sanitation
- Household practices that promote health, such as hand washing and healthy eating
- Income
- Beliefs about gender, motherhood, and fatherhood
- Access to health care and immunizations
- People who love and support the children and are committed to their rights, including fathers

WHAT ARE THE BROADER FACTORS THAT AFFECT THESE CONDITIONS?

Community and country

- The government's policies and systems to ensure a decent standard of living, get an education, promote and protect the rights of women and children, promote health and deal with illness, and ensure access to a clean environment, safe water, and improved sanitation
- Religious, cultural and social beliefs and practices
- The degree to which girls and boys, women and men are equally valued and equally able to live their rights

- Discrimination and marginalization in the past or present
- Conflict and state fragility

Global

- Global policies and systems affecting human rights, Overseas Development Assistance, international trade, and other global issues
- Climate change



GET ON THE BUS



Imagine you are at a bus station. Your leader will ask a question about MDG 4. Everyone will say what they think the answer is. Listen to what other people are saying. "Get on the bus" with other people who share your answers, by standing together and calling out your answer. Your leader will share the answer. Then it's time to get on the next bus. See Appendix for suggested questions.



Reflect on your thoughts and feelings about the facts you learned.



MDG WEB



All eight MDGs address issues that affect child health and survival. Stand in a circle with your group. Each person represents a different MDG – there can be more than one person per MDG. The person/people representing MDG 4 should stand in the middle. Give a person in the circle a ball of yarn or string. This person will say one way the issues around their MDG contribute to child deaths, and then pass the yarn/string to the person in the middle – remember to hold on to the yarn/string. The person in the middle now passes the yarn/string to another person in the circle. Keep going until you run out of ideas. Now you have a web of yarn/string connecting child deaths to the other MDGs. Take a moment to think of how positive changes in each MDG could improve child health and reduce child deaths. For each solution you come up with, your leader will cut one of the strings between you and the person in the middle.



Reflect on what you learned about how achieving the other MDGs can help improve child health and survival. Share what you learn with your friends and family



COMPARING CHILD HEALTH AROUND THE WORLD



There are Girl Guides and Girl Scouts in 145 Member Organizations countries around the world! Each year, WAGGGS features one country from each of our five regions during World Thinking Day. Read the section on this year's focus countries and use the Internet, a library or contact your local government representative to find out how your country is doing for each of these statistics. Find out why there are more child deaths in some of the countries than others. Find out what the countries that have done to reduce child deaths. Take this activity further by raising money and awareness to support the World Thinking Day projects in the focus countries.



Reflect on what you learned about why more children die in some countries than in others.



Did You Know

Achieving MDG 6 (Combat HIV, Malaria and other Diseases) will help to achieve MDG 4. For example, malaria causes 7 per cent of child deaths and HIV causes another two per cent.³³

...we all have an obligation as citizens of this earth to leave the world a healthier, cleaner, and better place for our children and future generations

Blythe Danner, American Actress and Environmentalist

Search for these tools on the Internet to find out more about child health in your country and the focus countries

State of the World's Mothers²⁰

UNICEF Statistics and Monitoring – Country Statistics²⁹



? Did You Know

Achieving MDG 1 (Eradicate extreme poverty and hunger) will help to achieve MDGs 4. Undernutrition contributes to child deaths and also affects children's growth and development, as well as their body's ability to fight off infections.



WHAT WE NEED TO BE HEALTHY AND SURVIVE

Brainstorm the things infants and children need to be healthy and survive. You can show your answers with pictures from old magazines, drawings, words, or a combination of these. Try to think beyond just the biological necessities to the things that help you feel happy and make life worthwhile – for example, people who love you, feeling like you are valued, taking part in your community, and having a strong cultural identity.



Share your ideas with others in your group.

Make this an Intermediate activity:

Beside each thing, write down how it helps infants and children stay healthy and grow well. Using a different colour, write down reasons that infants and children may not have these things – consider things like world region, gender, family income or education, and what's available in the community.

? Did You Know

Child well-being is affected by more than a country's wealth. For example, UNICEF found child well-being was higher in the Czech Republic than in several wealthier countries – including France, the US, and the UK.²⁷ Our governments can improve children's well-being with their policy and funding choices on child benefits, education, and healthcare.



WHY HEALTH MATTERS

Health is about more than not being sick or injured. Health is an important resource for our daily lives. Think of all the things you do in a typical week. How would being sick or injured affect your ability to do these things? How would feeling sad, scared or worried all the time affect your ability to do these things?



Share your reflections on how being in good health or poor health would affect your ability carry out your usual activities.



OUR CHALET ACTIVITY: FILL IN THE BLANKS

Test your knowledge. See if you can figure out what words are missing. Look for the answers in the Appendix.



Reduce child mortality is the (1) ____ MDG.
 Child mortality means the (2) ____ of infants and children under the age of five. The aim is to (3) ____ the mortality rate among children under five by two thirds. Gender gaps in access to (4) ____ have narrowed, but there are still more men than women in (5) ____ education, especially in developing countries. The enrolment of girls in (6) ____ and secondary schools has significantly increased. Poverty is the main cause of (7) ____ access to education, particularly for girls of secondary-school age. Women and girls in many parts of the world are (8) ____ to spend many hours fetching water and preparing food. Many girls and women are (9) ____ to remain in the home to fulfil their expectations as a wife and mother.



CARDS FOR CHANGE



Make cards to celebrate births, birthdays, and World Thinking Day. You can use photos, drawings, and computer design programs, and other arts and craft skills. Add a note on the back of your cards with information about World Thinking Day and MDG 4. Sell your cards to raise money for the World Thinking Day Fund. You can also use your cards to advocate for change by sending them to decision-makers with your “asks” for change.



? Did You Know

Violence against girls and women – along with other forms of gender inequality – is a root cause of child and maternal death. Girls’ and women’s rights are an important tool for achieving MDGs 4 and 5. Visit www.stoptheviolencecampaign.com for information and resources to join WAGGGS in speaking out for girls’ rights.

? Did You Know

One in ten girls is married before she turns 15 years old. Married girls make up 90 per cent of adolescent mothers.²¹



BABY STEPS



Children’s well being, including access to healthcare and education, reflect inequalities in our world and societies. All too often it is girls and women of all ages who suffer the effect of these inequalities. Cut out cards with character descriptions on; enough cards for each member of the group. Each player takes one character card and everyone stands in a line at one end of the meeting place (see Appendix for character descriptions, there are 18 to choose from but you can create more if you like). Read out the statements one at a time and if members think it likely that their character would agree with the statement, they should take one step forward (see Appendix for suggested statements but these can be adapted to suit your situation). Continue until all the statements have been read out.



Assess and discuss the spread of people across the meeting place. Did people find it easy to identify whether their characters would agree? Why is there such a difference between how many steps people were able to take? How does this activity show the importance of equality? Does it connect to any other MDGs? Why not try doubling up the characters, with one member playing two characters. This can have some unexpected results and makes a good discussion point.



FIFTH BIRTHDAY PARTY



Celebrate children’s lives, raise awareness of child health and survival, and raise money for the World Thinking Day Fund. MDG 4 focuses on the number of children who die before their fifth birthday. Throw a fifth birthday party to celebrate the children who live past this milestone. Help your guests understand how more children can be supported to live long and healthy lives, by doing activities from this pack with them and/or including key facts on your invitations, posters and other decorations. Invite decision-makers in your community who could take action to improve child health.



? Did You Know

The mortality rate for children born to mothers under the age of 20 is 73 per cent higher than the children of mothers over the age of 20.¹⁸



SANGAM COMMUNITY PARTNERSHIPS

Working to see the achievement of MDG 4, Sangam currently partners with Mobile Crèche, an organization seeking to improve the lives of children of migrant construction workers who are often left to fend for themselves on hazardous construction sites or involved in child labour. Mobile Crèche provides a safe environment for children from the time they are born to those age 15, as well as educational classes to assist in their development and participation in formal schooling. Often malnourished and without access to medical services, these children are provided meals, weekly doctor's visits, as well as vitamin supplements and immunisations.



Through Sangam's Community Programme, Mobile Crèche receives assistance from international Girl Guides and Girl Scouts to run its centres. Volunteering for either four or 12 weeks, Sangam's Tare (Community Programme Participants) assist with the care of the infants and toddlers, organize activities with the preschool students, and help the older students with their studies, each contributing to the valuable work of Mobile Crèche in keeping these children safe and healthy.

Programme participants can develop their skills in community leadership, while discovering the culture and colours of India. To learn more about Sangam's Community Programme, including programme dates, fees, scholarships and travel grants, visit www.sangamworldcentre.org.

When you get in a tight place and everything goes against you, till it seems as though you could not hold on a minute longer, never give up then, for that is just the place and time that the tide will turn

Harriet Beecher Stowe, anti-slavery activist and author

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever does

Margaret Mead, American anthropologist

GENDER EQUALITY IS ESSENTIAL FOR CHILD HEALTH AND SURVIVAL

Around the world, gender inequalities negatively affect the health and survival of children – particularly girls. Countries with the highest levels of gender inequality also have high levels of child deaths.¹⁸ Ensuring that all girls and women can live their rights is essential for reaching the targets for MDG 4.

Examples of how gender inequalities negatively affect MDG 4 include:

- More girls than boys die in childhood.**
There are no biological reasons for the gap in the life chances of girls and boys. The problem is the preference for sons over daughters. When resources are scarce, families may indirectly neglect the rights of their daughters in favour of their sons. When people value girls and girls' rights, daughters are more likely to get enough food, see a healthcare provider when needed, and go to school. This increases the chances that they will grow up healthy and reach their fullest potential.
- Too few girls go to school – a tool for improving child health.**
Gender discrimination keeps many girls out of school. But, girls' education has many benefits for girls, families and communities. Educated women tend to have more power in the household, wait longer to have children, and have fewer children.¹⁸ Children with educated mothers have better nutritional intake, sanitation and cleanliness, and access to health care.¹⁸ In fact, child mortality decreases by almost ten per cent for every one-year increase of schooling among girls and women.¹⁸



THE TOP KILLERS

Activities to learn how germs affect child health and what you can do to take care of your own health and the health of children in your community.

LEADERS

Germs cause many child deaths. Choose the germ activities that are best suited to your group. Find out what your group already knows about germs before doing these activities.



GERM DETECTIVES



Ever wonder what germs are growing around you? Create a list of the places where you think there may be germs. Make or buy petri dishes with agar (see Appendix for instructions to make a petri dish^{3,11}). Rub a clean cotton swab on each surface to collect a "sample" from each place, then rub the swab on the petri dish. Remember to use a clean swab for each sample. You can put four samples in one petri dish – use masking tape on the bottom of the dish to note where you put each sample. Put the lid on each of your petri dishes and seal each one in a clear plastic bag – don't ever open this bag again. Put your petri dishes in a warm dark place. Check back in a few days to see what grows! Some places to collect samples include your hands, a doorknob, and a mobile phone. Consider collecting a sample before and after you clean a surface



Reflect on what you learned about germs and how to get rid of them.

? Did You Know

Big changes are possible in a short time. Today, only one in 100 children in Europe dies before their fifth birthday. Almost within living memory, that number was one in five.²⁷



GERM JOURNEYS



Do you know how germs move, where they go, or how to get rid of them? Cover your hands in an oil-based moisturizer like petroleum jelly, shea butter, or coconut oil. Sprinkle glitter or crushed dried herbs on your hands. Each member can use a different colour. See where the "germs" go – rub your hands together, touch objects around the room, shake hands with other members. Now, it's time to clean up. Wash your hands with soap – stop at 10 seconds, 30 seconds, and 60 seconds to see how the amount of germs left on your hands changes with time. See if you get more germs off when you follow the hand washing instructions. Don't forget to clean up everything you touched.



Reflect on what you learned about germs and hand washing.



PASS THE GERM



Many germs get passed from person to person during everyday interactions. This game will show you how easy it is for germs to spread. Everyone stands in a circle with their eyes closed. Pretend that you are at a party. When the game starts, you will mingle and shake hands with the people you meet. One person at the party has a germ. This person will know that they have the germ before the game begins – the leader will tap them on the shoulder when everyone has their eyes closed. Other people at the party can catch this germ if their palm is tickled during a handshake. The person with the germ can do this discreetly by using their ring or middle finger. Anyone who catches the germ should count to 30 and then start acting sick – make it dramatic with coughing, sneezing, fainting, etc.



Reflect on what you learned about how germs move from person to person.



GERMY FINGER PUPPETS



Did you know that hand washing is the single best way to ward off diseases? Make at least four different finger puppets. Imagine that each puppet is a different kind of germ. Put the puppets on your fingers. Now pretend you are washing your hands – be sure to use the steps for proper hand washing.



Reflect on what you learned about hand washing and fighting off germs.



OUR CABAÑA ACTIVITY: THE DOCTOR CALLED...



This game shows how diseases can spread. Create four to five 'germ' cut-outs before your meeting. Tape these cut-outs to things that many people touch – like the drinking fountain, door-handles, or craft box. Do this before the meeting, but present this activity at the end of the meeting. Ask a member to help you with this activity. Explain that you will pretend that s/he is sick. Remember to explain their role and make sure they are comfortable being the "sick" person. Praise this volunteer generously at the end of the activity!



Tell the group that the doctor's office has just called and said that one of the members has come down with an awful cold. The symptoms are: extreme tiredness; swollen glands; a huge, red, stuffy nose; and extra crankiness. The doctor is concerned that the rest of the group will also come down with this cold because it is caused by an easy to spread germ. Then lead the group through these steps:

- Ask members how they think colds are transmitted (some examples are: touching something that the sick person has touched, coughing and sneezing etc.).
- Create a chart that has the name of all the members. Ask everyone to raise their hand if they came to the meeting with, played a game with, and sat next to the "sick" member. Remember to ask questions about touching the surfaces where you put germ cut-outs. Put an X by each member's name for each time they

Quick Facts: Germs and Parasites

Germs and parasites are organisms that can make people, animals and plants sick. Germs are so small they cannot even be seen with the human eye. Parasites are organisms that live and feed off of their host. They can be germs or bigger organisms like tapeworms and roundworms.

Germs can be found virtually everywhere – including in our stomach, on our hands, and on surfaces around our homes. There are four types of germs – bacteria, viruses, fungi and protozoa; bacteria and viruses are the most common types of germs.

Human and animal waste are a common way that germs and parasites get into people's bodies. There can be 10 million viruses and 1 million bacteria in a single gram of human faeces! Safe water and good hygiene, sanitation, and food safety practices prevent the spread of germs and parasites, and immunizations are another important way to protect yourself from illnesses caused by germs.

had potential contact with the sick person. Explain that they would have been close enough to breathe in germs if the sick girl coughed or sneezed.

- Ask members what healthy behaviours people can do to prevent getting sick.
- With a different coloured pen, draw a smiley face or symbol by the each member's name for each time they answer yes to the following questions:
 - Did you thoroughly wash your hands today at the meeting?
 - Have you eaten fruits and vegetables today?
 - Did you go to bed early or on time last night and get a good night's rest?
 - Have you exercised more than you have watched TV this week?
- Explain that if the members have more smiley faces than Xs, then they have a good chance of fighting the cold before the cold germs multiply and they feel sick.
- Ask the group what they can do if they are sick to prevent getting others sick as well. (some examples are: get plenty of rest, stay home if necessary, cover your mouth when coughing and sneezing, see a doctor if needed, take medicine if prescribed, wash hands frequently, drink lots of fluids, etc.)



**SANGAM ACTIVITY:
MALARIA MUSICAL CHAIRS**



Make a circle with enough chairs for everyone less one person in your group. If you don't have chairs, then use paper or a mark on the ground. While the music plays, dance in a circle around the chairs. Stop the music after 30 seconds and have the participants sit down. Whoever does not get a seat is out of the game (they can remove chairs or help with the music). Continue playing, stopping the music every 30 seconds until there is only one person sitting in one chair.

Once the game is finished discuss what participants thought was the purpose of playing the game. Explain that it was related to the statistic that every 30 seconds one African child dies of malaria. Each time the music stopped, it symbolizes the death of one child. Ask how this makes them feel now that they know the real purpose of the game. Discuss what can be done to help reduce this statistic.



**WHY NOT TURN
THIS INTO 'DIARRHOEA
MUSICAL CHAIRS'**



Diarrhoea can be embarrassing. But, as one of the top three child killers, we need to make it okay to talk about diarrhoea. Play the game again but this time, while the music plays, move in a circle around the chairs acting like you have diarrhoea (stomach cramps or aches, frequent bowel movements, fever). Continue playing until there is only one person sitting in one chair.

Reflect together on the causes of diarrhoea, how it can be prevented, and how to keep children from becoming dehydrated when they have diarrhoea.

*You must be the change
you want to see in the world*

Mahatma Gandhi



MALARIA TAG



Have you ever been bit by a mosquito? Did you know that mosquitos can cause more harm than just making you itchy? They can also make you sick with diseases like Malaria, Dengue Fever, and West Nile Virus. Make a mask that looks like a mosquito – make sure the eye-holes are large enough so it will be safe to wear while running. One group member will be the mosquito. This person will wear the mask and try to tag (catch) the other players. If a player is tagged, they should freeze and act like they are sick with malaria (body aches, headaches, and fever). Another group member will be a doctor. This person will have a ball that represents medicine. The doctor can cure anyone who is tagged by rolling the ball through their legs. During the game, the mosquito will try to tag people, the doctor will try to cure people, and everyone else will try to avoid being tagged.

Reflect on what you learned about the importance of avoiding mosquito bites and getting health care if you get sick.

Quick Facts: Malaria⁸

Malaria is the third biggest killer of children after the first weeks of life.³³ Over 500,000 children died because of malaria in 2010.³³ It is most common in hot, tropical climates.

Malaria is caused by a parasite called Plasmodium, which uses mosquitos to move from one person to another. In rare cases, the parasite is passed from mother to child. Once in the body, the parasite multiplies and infects red blood cells.

About ten to 15 days after someone is infected, they may experience fever, headaches, body aches, and vomiting. Malaria can usually be cured with treatment but if it is not treated, malaria can disrupt the blood supply to vital organs and cause death – especially in children who are undernourished.

The most effective way to prevent malaria is to prevent mosquito bites. Use insecticidal bed nets, screens on windows, and insect repellents. Remove standing water around your home and community so that there are fewer places for mosquitoes to breed. Cover exposed skin when the mosquitoes are most active – at night, between dusk and dawn.



Quick Facts: Hand washing

Hand washing with soap prevents the spread of germs and parasites. Because it can prevent so many different infections and diseases, the Global Public-Private Partnership for Handwashing says that hand washing is more effective than any single vaccine.

SIX STEPS TO PREVENT THE SPREAD OF GERMS



1. Wet hands



2. Apply soap



3. Scrub backs of hands, between fingers, thumbs and around fingernails for at least 15 seconds



4. Rinse



5. Towel dry



6. If water comes from a tap, turn off with towel

REMEMBER

Proper handwashing can remove germs that make you sick



HAND WASHING FLASHMOB



Don't keep what you've learned about hand washing to yourself! Gather together your friends and other Girl Guides or Girl Scouts to stage a 'flashmob' to promote hand washing. A flash mob is a group of people that assemble in a public place (like a school, park, or town square), perform an act that attracts attention and then disperse (ensure you have permission from your school/local council to do so). A flash mob is a great way of attracting public attention to your cause.

Visit www.youtube.com/watch?v=MhYyAa0VnyY for a demonstration of a successful flash mob. Ideas for your flashmob: (1) ask everyone to bring a poster with a statistic on child health and hand washing, gather together and stand in silence holding the posters; or (2) share a song or dance that helps people understand how hand washing saves children's lives. Give out leaflets to the crowd explaining with facts on MDG 4 and what action we need to reduce child deaths.



Collect donations from the crowd to make this a 'make change' activity.



HAND WASHING SONG



How long do you think you should wash your hands to get rid of germs? Find out how to wash your hands properly. On your own or with members of your group make up or find a 20-second song people can sing while washing their hands. You may want to add actions. Share your song with others in your group, family, school, and community!



Reflect on what you learned about hand washing.

? Did You Know

Childhood immunization saves lives. For example, three-quarters of a million children died from measles in 2000, but this dropped to just over 160,000 thanks to the measles vaccine. Child deaths from measles dropped 92 per cent in Africa during this time. And the measles vaccines costs just over £1 – a small amount to save a life.¹⁹



COMMUNITY CLEAN UP



Help your community cut back on germs and parasites by cleaning up! Hold a clean-up day for your community's water source, play spaces, or your school. Clear out litter. Report anything that could contaminate water to your local government. Get rid of or cover standing water to cut back on mosquitoes. Raise money for World Thinking Day by getting people to sponsor your "clean-athon." Make posters, hold a rally, or ask the local media to cover your clean-up to educate your community about the importance of a clean environment for child health.



Quick Facts: Diarrhoea

Diarrhoea is one of the two biggest child killers after the first weeks of life. Diarrhoea was responsible for the deaths of 836,000 children in 2010.³³

Diarrhoea means frequent loose stools. When someone has diarrhoea, they lose water, salt and minerals – which can lead to dehydration and, sometimes, death. Ninety per cent of child deaths from diarrhoea could be easily prevented with a simple formula of water, sugar and salt – known as rehydration salts.¹²

Diarrhoea is a symptom of many different health problems including allergies, emotional stress, intestinal parasites, and bacterial and viral infections. Human faeces are the main source of the germs that cause diarrhoea. Safe water and good hygiene, sanitation, and food safety practices are essential for preventing diarrhoea.

? Did You Know

Access to healthcare before, during and after pregnancy could save the lives of many children. Approximately 40 per cent of child deaths occur during childbirth and first weeks of life.³³



CHILD HEALTH PUZZLES



After the newborn period, the diseases that cause the most child deaths can be easily prevented and treated with cheap and highly effective solutions. Learn more about diarrhoea, pneumonia and malaria – like what causes these diseases and what people, households and communities can do to prevent them. Start with the Quick Facts. Use the Internet and library to do more research or talk with an expert like a community health nurse. Use what you learn to create a puzzle – like a crossword, word hunt, or quiz. Exchange puzzles with your group members, or share them with others in your community.



Reflect on what you learned about the three top child killers.

? Did You Know

Child deaths due to diarrhoea mostly occur in ten countries. One in three of these deaths are in India and Nigeria.¹² If we reduced diarrhoea in these countries, we would be much closer to achieving MDG 4.



A HAT FOR LIFE



Did you know that newborn babies cannot regulate their own body temperature? A hat can help them stay warm and healthy. Knit, crochet, or sew hats that would fit a newborn baby. Make notes to pin on the hats to educate people about pneumonia and encourage action to improve child health. Sell your hats to raise money for the World Thinking Day Fund. Give hats to decision-makers and ask them to take action to prevent child deaths.





Quick Facts:

Pneumonia⁹

Pneumonia is the other big child killer after the first weeks of life.³³ It is also responsible for ten per cent of deaths among newborns.³³ Pneumonia is a respiratory infection. It can cause the lungs to fill with fluid, which makes it hard to breathe. People often get pneumonia after having an infection – such as a cold. Pneumonia is most often caused by viruses, but can also be caused by bacteria.

Preventing the spread of germs is an important way to prevent pneumonia. Wash your hands with soap regularly, clean and disinfect surfaces that people touch frequently, use clean plates and cups, cover your mouth when you cough or sneeze, take precautions around people who are sick, and – if possible – stay away from others when you are sick.

Some children are more likely to get pneumonia. Newborns are not able to control their own body temperature – hats and blankets help them stay warm. Children with weak immune systems need extra help to stay healthy.



VOICE ON THE WALL

- Make your concerns and solutions on child health public.
- Raise your voice by creating a mural to in your school or community. Ask for permission to paint a wall or to hang a large canvas. Get help from local artists, and invite your peers, teachers, health workers and local leaders to work with you.



CHILD'S PLAY

- You have the power to help younger children be healthy!
- Be a positive role model. Make a workshop for younger children in your community that will help them learn how to take care of their health. Use the games and activities from this Activity Pack or create your own. Run your workshops in schools, communities, and other places where there are large groups of children. Ask for donations from these organizations or ask business to sponsor the workshops.

*So long as you
can sweeten
another's pain,
life is not in vain*

Helen Keller





GROWING HEALTHY CHILDREN

Activities to explore what health is and what children need to be healthy.

Search for these tools on the Internet:

CEDAW: Convention on the Elimination of All Forms of Violence Against Women in Brief – For Adolescents³⁵

UN Convention on the Rights of the Child in Child-friendly Language³⁶



GROWING HEALTHY KIDS



We are constantly changing from the time we are born. When you know the development stages children go through on their way to adulthood, you can figure out how to help children reach their fullest potential. Draw a timeline that starts when a woman gets pregnant with a child and ends when the child is 18 years old (this is the end of childhood, according to the CRC). Write down the main changes in children as they grow up – this includes changes in their bodies, minds, and relationships. How can parents and other supportive people help children stay healthy and grow to their fullest potential at each stage of your timeline? See if you can find a guest speaker in your community who can share information with your group about child development and how to support children's growth and health.



Reflect on how you can use what you've learned to help children be healthy and grow well.



MEAL ON A SHOESTRING



What children eat affects how their bodies and minds grow. Too little food or the wrong kinds of food can make it more likely a child will get sick. Find out more about healthy eating – like food groups and how your body uses different types of foods. Use the Internet or a library, or invite a guest speaker who knows about food and nutrition to your group – maybe a dietician or community health nurse. Use this information to plan a nutritious, well-balanced and affordable meal using local ingredients. Meat can be expensive – can you find alternative sources of protein for your meal? Make your meal and share it with your group. Agree on a maximum amount you can spend to make this activity more challenging.



Reflect on healthy eating and how households can make nutritious meals on a limited budget.



Make change through this activity. To turn this into a fundraising idea you could calculate if your meal was not just more nutritious, but also cheaper (e.g. if you found an alternative to meat for a meal). You could donate the money that was saved to the World Thinking Day Fund. Could you find a way to eat more nutritious and cheaper meals once a week for a month?



CHILD HEALTH MAPS



There are many common illnesses and injuries that affect children in your community. Can you identify them? You may want to get out and explore your community, or talk to people like a nurse or teacher about what causes children to get sick or injured. Use pictures and words to make a map that shows the places in your community where there are threats to children's health. Put a star (*) beside the things children or their families can control or change, and a hash (#) beside the things they can't. Think about what children, families, communities, and countries could do to keep children from getting sick or injured.



Reflect on what you learned about your community and what could be done to help more children be healthy.



SANGAM ACTIVITY: PROTECTING THE CHILD



The things that affect children's health and survival are different in communities around the world. Can you identify what those things are? Ask members to suggest some things that a child needs to protect them from diseases, such as clean water, nutritious food, medical care, a healthy family, adequate shelter etc. Ask two members to step outside of the room so that they cannot hear what is being decided then choose one person who will be the child while everyone else in the group represents all the things a child needs to protect them from disease. The 'things' should try to protect the child using their bodies while keeping their hands behind their backs. The two members who were sent outside of the room are viruses that want to reach the child. They can touch anybody, but if they touch the child they win. The group needs to be clever and hide who the child is within the group, whilst still protecting them.



Discuss how the game went and the difficulties in protecting the child. What did each of the people in the game represent?

Make this an intermediate activity by using the Internet, library or talking to community health care workers to research what are the greatest causes of child death globally and in your community. What can be done to see the prevention of these deaths? Share with your group.



PICTURE CHANGE



Create an exhibit, book, or presentation of photos or drawings that show the things in your community that help improve child health, and those that harm their health. Involve your friends and others in your community. Write a caption for each photo or drawing that explains what is happening and how that affects children and women's health. Share these with your community and local decision-makers. Talk to them about the things in the pictures, and explain how the progress on child and maternal health contributes to reduction in poverty, promotion of gender equality, access to universal education and environmental sustainability.

? Did You Know

The CRC is the only major rights instrument which makes it clear that the rights apply equally to boys and girls.²⁶

Rights matter for child health and survival²⁶

Human rights are important for child health and survival. The Convention on the Rights of the Child (CRC) enshrines the rights of girls and boys under 18 years. Survival and development is one of four categories of rights in the CRC. This category includes the right to adequate food, clean water, and health care, among other things. The CRC recognizes that the lives of children are closely knit with their parents – and particularly their mothers. It obliges governments to provide services for family planning as well as pre- and post-natal care, and draws attention to the common responsibilities of mothers and fathers in raising children.

Just as the lives of women and children are tightly knit, so too are their rights. Women's education, income, health, and ability to make decisions about their own lives – all of which involve women's rights – affect the health and survival of their children. Violations of women's rights – such as not being able to get an education or health care, early marriages, and other forms of violence – affect the health of mothers and their children.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is an important tool for promoting and protecting the rights of females from birth through old age. Investing in the rights of today's girls – who suffer many inequalities – will reap benefits for tomorrow's women and children.

? Did You Know

Both CEDAW and the CRC address rights in the public and private spheres. These instruments recognize that governments must intervene when women and children's rights are being violated in their relationships at home, in schools, and in the community.²⁶



BOYS AND MEN MAKING CHANGE



Boys and men can be husbands, fathers, brothers, uncles, friends and allies. They have an important role in achieving MDG 4. Think about different events that they influence – like decisions about having children, pregnancy, childbirth, infancy, and early childhood. Divide into partners or small groups, and give each group one of these events. Create two role plays that show the ways that men can harm and help children’s health. Share your role plays with your community.



Reflect on the factors that make it easy and hard for boys and men to do these things, and what can be done to make it easier for them?

Make this an Intermediate activity:

Use the Internet or library to find out more. As a group or with your leader, ask boys and men for their ideas.



LINKING RIGHTS TO HEALTH



Many of the things that increase the chances of a child living past their fifth birthday and growing up healthy are connected to children’s and women’s rights. Divide the cards among the members in your group (see Appendix for health card suggestions). Each card has a factor that is known to affect children’s health and survival. Learn more about the factor on your card. Then, look in the CRC and CEDAW to see if any of the Articles in them relate to the item on your card. Find a creative way to share what you learned with the rest of your group. Take this activity further by planning an event to educate others in your community about the links between these rights and MDG 4.



Reflect on what you learned about rights and MDG 4. Explore whether there are rights that women and children in your community cannot access, why, and what change is needed.

Being healthy is about more than avoiding diseases

Child health is about more than making sure babies and children do not get sick or die from diseases like diarrhoea, pneumonia, and malaria. It is also about making sure that children have the material and social resources they need to be safe and grow up healthy and happy.

Children have the best chance of reaching their fullest potential when their basic needs are met; when they have opportunities to learn through school and community groups and take part in programmes like the Girl Guides and Girl Scouts; and when they are surrounded by supportive people at home, school, and in their community.

What children learn about taking care of their body affects their health throughout their lifetime. Nutrition and physical activity are particularly important. Good nutrition and daily physical activity affect how children’s bodies and minds grow, their ability to learn, their mental well-being, and their risk of getting chronic diseases (like diabetes, heart disease, and cancer) in the future.

Safety is another important part of child health. Accidents, violence, and suicide can cause injuries and even death among children. Being the victim of violence (such as domestic violence, bullying or fighting) or witnessing violence can leave children feeling depressed or anxious and leads some children to act out.



TAKE ACTION



Use your brainstorm and artwork from previous activities to Make Change. Share with your community and decision-makers your brainstorm on what children need to survive. Add statistics and your demands to build a strong case to protect child health. Use your Child Health Map to show decision-makers how they can improve child health in your community.

REFLECTION NOTES

Use this space to note down your reflections on the activities.



7 STAND UP TO MAKE A DIFFERENCE

LEADERS

You know your members and community best; please use your own judgment to decide on the most suitable advocacy activities for your group.

Together, the 10 million Girl Guides and Girl Scouts around the world are a tremendous force for creating a better world.



What is advocacy?

Advocacy is an exciting and effective way to change the world. It is about working with each other to make a difference. WAGGGS defines advocacy as when,

“we influence people to take decisions that will improve our lives and the lives of others”

There are different ways to influence people, including:

- **SPEAKING OUT**
on issues that affect girls and young women and influencing decision-makers
- **TAKING ACTION**
that addresses root causes of issues affecting girls and young women
- **EDUCATING**
girls, young women and society at large

There are many ways that Girl Guides and Girl Scouts can stand up and advocate for child health and survival, and can encourage other people to join us in taking action.

Some ideas include:

- Look through the activity section of this pack and do as many Make Change-Advocate activities as you can.
- Promote hand washing in your school and community. Educate people about the importance of hand washing, and show them how to wash their hands properly.
- Find out whether everyone in your community has a safe water source. Help people learn about how to collect, filter, and purify water (learn more on page 42 of the World Thinking Day 2012 Activity Pack). Speak to your local government about improving access to clean water. Work with your community on a water project.
- Make your community a clean environment. Hold a clean up day to remove trash from streets, public areas, and rivers, lakes, etc.
- Help your local health authority to hold a “well baby” fair in your community. Educate parents learn about immunizations, nutrition, breastfeeding, common illnesses, and healthy growth and development.
- Use your art skills to help fathers understand how they can get involved in supporting their children to grow up healthy, happy and safe.
- Encourage your government to make child health and survival a priority in your country and around the world.
- Speak out for girls’ education. Help schools become more girl-friendly. Encourage parents to send their daughters to school.
- Get involved in existing campaigns on child health and survival. There may be campaigns focused on creating change in your local community, country or around the world.

You can take action to improve child health and survival throughout the year. See page 23 for dates you can use to organize your advocacy initiatives. Talk about your actions, collect voices around you and you will inspire others to think about the messages they can promote and the difference they can make. Take it a step further by partnering with a suitable organization to make your advocacy initiatives even more effective. Why not promote your actions and messages through social media.

REMEMBER

Sometimes change happens quickly and other times it requires many years of ongoing work. Be patient and persistent. Each brick laid by Girl Guides and Girl Scouts is vital in getting our voices heard and actions delivered.

A critical part of achieving true progress in global health is the effective engagement, empowerment, and education of girls and young women

Stephen Sobhani, Director of Private Sector Engagement for the UN's global strategy, *Every Woman Every Child*

WAGGGS key messages to improve child health and survival

We have put together WAGGGS key messages into a **letter template** that you can use to ask decision-makers in your community and country to take action to improve child health and survival.

Check out our tips for making these demands your own!

Dear [decision-maker]

[It is always a good idea to write the name of the decision-maker the letter is addressed to]

[Use this space to paint a picture of child health in your country or community – it is important to back up your claims with information and statistics. Tell your decision-maker how you want the situation to change and why this is important. Why not tell your decision-maker what actions you have taken to improve the health and survival of children in your community?]

We, the Girl Guides and Girl Scouts of _____

[name of your Girl Guide and Girl Scouts Association] call on you to:

- Increase investment in child and maternal health and nutrition to stop preventable deaths.
- Improve health systems and increase coverage of proven interventions (e.g. oral rehydration solution for diarrhoea), so that quality health care is within the reach of every child.
- Think and act bigger. Health issues should not be addressed in isolation. Equal opportunities for girls and boys, adequate nutrition and clean water are essential for child survival. For children under-five, mothers' access to education is a major survival factor.
- Design special programmes targeting different age groups –while under-five mortality is declining in some parts of the world, infant mortality is increasing.
- Reach out to marginalized and excluded children to provide equal protection mechanisms for all children. This should take note of poverty, gender and geographic dimensions. Support youth organizations, which deliver non-formal education programmes on children's health to children and young people.
- Design awareness raising initiatives and campaigns to address the preferential feeding of boys whereby girls run a greater risk of nutritional difficulties.
- Listen to our voices. Make sure the experiences and priorities of girls and young women are considered in government programmes and policies.

[You can adapt these messages to suit your local context]

*Write down your names
and sign*

Make WAGGGS key messages your own

Adapt the key message letter to your local context:

- Think about how to deal with issues that are sensitive in your culture or community.
- Add statistics and information from your country along with your own key messages about important issues in your community.
- Find out about your government's policies and programmes on child and maternal health. Remind them of their priorities and commitments.
- Find out whether your government has signed international agreements on human rights – particularly the CRC and CEDAW. If they have, then remind them of their commitments in your opening paragraph. You can even include the text of specific Articles or resolutions that support your demands.

Check whether your country has ratified agreements at: www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx under Ratification Status.

Talking points: making the case for child health and survival

When it comes to speaking out on an issue, it is always useful to be able to back up your demands with a rationale. You can use this list to answer questions and respond to any opposition you encounter. Here are some talking points you can use when standing up for child health and survival.

- **What about rights?**
Emphasise that children's right to health is a fundamental human right. Most governments have already made commitments by ratifying the respective international conventions. Remember that there is often a case of preferential treatment of boys when it comes to nutritional and health opportunities.
- **Make a case for investing in children and mothers' health.**
Investing in child and maternal health contributes to the reduction of poverty and is a key to sustainable development. It saves lives, is cost-effective and saves billions of dollars in treatment costs.
- **Make clear that solutions are often simple and affordable!**
Pneumonia, diarrhoea and malaria remain the three largest killers of children under five, while interventions are highly effective and inexpensive (e.g. oral rehydration solution). Personal hygiene, such as hand washing is one of the prerequisites of child survival.
- **Emphasize that child morbidity and mortality is not an issue in developing countries only.**
It's often the case in the developed economies and is closely linked with the social and economic status of the family, its urban or rural settlement, etc.
- **What value does WAGGGS and non-formal education bring to achieving MDG 4?**
Showcase the work of your Member Organization as a best practice, emphasise the importance of safe spaces non-formal education in growing responsible citizens and leaders who reach out to children through different projects and interventions. Check the World Thinking Day website for information on Member Organizations' projects.

Search for these tools on the Internet:

*CEDAW: Convention on the Elimination of All Forms of Violence Against Women in Brief – For Adolescents*³⁵

*UN Convention on the Rights of the Child in Child-friendly Language*³⁶



APPENDIX

General tips for leaders on dealing with topics that may be sensitive or challenging

INVOLVING PARENTS AND GUARDIANS

Parents and guardians are important partners in our Movement. They also have an important role in their children's learning about health and well-being – including the topics related to MDG 4. Our approach to non-formal learning about these topics is intended to complement the information our members receive from their parents and guardians, as well as from other sources like their schools.

Where appropriate, talk with parents and guardians about the World Thinking Day 2013 theme and the activities you plan to cover with their children. If necessary, obtain written permission for their child to participate in activities. Support parents and guardians to find resources and activities they can use to talk with their children about these topics. Prepare yourself to handle potential concerns and questions.

STRATEGIES FOR DEALING WITH SENSITIVE AND CHALLENGING TOPICS

MDG 4 includes topics that can be sensitive, emotional or challenging to talk about, such as death, gender inequalities, hygiene and sanitation or pregnancy and childbirth. Talking about these topics may mean encouraging people to question strongly held beliefs and values, rethink assumptions, and publicly address topics that are often considered private or off-limits. Some people may have been personally affected by a child death.

“Of all the forms of inequality, injustice in health care is the most shocking and inhumane”

Dr. Martin Luther King, Jr, Activist and Nobel Peace Prize Winner

Here are some things you can do make it easier to deal with these topics:

- **Know your role as a leader.** Share information with your members and provide opportunities to learn and talk about issues. Never give advice or tell members what to do – leaders are not trained to give medical advice or counselling. Refer members to people and places where they can get further information and support to make decisions or take care of their health – such as parents/guardians, health organizations, and community leaders.
- **Get familiar with the issues.** Make sure you provide non-biased, evidence-based information. Be ready to explore issues from different perspectives, such as health, legal, ethics and rights. Look for resources and learning tools from credible organizations. Connect with experts and those already working on these topics in your community, such as civil society organizations or universities. Consider inviting them to lead or co-lead activities with your group.
- **Explore and question your own perspectives, beliefs, values, and assumptions about topics related to MDG 4.** Pay attention to your reactions to the information in this activity pack. You may find that, like many girls and women, you have misconceptions about some of these topics.
- **Establish ground rules with your members for safe and productive conversations.** Some good rules to include are: participate to the fullest of your ability, “own” your opinions and ideas instead of generalizing (say “I” instead of “we”, “you”, or “they”), respect other people's privacy (talk about “someone I know”), treat others with respect (listen actively, don't interrupt, no name calling), focus on gaining a deeper understanding of the issues rather than being right, and challenge ideas not people.



- **Use activities that allow people to explore topics related to MDG 4 through open discussions and to reflect critically on their own thinking**, such as brainstorms and small group work. Show others through your own actions how to engage in difficult or challenging conversations. Model being open to talking about these topics and being respectful of different opinions.
- **Make sure activities and conversations allow members to explore the topics safely.** Explore topics in an abstract but concrete way rather than focusing on members' personal experiences or opinions (for example, "what do people in your community think about...?", "what does society say about...?"). Use anonymous sharing activities to open up discussions about topics that may be sensitive. Make it a rule that members can pass (that is, sit out on an activity or not share an opinion) without being questioned or penalised. Encourage members to consider what they want to disclose about themselves in a group setting – it may be safer to share by speaking in the third person ("someone I know").
- **Be aware that some members may have had a personal experience with the topic** – like a death of a child in their family or community. Be sensitive to this when talking about child health.
- **Take time before you start working with your members to think about how you will deal with disclosures and unresolved emotions.** What do you want to do? What do you want to avoid doing? How will you provide support while maintaining appropriate boundaries? Make sure you know when you are required to inform authorities of issues involving children (like neglect or sexual, physical and emotional abuse).
- **Make a list of health care programmes and resources.** Help your members access these resources, if they want.
- **Seek support and advice, but respect your member's privacy and confidentiality unless you are required by law to inform authorities.** Leaders need to balance their duty to respect the information members share in confidence with their duty to promote children's welfare and protect them from harm. If you must share information for a member's safety, it is important to let the member know that you must do this and why. Talk with your Association if you need support.

CYBERSAFETY

The Internet can be a wonderful tool for learning about maternal health and the lives of girls around the world. Here are some tips to help members stay safe online:

- **Never give out personal information**, like your full name, phone number, home address or school.
- **Not everything you read online is true!** If you're researching something, stick to websites that belong to reliable organizations you've heard of in real life.
- **Double check facts** on other websites or by checking in the library or asking an expert.
- **Keep online friendships online.** If someone asks to meet you in person, tell an adult you trust before agreeing.
- **Don't click on pop up adverts or download anything** without checking with an adult first.
- **Don't use your photo to identify yourself on websites.** Use a photo or drawing of something else instead.

For more ideas on how to stay safe online, download the Surf Smart activity pack from: www.waggs.org/en/surfsmartbadge



ACTIVITY MATERIALS

GET ON THE BUS (from page 30)

QUESTIONS	ANSWERS
1. Around the world, how many children die before their fifth birthday in 2010?	<ul style="list-style-type: none"> • 7.6 million³³ • Probe: Is this more deaths or fewer deaths than in 1990? (<i>Answer: almost 4.5 million fewer</i>)
2. Forty per cent of child deaths happen during birth and the first four weeks of life. ³³ Inadequate healthcare before birth and during delivery causes most of these deaths. What three diseases cause most deaths among child under five, after the newborn period?	<ul style="list-style-type: none"> • Pneumonia, diarrhoea, and malaria account for more than one in three child deaths worldwide. Pneumonia and diarrhoea are the biggest killers of children after the newborn period.³³
3. In what world region or regions do most child deaths happen?	<ul style="list-style-type: none"> • Almost all (99 per cent) child deaths are in developing countries.³³ • Sub-Saharan Africa has the highest rates of child deaths.³³
4. What percentage of child deaths could be prevented?	<ul style="list-style-type: none"> • At least two-thirds of child deaths.³³ • Most deaths among newborns could be prevented with access to skilled birth attendants, emergency health care, and health care during pregnancy and in the weeks after they give birth.¹⁹ • There are affordable and highly effective solutions to prevent the top three killers of children (pneumonia, diarrhoea, malaria).¹⁹

FILL IN THE BLANKS (from page 31)

Here are the answers. How many did you get right?

- Fourth
- Death
- Reduce
- Education
- University
- Primary
- Unequal
- Forced
- Expected



BABY STEPS (from page 32)

Character cards

These characters were created by Sangam volunteers; none of the characters are real. Don't forget you can add more characters to the list.

You are Anjali, a 12 year-old girl living in a slum in India. You take your baby brother to beg on the streets to earn money for food.

You are Madhu, a 12 year-old girl, living in a middle-class home in India. Your mother is a teacher, and you attend an English Medium School.

You are Amanda, a 12 year-old girl, living in Scotland. Your parents don't work and receive state benefits. Your boyfriend, James, is 17.

You are Isobel, a 12 year-old girl, living in Scotland. Your father is a politician, and was educated at Oxford. You want to be just like him when you grow up!

You are Lucy, a 12 year-old girl living with your mother and two younger brothers in a women's refuge in the UK. Your father was an alcoholic and your mother left him to protect you.

You are Pedro, a 12 year-old boy living on the streets in Mexico. You hope to emigrate to the United States one day.

You are Huia, a Maori 12 year-old girl living in New Zealand. Your parents are tribe leaders, and you go to a school with English-speaking students.

You are Mary, a 12 year-old girl living in Lesotho. You have 5 younger siblings and an older brother. Your mother is ill, so you run the home.



You are Hera, a 12 year-old girl living in an orphanage in India. You attend school, and will live at the orphanage until you marry.

You are Leander, a 12 year-old boy attending boarding school in Switzerland. You have not gone home for the school holidays in three years.

You are Nikhil, a 12 year-old boy living in India. You are HIV positive. Your mother died of AIDS and your father works as a labourer. You cannot always afford to buy medicines.

You are Yu, a 12 year-old boy living in China. You belong to a middle-class family, and your parents hope for you to become a businessman.

You are Nevaeh, a 12 year-old girl, living in the USA. Your mother works as a waitress in the local diner, and is raising you on her own. She did not receive a high school diploma.

You are Sonam, a 12 year-old orphaned boy living in India. You have regular contact with one of Sangam's community partners, who give you regular health checks and pay for your school books.

You are Min, a 12 year-old girl living in rural China. Your male cousins attend school. Your parents have already started looking for your husband.

You are Jorge, a 12 year-old boy living on the streets in urban Ecuador. Your parents have passed away, but the market vendors look out for you.

You are Rashid, a 12 year-old boy living in a refugee camp. You left your village with your parents, uncle and two sisters to escape religious persecution. There is a basic school in your camp.

You are Agneta, a 12 year-old girl living in Sweden. You have a heart condition, which means you can't always attend school, but medical care is good.



BABY STEPS STATEMENTS (from page 32)

You can add, remove or adapt the phrases to meet your situation.

- There is a free – or affordable - health care system in my area
- I have time to play with other children
- I feel that I am loved and wanted by my parents
- I can see a healthcare worker if I get sick
- My parents/guardian want me to have an education
- There is a primary school in my village
- My education isn't free, but my parents can afford the cost
- My schooling is free
- I can go to school every day
- I am literate
- I have access to clean drinking water
- I eat a varied and balanced diet
- My parents own our home
- I do not have to work to support the family income instead of going to school
- My brother/s go to school
- My sister/s go to school
- There is someone in my community who mentors me or is a positive role model
- I will attend secondary school
- I expect to reach adulthood and may choose to have a family of my own
- I expect to complete my secondary education
- I won't be married until I am at least 18 years old
- I will choose who I want to marry, and when
- I will get a university education
- There are no barriers to me being involved in politics if I want to be
- I can expect to earn enough to support my family income

GERM DETECTIVES (from page 34)

A petri dish is a special container for growing tiny organisms like bacteria and fungi. It is a shallow glass or plastic circular dish with a lid. Petri dishes are filled with a jelly that has nutrients to help the organisms grow.

You can make your own petri dishes. Re-use disposable containers with lids like large glass jars or clear plastic containers (make sure they are very clean and can hold hot water). You can also use disposable plastic cups with clear baggies for lids, or make the jelly in muffin tins and then put each hardened jelly circle into its own clear plastic bag.

Get an adult to help you make the jelly – it involves hot liquids. Make sure all your cooking supplies are very clean. Mix together 500 ml of water with 6.9g of agar agar powder (a seaweed gelatine you can find in Asian stores). Bring this mixture to a boil and stir until everything dissolves. Remove the mixture from the heat, cover, and let it stand for 15 minutes. Pour at least 1 cm of the mixture into each of your petri dishes and cover with the lid or clean foil. Let the covered dishes stand for at least four hours to cool completely. The jelly should harden.

Use your petri dishes as soon as they are cool, or keep them in the fridge until you use them. They will only keep for 2-3 days. Don't put them back in the fridge when you want to see what grows!





LINKING RIGHTS TO HEALTH CARDS (from page 42)

Make cards for each of the following rights:

- Women can get health services during pregnancy, childbirth, and the first weeks after their baby is born (this is called pre- and post-natal care)
- Families have adequate housing
- Families have enough food
- Families have safe water
- Families have a good sanitation system
- Children are immunized and get the health care they need
- Mothers are educated
- Parents have opportunities to work and earn a decent income
- Women and children are safe from violence
- Women, children and their families are treated equally in their home and community
- Children are not forced into marriage or parenthood
- Women participate in decisions about their lives, such as marriage, parenthood, healthcare, and how to spend their family's money
- Men and women share the responsibilities of raising children and helping children be as healthy as possible



RESOURCES AND LINKS

RELEVANT WAGGGS POSITION STATEMENTS

WAGGGS Position Statement on Adolescent Health
www.waggs.org/en/resources/document/view/20133

WAGGGS Position Statement on HIV and AIDS
www.waggs.org/en/resources/document/view/3972

WAGGGS Position on Health Food Choices
www.waggs.org/en/resources/document/view/20135

WAGGGS Position Statement on Human Rights
www.waggs.org/en/resources/document/view/20140

RELEVANT WAGGGS RESOURCES

World Thinking Day website, www.worldthinkingday.org

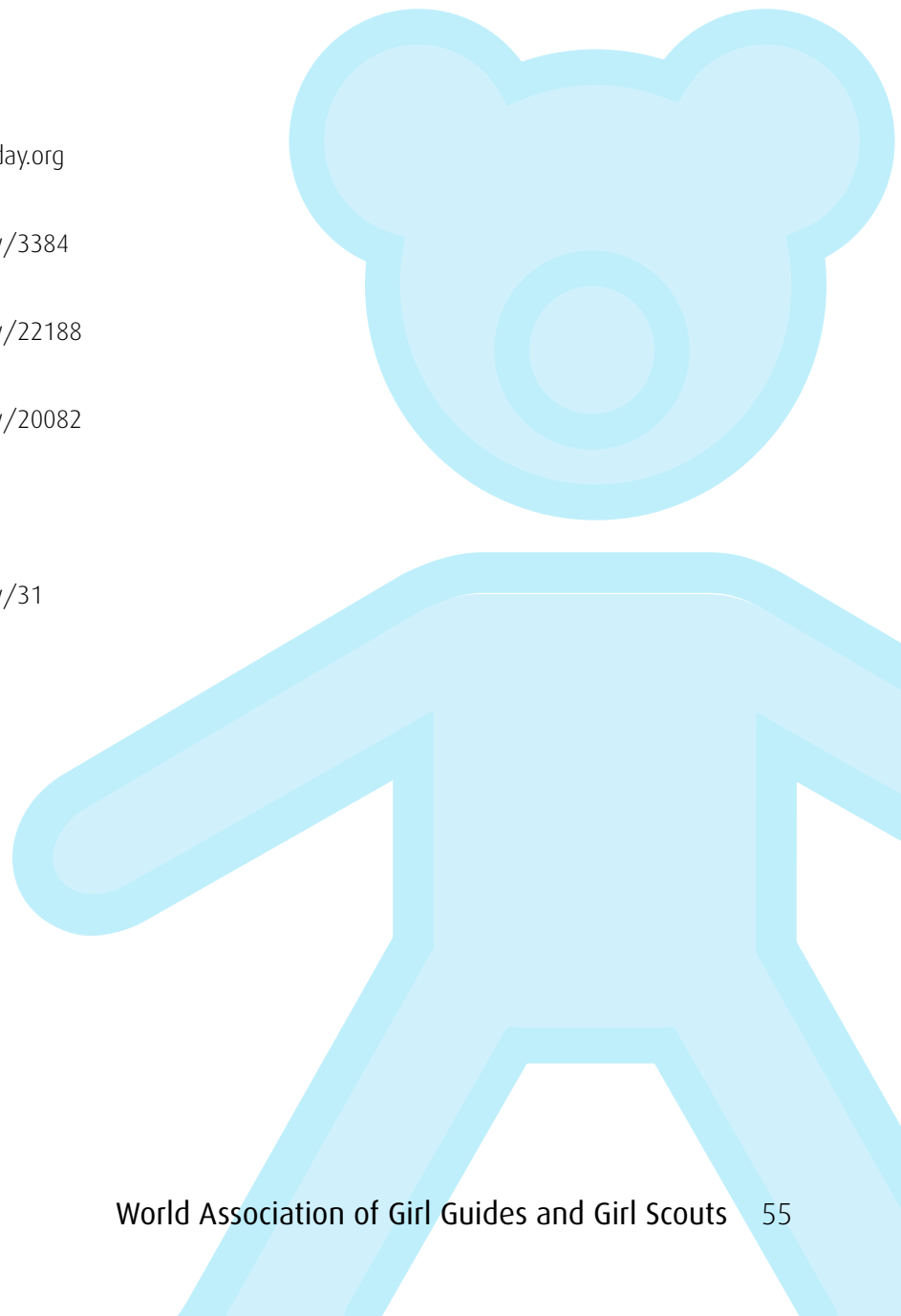
A Toolkit on Advocacy
www.waggs.org/en/resources/document/view/3384

MDG +10 Report
www.waggs.org/en/resources/document/view/22188

Global Action Theme Badge Curriculum
www.waggs.org/en/resources/document/view/20082

HIV/AIDS Toolkit
available from www.waggs-shop.org

HIV/AIDS Badge Curriculum
www.waggs.org/en/resources/document/view/31





GLOSSARY AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CEDAW	Convention on the Elimination of Discrimination against Women
CRC	Convention on the Rights of the Child
HIV	Human Immunodeficiency Virus
MDG	Millennium Development Goals
PMTCT	Prevention of Mother to Child Transmission
UK	United Kingdom
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
US	United States
WAGGGS	World Association of Girl Guides and Girl Scouts
WHO	World Health Organisation

Advocacy means influencing people to take decisions that will improve our lives and the lives of others. Influencing people includes speaking to influence decision-makers, taking action to address issues, and educating girls, young women and society at large.

Bacteria are a type of germ that grow by using nutrients from a living or non-living host (like a door-handle). Not all bacteria are harmful – some help our stomach work well and others are used to make yogurt, medicines and even vaccines.

Child death means death among infants and children. MDG 4 focuses on mortality among infants and children under the age of five.

Child health refers to the well-being infants and children have in their body, mind, feelings and social relationships.

Child mortality, see child death.

Demands means the actions you want decision-makers to take to make the change you want to see happen.

Decision-makers are people with the power to decide to make your demands happen. They might be people on your school board or local council, members of a parents' council, village or community leaders, or politicians in local or national government.

Fungi are a type of germ. They are plant-like organisms that get their nutrition from a living host that grow in damp, warm places like between toes and inside the throat.

Gender refers to the norms, expectations, and beliefs about girls and boys, women and men. Gender is not determined by biology but rather by societies. These norms, expectations and beliefs change over time and from one culture to the next. Gender is learned from family, friends, other community members, schools, faith organizations, governments and the media.



Gender inequality happens when girls and boys, women and men are not given the same status in society. In many cultures and countries, girls and women are less valued and respected than boys and men because of their gender. As a result, girls and women may be treated differently than boys and men, experience more human rights violations, have fewer opportunities to make choices about their lives, have less social and financial power to make their choices a reality. Gender inequality is also expressed as gender stereotypes and gender discrimination.

Health is the well-being people have in their body, mind, feelings and social relationships. It is not simply an outcome nor does it mean being free of disease or injury. Health is a resource for everyday living. It helps people to do things like go to school, work, play, have relationships with other people, and take part in their community.³¹

Indicator refers to the criteria used to evaluate or assess progress towards a goal or target.

Millennium Development Goals are part of the Millennium Declaration that was adopted by 189 nations and signed by 147 heads of state at the Millennium Summit, convened by the UN in 2000. This is a blueprint for ending poverty and improve social and economic conditions around the world by 2015.

Mortality means death.

Protozoa are a type of germ. They are single cell organisms that move around. They often spread sickness through contaminated water. Some protozoa cause intestinal infections and diarrhoea.

Rights are freedoms and entitlements that belong to everyone because they are human. Rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop and participate in society.

Viruses are a type of germ that makes new copies of themselves by taking over cells in their host and use the cells to reproduce.



SOURCES

1. Amnesty International USA (2010). Deadly Delivery: The Maternal Health Crisis in the USA. www.amnestyusa.org/sites/default/files/pdfs/deadlydelivery.pdf
2. Amnesty International USA (2011). Deadly Delivery: The Maternal Health Crisis in the USA – One Year Update Spring 2011. www.amnestyusa.org/sites/default/files/deadlydeliveryoneyear.pdf
3. e-How (n.d.). How to Make Your Own Agar for Petri Dishes. www.ehow.com/how_5665036_make-own-agar-petri-dishes.html#ixzz27nD5Civ2
4. Friedman, H.S. (2012). US Infant Mortality Rate Higher Than Other Wealthy Countries. www.huffingtonpost.com/howard-steven-friedman/infant-mortality-rate-united-states_b_1620664.html.
5. Global Public-Private Partnership for Handwashing (2011). Why handwashing? www.globalhandwashing.org/why.
6. GOJO (n.d.). The GOJO Hand Hygiene Program. www.gojo.com/united-states/market/k-12/resources/educational-materials/lessonplans.aspx.
7. KidsHealth (n.d.). Diarrhoea. kidshealth.org.
8. KidsHealth (n.d.). Malaria. kidshealth.org.
9. KidsHealth (n.d.). Pneumonia. kidshealth.org.
10. KidsHealth (n.d.). What are germs? kidshealth.org.
11. Kitchen Pantry Scientist (2011). Microbial Zoos (Homemade Petri Plates). kitchenpantryscientist.com/?p=1651.
12. MDG Alliance (n.d.). One Million Children: A Global Partnership to Save Children from Diarrheal Diseases.
13. Marmot, M. (n.d.) Fair Society Healthy Lives (The Marmot Report): Strategic Review of Health Inequalities in England Post-2010. www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review.
14. Plan International (2007). Because I Am A Girl: The State of the World's Girls 2007. plan-international.org/girls/resources/publications.php.
15. Public Health Association of Canada [PHAC] (2008). The Chief Public Health Officer's Report on The State of Public Health in Canada 2008. www.phac-aspc.gc.ca/cphorsphc-respcacsp/2008/fr-rc/index-eng.php.
16. Save the Children UK (2008). Saving Children's Lives resource pack. www.savethechildren.org.uk/resources/online-library.
17. Save the Children UK (2010). A Fair Chance at Life: Why Equity Matters for Child Mortality. www.savethechildren.org.uk/resources/online-library.
18. Save the Children UK (2011). An Equal Start: Why Gender Equality Matters for Child Survival and Maternal Health. www.savethechildren.org.uk/resources/online-library.
19. Save the Children UK (2011). No Child Born to Die: Closing the Gaps. www.savethechildren.org.uk/resources/online-library.



20. Save the Children UK (2012). State of the World's Mothers 2012.
www.savethechildren.org.uk/resources/online-library.
21. Save the Children UK (2012). Charting the Future: Empowering Girls to Prevent Early Pregnancy.
www.savethechildren.org.uk/resources/online-library.
22. Smylie, J. and Adomako, P. (2009). Indigenous Children's Health Report: Health Assessment in Action.
www.stmichaelshospital.com/crich/indigenous_childrens_health_report.php.
23. UN (2010). The Global Strategy for Women's and Children's Health.
www.everywomaneverychild.org/images/content/files/global_strategy/full/20100914_gswch_en.pdf.
24. UN (2011). The Millennium Development Goals Report.
mdgs.un.org/unsd/mdg/Resources/Static/Data/2011%20Stat%20Annex.pdf.
25. UNDP (2011). Human Development Reports.
hdr.undp.org/en/countries/.
26. UNFPA and UNICEF (2010). Women's and Children's Rights: Making the Connection.
www.unfpa.org/public/op/preview/home/publications/pid/7269.
27. UNICEF (2007). Innocenti Report Card 7 – Child Poverty in Perspective: An Overview of Child Well-being in Rich Countries.
www.unicef-irc.org/publications/pdf/rc7_eng.pdf.
28. UNICEF (2010). Children and AIDS: Fifth Stocktaking Report.
www.unicef.org/publications/index_57005.html.
29. UNICEF (n.d). Country Statistics.
www.unicef.org/statistics/index_countrystats.html.
30. WHO (n.d.). Malaria.
www.who.int/topics/malaria/en/.
31. WHO (1986). The Ottawa Charter for Health Promotion.
www.who.int/healthpromotion/conferences/previous/ottawa/en/
32. WHO (2008). Closing the gap in a generation: Health equity through action on the social determinants of health.
www.who.int/social_determinants/thecommission/finalreport/en/index.html.
33. WHO and UNICEF (2012). Building a Future for Women and Children – The 2012 Report.
www.countdown2015mnch.org/reports-and-articles/2012-report.
34. WHO, UNICEF, UNFPA, and The World Bank (2012). Trends in Maternal Mortality: 1990 to 2010.
www.unfpa.org/public/home/mothers/MMEstimates2012.
35. UN Division for the Advancement of Women, CEDAW: Convention on the Elimination of All Forms of Violence Against Women in Brief – For Adolescents, www.un.org/womenwatch/daw/cedaw/cedaw.htm
36. UN, Office of the United Nations High Commissioner for Human Rights, UN Convention on the Rights of the Child in Child-friendly Language, www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf



World Association of Girl Guides and Girl Scouts

I would like to make a World Thinking Day donation

(Please tick ✓ currency and amount and then select your method of payment below)

£ \$ €

1,000 500 100 50 25 other amount

Cheque/Draft Please find enclosed my cheque payable to **WAGGGS**

Credit Card Please fill in the details required at the bottom of this form

Bank Transfer I made a Bank Transfer on [dd/mm/yy] _____

Bank: National Westminster Bank Plc
Belgravia Branch
PO Box 3043
141 Ebury Street
London SW1W 9QP, England

Sort Code / Bank Number: 60-07-29
Payee / Credit: WAGGGS
Account Number: 39872947
IBAN Code: GB47NWBK60072939872947
IBAN BIC: NWBKGB2L

AFTER MAKING YOUR BANK TRANSFER PLEASE REMEMBER TO FORWARD THIS COMPLETED FORM TO WAGGGS AT THE ADDRESS SHOWN BELOW.

Personal Details Please complete this section in full for all donations

First Name _____ Last Name _____

Name of association _____ Name of group (if applicable) _____

Address _____
Postcode _____

Country _____ Email Address _____

Signature _____ Date [dd/mm/yy] _____

Please treat this gift as a Gift Aid donation

I confirm I am a UK tax payer. I have paid or will pay an amount of Income Tax and/or Capital Gains Tax for the current tax year that is at least equal to the amount of tax that all the charities and CASCs that I donate to will reclaim on my gifts for the current year. I understand that other taxes such as VAT and Council Tax do not qualify. I understand that the charity will reclaim 25p of tax on every £1 that I give.

giftaid it

Credit Card

Please debit my: Switch/Maestro [Issue Number ____] Delta Visa Mastercard
 AmEx Eurocard JCB Electron Solo

Card No

Start Date [dd/mm/yy] _____ Expiry Date [dd/mm/yy] _____

Card security code (Last 3 or 4 digits on signature strip) _____

Name of bank/financial institution issuing card _____

Name on card _____ Signature _____

Our bank will only take credit card transactions in sterling. We will therefore convert your \$ or £ donation into £ at the current rate of exchange and debit your card with this amount. This may result in a very small discrepancy from your original donation amount when your credit card statement is received.

Please return completed form to:

WAGGGS Fund Development, World Bureau, Olave Centre, 12c Lyndhurst Rd, London, NW3 5PQ England

Tel: +44 (0) 20 7794 1181 | Fax: +44 (0) 20 7431 3764 | Email: wtd@waggs.org

Registered Charity No. 306125

The information you give will be treated as confidential and it is WAGGGS policy not to give private information away to third parties.



RESOURCE FEEDBACK

Congratulations for working on the World Thinking Day MDG 4 Activity Pack. WAGGGS would really value your feedback on the experience of using this resource. Your feedback will help us improve our resources in the future.

**Please complete feedback questions using the online form at:
www.worldthinkingday.org**

However, if you would prefer to fill in the form below, please email it to wtd@waggs.org or post to:
 World Thinking Day, WAGGGS, Olave Centre,
 12c Lyndhurst Road, London, NW3 5PQ, England

PLEASE RATE YOUR ANSWERS ON A SCALE OF 1 TO 6. WHERE 1 = NOT AT ALL, 6 = FULLY.

As a result of completing this pack, how far do you feel that:

1. About using the pack

1 2 3 4 5 6

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The pack achieves its learning objectives (see page 24) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The activities are interesting and fun | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The activities are relevant to the target age group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The information in the pack is easy to understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Other comments on using the resource:
(please help us improve our resources by explaining more...) | | | | | | |

2a. About the pack content

1 2 3 4 5 6

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. The topic being explored is relevant to you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The pack has helped you develop new skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What skills have you developed? | | | | | | |
| 8. The pack has raised your awareness of this topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. You are inspired to take action on this topic in your community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Nationally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Globally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Other comments on the topic of the resource | | | | | | |

- | | |
|--|----------|
| 11. Did you undertake activities from both the MDG 4 and MDG 5 Activity Packs? | Yes / No |
|--|----------|



2b. About the fundraising support provided in the pack

1 2 3 4 5 6

12. Did you fundraise or collect money for the World Thinking Day Fund? Yes / No
- a. If not, please tell us why.

b. If yes, please respond to the following questions:

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. Did you use the fundraising ideas and tips provided in the pack? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. The fundraising activities and tips were easy to follow | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The fundraising activities and tips were useful and helpful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. The fundraising activities and tips were appropriate to the age group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. How do you think we can improve the fundraising support provided in the pack?
Please explain e.g. what would you like to know more about next time | | | | | | |

18. How often do you and your group fundraise for World Thinking Day or other causes?

.....

2c. About the advocacy action support provided in the pack

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. Did you undertake or do you plan to undertake any advocacy action as a result of using this pack? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. The advocacy activities were easy to follow | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. The advocacy activities were useful in helping you prepare your advocacy action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. The pack has provided a good variety of activities to choose from to speak out and take action on the topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. The pack has provided you with sufficient knowledge of the international framework (legislation) to address the issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. The pack has improved your understanding of advocacy in general | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. The Stand up to make difference section was relevant to all age groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. How do you think we can improve the Stand up to make difference section of the pack?
Please explain e.g what would you like to see in the section that was missing | | | | | | |
-



3. World Thinking Day badges and pins

27. Did you purchase World Thinking Day badges and pins for members completing activities Yes / No

28. If not, please tell us why

29. Were you awarded a World Thinking Day badge or pin for undertaking World Thinking Day activities? Yes / No

30. Do you find the badge design appealing? Yes / No
If not, please tell us why

4. Please tell us a little about yourself

31. Name (optional)

32. Email

33. Gender

Male Female Unspecified

34. Age

Under 10 10-14 15-19 20-25 Over 25

35. Country where you live

36. Which Region do you live in

Africa Arab Asia Pacific Europe Western Hemisphere

37. Are you a:

Member of Girl Guiding or Girl Scouting Member of Boy Scouts
 A leader within Girl Guiding or Girl Scouting Not a member of Guiding or Scouting

Is there anything else you would like to tell us?

Please tick this box if you would like to receive news and information from WAGGGS

Thank you!



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

SUPPORTING OUR WORK WORLDWIDE...

The World Association of Girl Guides and Girl Scouts works to ensure that Girl Guides and Girl Scouts everywhere are able to act as agents of change within their communities, finding ways to address issues that are important to them. We believe in empowering girls through a three-step process of belonging, leadership and advocacy. The World Thinking Day Fund is used to help develop the Girl Guiding and Girl Scouting Movement around the world and make this possible.

Your donations bring more opportunities to girls through Girl Guiding and Girl Scouting. What you do when you donate to the World Thinking Day Fund is invest in Girl Guiding and Girl Scouting around the world – helping national Associations to develop their non-formal education programme, deliver projects and grow their membership.

TOGETHER WE CAN CHANGE OUR WORLD.

You can donate the money you have raised or collected by sending a cheque payable to WAGGGS to the address below or donate online at www.worldthinkingday.org/en/donatenow. For more information contact wtd@wagggsworld.org or call on the number below and ask to speak to a member of the Fund Development team.

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

World Bureau, Olave Centre

12c Lyndhurst Road, London NW3 5PQ, England

telephone: +44 (0)20 7794 1181

facsimile: +44 (0)20 7431 3764

e-mail: ourworld@wagggsworld.org

www.wagggsworld.org

Registered Charity No.306125 in England and Wales

© WAGGGS, November 2012



The paper used in this publication is made from recycled fibres
or wood from sustainably managed forests