



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

World Thinking Day

MDG5 Activity Pack

2013

“every mother’s life and health is precious”



www.worldthinkingday.org





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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 MDG 5 activity pack includes activities to help members learn about the issues that affect maternal health around the world, the root causes of maternal deaths, 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 Girl Guides and Girl Scouts in different countries are taking action. Use the glossary to learn about words that may be new or unfamiliar.



Look for the MDG 4 icon to learn about the links between this activity pack and the MDG 4 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).²⁷ Diarrhoea, pneumonia, and malaria are the leading causes of child deaths after the first month of life.²⁷ **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.

“He who has health has hope; and he who has hope has everything”

Arabic Proverb



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 the well-being of those who cannot speak for themselves.



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 and maternal 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 48).



Join your voice to the voices of Girl Guides and Girl Scouts around the world 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 could 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 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 5



“every mother’s life and health is precious”

MDG 5 is focused on improving maternal health.

Maternal health refers to the health of women during pregnancy, childbirth and the post-partum period.

While motherhood is often a positive and fulfilling experience, for too many women it is associated with suffering, ill-health and even death.⁵ Improving maternal health can include ensuring women can access information and services that support them to take care of their physical and mental health and treatment of existing diseases and conditions.

If a woman chooses to become a mother, the seeds of maternal health are sown long before she does so. Women are more likely to have a healthy pregnancy when they are in good physical and mental health, and when they are empowered with the confidence, self-esteem, knowledge and skills they need to make healthy choices about relationships and parenthood. Being as healthy as possible is important for all girls and women – regardless of whether they decide to become mothers in the future.

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

? Did You Know

MDG Target 5.B on reproductive health was added in 2007. Many lives would be saved if women and their partners had the information and services they need to plan their families.¹⁷

WHAT IS THE GLOBAL COMMUNITY TRYING TO ACHIEVE?

Target 5.A – Reduce by three quarters the maternal mortality ratio

Target 5.B – Achieve universal access to reproductive health

HOW WILL THE GLOBAL COMMUNITY KNOW IF WE ARE MAKING PROGRESS TOWARDS THE TARGET? INDICATORS FOR MONITORING PROGRESS TOWARDS MDG 5?

5.1 Maternal mortality ratio (How many mothers die each year during pregnancy, delivery, or in the six weeks following a pregnancy for every 100,000 babies born alive?)

5.2 Proportion of births attended by skilled health personnel (What percentage of births are assisted by a doctor, nurse or midwife?)

5.3 Contraceptive prevalence rate (What percentage of women who are married or in a union use modern contraceptives?)

5.4 Adolescent birth rate (How many girls aged 15 to 19 give birth each year for every 1,000 girls of that age?)

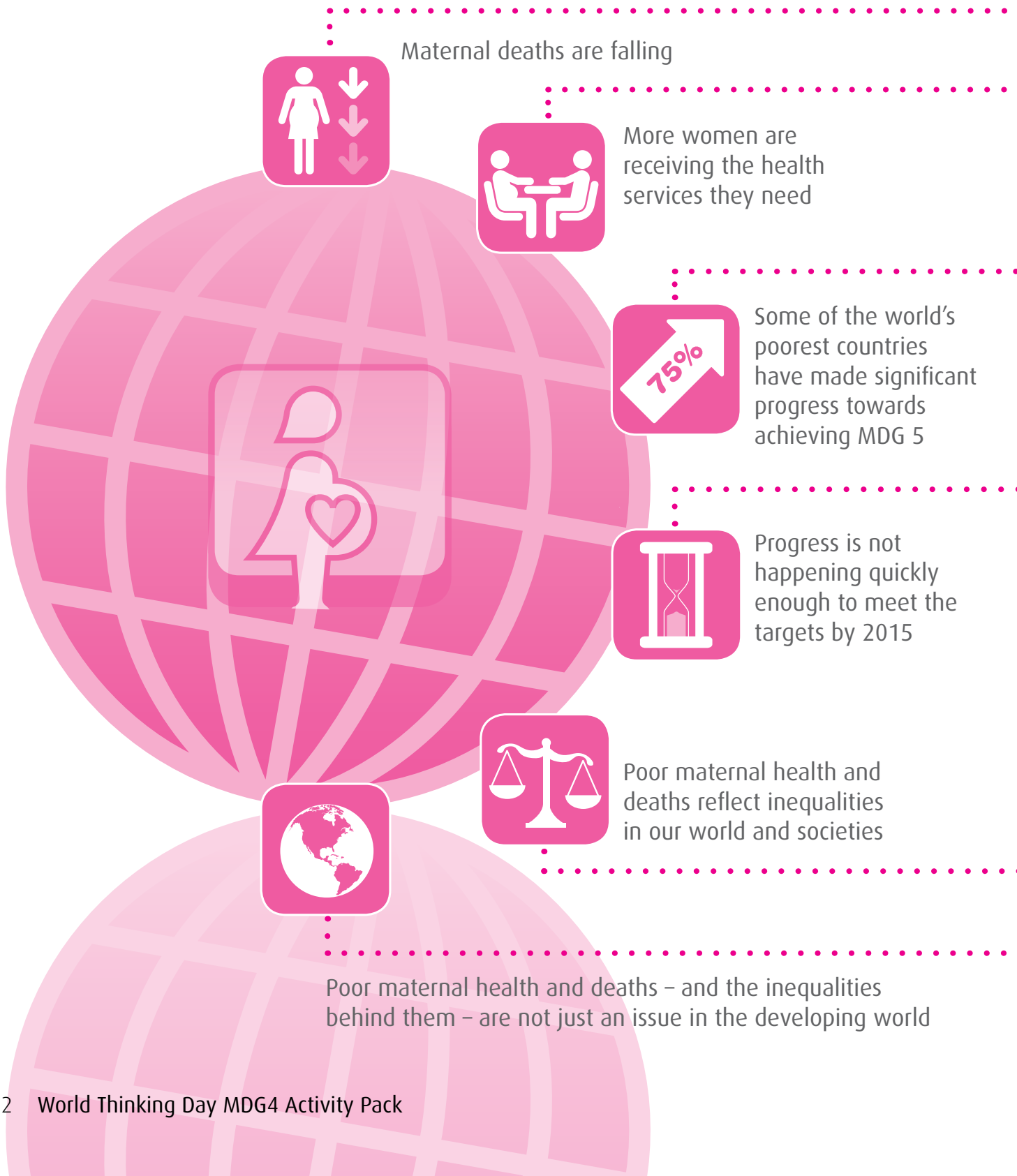
5.5 Antenatal care coverage – at least one visit and at least four times (What percentage of women see a doctor, nurse or midwife at least once during their pregnancy? At least four times?)

5.6 Unmet need for family planning (Of the women who are married or in a union, what percentage are not using modern contraception but do not want to be pregnant or have a child at this time?)



Are these targets being met?

*The end date for the MDGs is just around the corner.
Are we on track to meet MDG 5?*





Learn more about MDG 5 in WAGGGS MDG+10 report, available on our website

There were an estimated **287,000 maternal deaths** in 2010. This is 47 per cent fewer maternal deaths than in 1990.²⁸

More pregnant women received health services in 2009 than in 1990. Fifty-one per cent received antenatal care at least four times – up from 35 per cent in 1990. Sixty-five per cent of deliveries were attended by a skilled healthcare professional – up from 55 per cent in 1990.²⁸

As of 2010, fourteen countries had made **insufficient progress to reduce maternal mortality**, and eleven other countries had made no progress and are likely to miss the target if nothing is done to speed up change.²⁸ Little progress has been made in lowering the adolescent birth rate: 50.5 adolescent girls gave birth for every 1,000 girls aged 15 to 19 in 2009 compared to almost 60 in 1990.¹⁸

In 2010, ten countries with a high mortality rate had already **achieved or surpassed the target** of a 75 per cent reduction in maternal deaths, while nine other countries were on track to achieve this target.²⁸

Women in the developing world are 15 times more likely to die of pregnancy-related causes than women in the developed world.²⁸ In the United Kingdom, adolescent girls from families in the lowest income bracket are 10 times more likely to be a mother than girls from families in the highest income bracket.⁹

Women who are poor or who **face discrimination**, even in industrialized countries, are more likely to die of pregnancy-related causes. Women in the United States (US) face the highest risk of maternal death of any industrialized country. A woman in the US is seven times more likely to die of pregnancy-related causes than a woman in Italy or Ireland.¹⁵

WHY IS MATERNAL HEALTH A PROBLEM EVERYWHERE?^{1,2}

Many people would not think that maternal deaths are a problem in the developed world, but they can be. Women are more likely to die of pregnancy-related causes in some countries than others. Even in the same country, women who are poor or who face discrimination are more likely to die.

Most often, maternal 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. 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 maternal health is about more than how wealthy a country is. It is profoundly affected by government policies and the fairness of our societies.



Child deaths are also a problem in some countries in the developed world. Find out more in the MDG 4 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.

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 maternal health and survival in these five countries. You will see that although the greatest challenges to achieving MDG 5 are in Africa and the Asia-Pacific, maternal health 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.

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.

“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*

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.



Find out about the state of child health and survival in our focus countries in the MDG 4 Activity Pack





REPUBLIC OF IRELAND

WAGGGS Region:
Europe

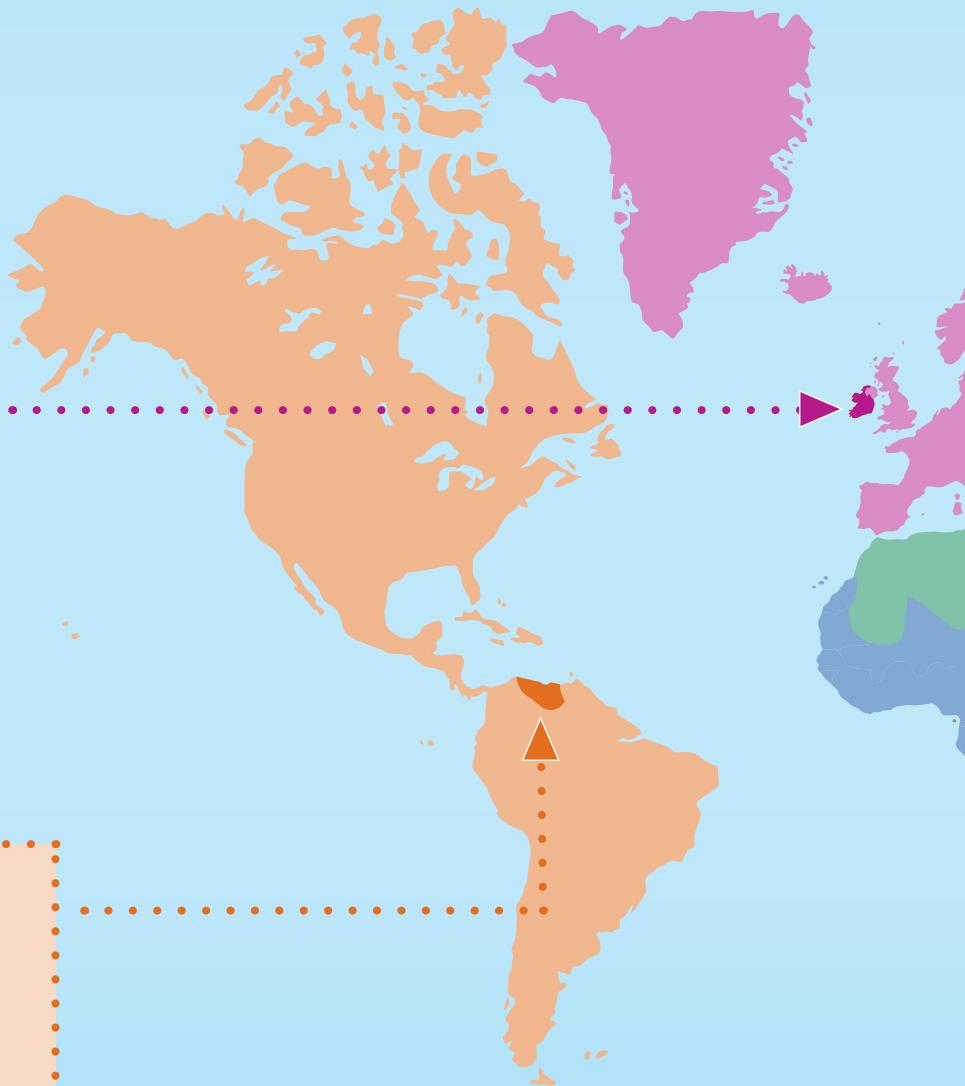
Girl Guiding and Girl Scouting introduced:
1911

16,677
Girl Guides and Girl Scouts

Human Development Index Rank²⁰:
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 Rank²⁰:
73 of 187 countries

WAGGGS Member Organization:

Asociación de Guías Scouts de Venezuela

MALAWI

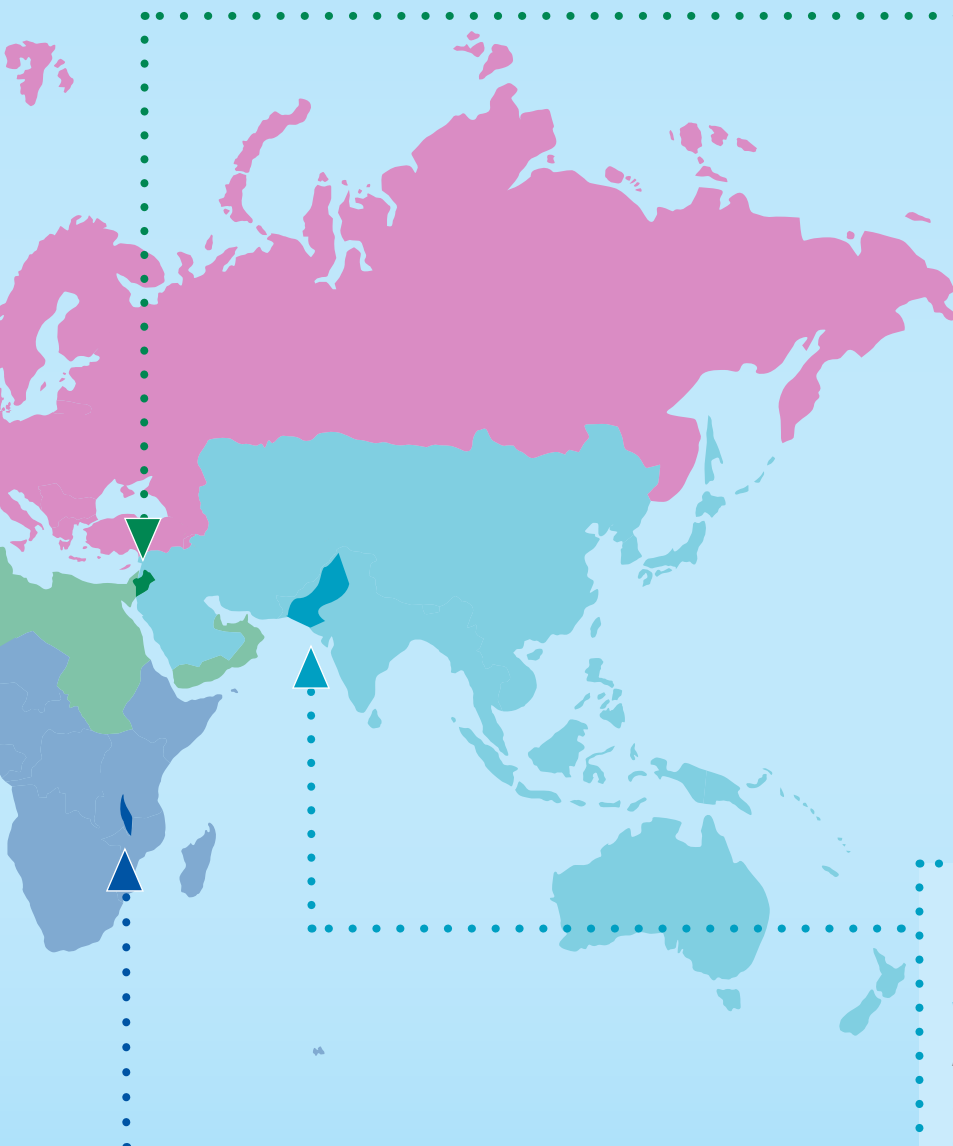
WAGGGS Region: Africa

Girl Guiding and Girl Scouting

54,156 Girl Guides and Girl Scouts

Human Development Index Rank²⁰:

WAGGGS Member Organization:



JORDAN

WAGGGS Region:
Arab

Girl Guiding and Girl Scouting introduced:
1938

9,080
Girl Guides and Girl Scouts

Human Development Index Rank²⁰:
95 of 187 countries

WAGGGS Member Organization:

The Jordanian Association for Boy Scouts and Girl Guides

Scouting introduced: 1927

Boy Scouts

Human Development Index Rank²⁰: 171 of 187 countries

WAGGGS Member 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 Rank²⁰:
145 of 187 countries

WAGGGS Member Organization:

Pakistan Girl Guides Association



“Women and children play a crucial role in development. Investing in their health is not only the right thing to do – it also builds stable, peaceful and productive societies”

Ban Ki-Moon, UN Secretary-General

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.





JORDAN

WORLD THINKING DAY 2013 PROJECT:

There are many factors that affect maternal health and child deaths 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 that 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 help reduce 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 maternal health and child deaths. The Girl Guides will raise awareness through local advocacy campaigns and events. 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.



“The principles you live by create the world you live in; if you change the principles you live by, you will change your world”

Blaine Lee, Author

VENEZUELA

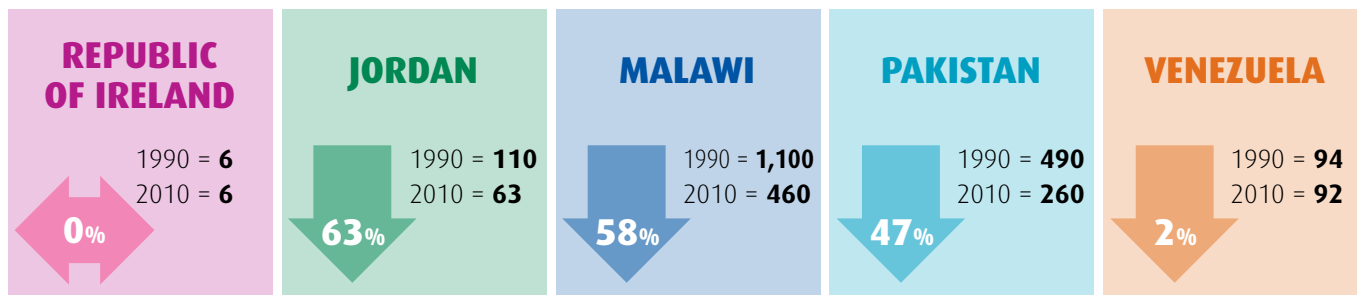
WORLD THINKING DAY 2013 PROJECT:

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 relationships. 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 women who die during pregnancy, childbirth or in the 40 days following a pregnancy out of every 100,000 live births (maternal death ratio)²⁸



The chance a 15 year old girl will die from a maternal cause during her lifetime²⁸



Number of girls aged 15 to 19 who gave birth out of every 1,000 girls of that age between 2000 and 2010 (adolescent birth rate)²²



Percentage of births attended by skilled health personnel in 2010¹⁵



“Ill health is an important factor that forces the poor to remain poor. If they make a little bit of money, one episode of illness can wipe them out”

Zafrullah Chowdhury, Bangladeshi Public Health Advocate

? 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.



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 5 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	Act it out! Why we need mothers	25 mins	Get on the bus
30 mins	Powerful women	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 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>Act it out! Why we need mothers</p> <p>Boys and men making change</p> <p>Why health matters</p> <p>How health workers work</p> <p>That's not fair!</p> <p>Cards for change</p>	<p><i>Introduction</i></p> <p>Get on the bus</p> <p>Comparing maternal health around the world</p> <p>MDG web</p> <p>Linking rights to health</p> <p>Gender explorers</p>
Afternoon	<p>Tame the stress monster</p> <p>Let's...Get active!</p> <p>A good friend is...</p> <p>Make a face...</p> <p>Uniquely me, uniquely you</p> <p>Shaping the world we want for girls</p> <p>Get the word out</p> <p><i>Closing</i></p>	<p>Tame the stress monster</p> <p>Let's...Get active!</p> <p>Relationship tree</p> <p>Goals today, goals tomorrow</p> <p>Body science</p> <p>The tricky situation talk show</p> <p>Art for change</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 four topics:

THE BIG PICTURE

includes activities that introduce MDG 5. Members will learn key facts about the health and survival of mothers and children around the world.

HEALTH SERVICES SAVE LIVES

includes activities that explore the important role of health professionals and health services in improving maternal health.

EMPOWERED WOMEN, HEALTHY WOMEN

includes activities to learn about the root causes of maternal health, such as gender inequalities, the importance of girls and women's rights in saving mothers' lives, and how to stand up for the rights of girls and young women.

BEING HEALTHY STARTS WITH ME

includes activities to help young people learn how to take care of their own health and empower other young people to take care of their health.



Members can earn their World Thinking Day 2013 badge by focusing exclusively on MDG 4 or MDG 5, or by combining both themes.

The MDG 4 Activity Pack includes activities to introduce MDG 4 and to help members learn how to prevent common childhood illnesses and help children in their community grow up healthy.

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



LEARN

are activities that examine specific issues individual people can influence. Members will get to know the issues that contribute to maternal deaths, and what can be done to prevent these.



UNDERSTAND

are activities that explore the root causes of maternal 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 maternal and 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.





A structure for learning by doing

Games, participatory research, practical experience and other activities are used to engage members in learning about maternal 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 maternal health in the real world?"

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.

Children are our future, and their mothers are its guardians

Kofi Annan, former UN Secretary-General



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 topics related to MDG 5 can be sensitive or challenging. Some people in your community may be hesitant about, or object to, your members learning about these topics through Girl Guiding and Girl Scouting. Consider how you might positively manage sensitive issues before working on this badge. See page 52 for strategies to help you deal with sensitive and challenging topics.
- Make sure parents and guardians are aware that you are learning about maternal health as part of the World Thinking Day 2013 theme, and that their children have permission to participate in activities. A letter template for involving parents and guardians is available on the World Thinking Day website. See page 52 for further tips on engaging parents and guardians.
- 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 ages 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 (5-9)

- Respect for oneself and others
- Emotions – how to recognise, express and manage them
- Relationships – different kinds, healthy and unhealthy qualities
- Body science – understand how the body works and is healthy
- Keeping safe – personal/private

EARLY ADOLESCENTS (10-13)

Any topics appropriate for very young members, plus:

- Deaths among mothers
- Health gaps among women (e.g., rich and poor, rural and urban, etc.)
- Gender stereotypes and norms
- Their rights and responsibilities
- Healthy relationships – living skills such as decision-making, boundary-setting, negotiation, and dealing with peer pressure
- Body science – how the body changes during puberty, how reproduction happens, and how to prevent HIV and sexually transmitted infections (STIs)

OLDER ADOLESCENTS AND YOUNG ADULTS (14 AND OLDER)

Any topics appropriate for very young or early adolescents, plus:

- The links between maternal deaths and children's and women's rights
- Solutions to the more complex causes of maternal deaths (e.g., girls' education, universal healthcare, etc.)
- Healthy relationships – informed choices, signs of an unhealthy intimate relationship
- Health services for maternal health



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 5 Activity Pack:



• THE BIG PICTURE

Minimum of two activities.

• HEALTH SERVICES SAVE LIVES, EMPOWERED WOMEN, HEALTHY WOMEN, and BEING HEALTHY

Minimum of one Learn and one Understand activity from one of these topic areas.

• 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 all of the topic areas

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



You can also earn your World Thinking Day 2013 badge by focusing just on child 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 activity, and three Make Change activities – one which raises money for the World Thinking Day Fund. See the requirements in the MDG 4 Activity Pack if you want to focus just on child health.



6 ACTIVITIES

THE BIG PICTURE

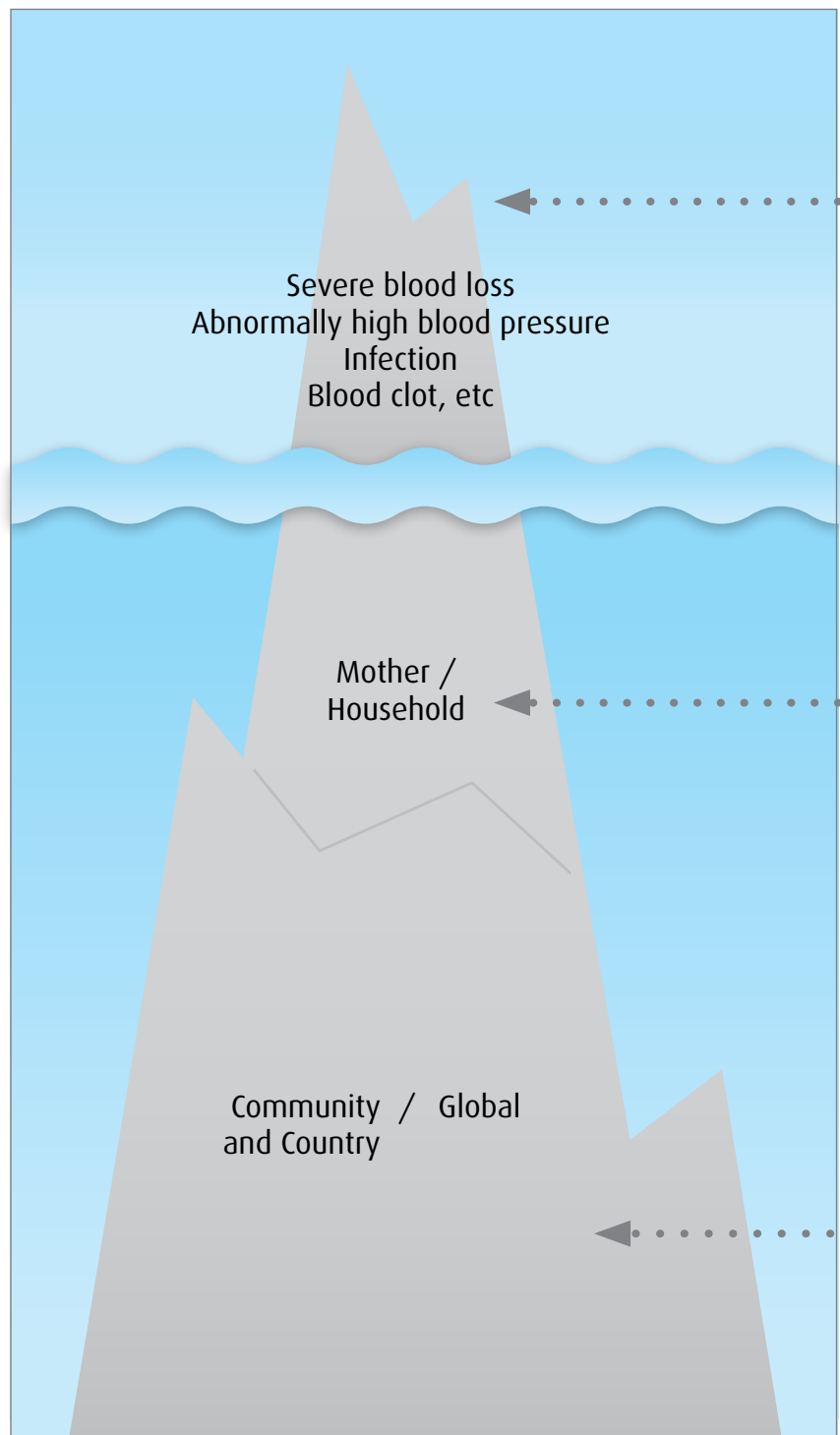
Activities to introduce and explore MDG 5.

Fair societies: A recipe for health

Not all women have the same chances for having a safe pregnancy, delivery, and post-partum period. In countries around the world, women from poor families or who belong to groups that face discrimination are the most likely to die or suffer an injury from maternal causes. This is also seen on the global level: women in the developing world are more likely to die or be injured than women in the developed world.

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

This diagram will help you understand what helps women to have a safe and healthy pregnancy, delivery, and post-partum period. Just like an iceberg, the direct causes of maternal deaths are easily seen. But this is only one small part of the problem. There are many layers of reasons for birth complications. These layers start with the woman's immediate environment – her family – and moves out to her community and the world. The gaps we see in who dies or is injured reflects gaps in women's access to these factors.





? Did You Know

If HIV did not exist, there would be 20 per cent fewer maternal deaths worldwide.¹⁹ We can improve maternal health by preventing new HIV infections and making sure HIV-positive women have information and services to support healthy pregnancies, deliveries, and parenthood.

WHAT ARE THE CAUSES OF MATERNAL DEATHS?²⁷

- Severe blood loss – 35 per cent
- Abnormally high blood pressure – 18 per cent
- Infection – 8 per cent
- Blood clot that blocks a vein – 1 per cent
- Other direct – 11 per cent
- Indirect – 18 per cent



Learn how fair societies affect child health and survival in the MDG 4 Activity Pack.

WHAT ARE THE DIRECT FACTORS THAT AFFECT WHETHER A WOMAN EXPERIENCES BIRTH COMPLICATIONS?

Mother

- Age
- Nutrition and health status
- Spacing of her children
- Education level
- Participation in decisions about parenthood and household spending
- Access to health services for safe pregnancies and delivery

Household

- Income
- Beliefs about gender, motherhood, and fatherhood

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

This model is adapted from PHAC (2008) and Save the Children UK (2010).



GET ON THE BUS



Imagine you are at a bus station. Your leader will ask a question about MDG 5. 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 right 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.



COMPARING MATERNAL HEALTH AROUND THE WORLD



There are Girl Guides and Girl Scouts in 145 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 or library to find out how your country is doing on MDG 5. Find out why there are differences between the countries regarding maternal deaths and adolescent pregnancies. Find out what countries have done to reduce maternal deaths and increase access to health services. Take this activity further by raising money and awareness to support the World Thinking Day project in one of the focus countries.



Reflect on what you learned about why more women die of pregnancy-related causes in some countries than in others.



Make change through this activity. Can you present MDG 5 and the focus countries to your local community? Consider producing a map, posters and even national food from each of the five countries and then hold an evening where parents/guardians and others pay a small entrance fee to come and learn about MDG 5 around the world. The money you raise can support the World Thinking Day Fund.



ACT IT OUT! WHY WE NEED MOTHERS



Everyone will write down a few reasons we need mothers on small pieces of paper. Collect all the papers together and mix them up. One by one, members will choose a piece of paper and then act out the reason without speaking, while the other members try to guess what it is.



Reflect with your group on whether children in other parts of the world need these things from their mothers. What might happen if a child doesn't have a mother to take care of them? What can communities do to support children without mothers?



MDG WEB



The other seven MDGs address issues that affect maternal health. 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 5 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 maternal 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 maternal deaths to the other MDGs. Take a moment to think of how positive changes in each MDG could improve maternal health. 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 maternal health. Share what you learn with your friends and family.

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 Mothers¹⁵

UNICEF Statistics and Monitoring – Country Statistics²²



**PAX LODGE ACTIVITY:
HONOURING MOTHERS
AROUND THE WORLD**



Mothers are celebrated throughout the world on different days and in different ways. Pax Lodge is located in the UK, where Mothering Sunday is celebrated. This day originated during the 1600s. Young women would go home to see their families, bringing cakes and sweets to their mothers. Today, children often give their mother a gift and a card, and spend the day together.



You don't have to wait for a special day to celebrate mothers! Host a Mother's Day Celebration to honour the important role that women and mothers play in our lives. You can celebrate women's lives, raise awareness of maternal health, and raise money for the World Thinking Day Fund. Help your guests understand how more women 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 maternal health.



Share your reflection of why it is important to appreciate and celebrate mothers and other women who take care of children.



CARDS FOR CHANGE



Make cards to celebrate the International Day of the Girl, International Women's Day, Mother's Day, 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 5. 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.



**ADOLESCENT PREGNANCIES:
THE LIVES OF TWO CHILDREN
AT RISK¹³**

Each year, 18 million young women under 20 years give birth – 2 million are adolescent girls under 15 years. MDG 4 and 5 will not be achieved without lowering these numbers. Pregnancy is the leading cause of death among adolescent girls in the developing world. Compared to women in their twenties, girls aged 15 to 19 are twice as likely to die from a maternal cause while girls aged 10 to 14 are five times more likely to die.¹⁴ Babies born to adolescent mothers are also more likely to be premature or stillborn and to die during infancy than babies born to mothers in their twenties.¹⁴

Adolescent girls are still growing and developing, and their bodies are not physically ready to be pregnant. Their smaller pelvises put them at risk for prolonged or obstructed labour, which can be deadly without appropriate health care. Adolescent girls are also more likely to be underweight and anaemic than boys their age; being underweight and anaemic increases the risk of death or injury from a maternal cause.¹⁴

Almost all adolescent pregnancies happen in the developing world – often in the poorest countries. Girls who are poor, less educated and live in rural areas are at greatest risk. One in nine of these girls are already married, and three in four of these pregnancies were intended and planned. Early marriage is a violation of girls' rights. Find out more in Empowered Women, Healthy Women on page 35.

? Did You Know

Do you know about the other MDGs? Look on page 03 for a complete list. Learn more in the *Global Action Theme* curriculum, available on the WAGGGS website.



BOYS AND MEN MAKING CHANGE



Boys and men are husbands, fathers, brothers, uncles, friends and allies. They have an important role in achieving MDG 5. Think about the different ways that boys and men can help the girls and women in their family and community be healthy, safe and happy. Divide into partners or small groups, and give each group one of these events. Create two role plays that show the ways that boys and men can harm or help the girls and women in their life. 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 SOME NOISE FOR MUMS!



Get the word out about the importance of mothers and why communities need to help mothers be healthy! Gather together your friends and other Girl Guides or Girl Scouts to stage a 'flashmob'. 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 that shares one of the many reasons that mothers are important, and stand in silence holding the posters; or

(2) share a song or dance that celebrates mothers. Give out leaflets to the crowd explaining the facts on MDG 5 and how communities can improve maternal health.



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



PICTURE CHANGE



Create an exhibit, book, or presentation of photos or drawings that show the things in your community that help improve women's 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 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 maternal health contributes to reduction in poverty, promotion of gender equality, access to universal education and environmental sustainability.



Make change through this activity. If you've made a book you could sell copies for a donation to the World

Thinking Day Fund, or if you've created a presentation you could invite people to an exhibition and suggest they make a donation on their way in or way out.



We all know that human rights cannot just be transplanted as external principles into individuals or their communities. Human rights principles must be internalized by each individual, women and men, and must be absorbed and expressed in their own ways and within the positive aspects of their cultural values and beliefs

UNFPA Executive Director Thoraya A. Obaid



HEALTH SERVICES SAVE LIVES

Activities to learn about the important role of health professionals and health services in improving maternal health.



HOW HEALTH WORKERS HELP



Health workers like doctors and nurses help people stay healthy. Think of all the ways that health workers have helped you, your family and other people you know. For example, giving you immunizations to prevent sicknesses or helping you get better when sick or injured. Make a short skit or play with make-believe characters to show how health workers help.



Reflect on the important role that health workers play in helping people take care of their health.



MATERNAL HEALTH SERVICE SCAVENGER HUNT



Health information and services are important resources for improving maternal health. But, it's hard to use these resources if you don't know what's out there! Take the maternal health scavenger hunt challenge to discover what services are in your community. Once you have completed your list, create a promotional tool like a poster or simple website to share this information with other people in your community. See Appendix for activity instructions.



Reflect on any gaps you found in the information and services available in your community. Consider the reasons for these gaps, and whether some people have a harder time accessing the available information and services than others.



AN EVENING AT THE MOVIES



Documentaries and other videos are a great way to learn about the lives of other girls and young women around the world. Find a movie focused on maternal health services to watch with your group. You can also create your own play. Why not make this a make change activity by inviting more people. You can raise money for the World Thinking Day Fund by selling refreshments or asking for donations.



Share your reaction to the video(s). What is similar and different for pregnant women in your community?



A CHECK-UP FOR WOMEN'S HEALTH SERVICES



Women in many communities are not able to get the help they need to take care of their health.

Give women's health services in your community a "check-up". Interview different people who know about women's health, like family doctors, nurses, midwives, and women's groups. Make a list of questions you can ask your interviewees about health services and health workers in your community. For example: Are there enough services and workers specialized in women's health?, What are the gaps?, Do women use the available services?, If not, why?, How could things be improved?, Create a short report of your findings to share with decision-makers and the media.



Share your reflections on what you learned about women's health services in your community. Did anything surprise you?

? Did You Know

Sub-Saharan Africa has one-third of the global burden of disease among mothers and children, and only three per cent of the world's doctors, nurses and midwives.¹²



HEALTH CARE: WHY WOMEN CANNOT GET WHAT THEY NEED^{13,14}

Antenatal and obstetric services all play a role in keeping adolescent girls and women healthy and alive. But too many women cannot get the information and health care they need. Health services are simply not available in many countries and communities around the world. Even when available, too many women cannot access the services they need.

The exact reasons for this vary from community to community. Some include:

NOT AVAILABLE

- Not enough health facilities
- Government hospitals and health centres lack needed equipment, supplies (like medicine), and resources (like electricity and clean water)
- Not enough doctors, nurses, midwives, and community health workers
- Poor working conditions, unrealistic workloads, poor pay and limited management of health workers
- Not enough government money spent on child and maternal health
- No political commitment to child and maternal health
- Cultural, social, and religious beliefs about women

NOT ACCESSIBLE

- Not able to afford the fees for health services or supplies
- The health services are too far away
- It is not easy to travel to the health services (bad roads, expensive fuel and not safe)
- Discriminatory policies and attitudes among workers towards adolescents and single women
- Conflicts and natural disasters

NOT USED

- Women want to have children because in some cultures they are valued for their ability to do so
- Women do not make their own decisions about having families and health care
- Women are not able to move freely on their own
- Lack of knowledge about conception and family planning
- Myths and misconceptions about maternal health and hospital births
- Women are not able to get their contraceptive method of choice



SPEAK UP, GET INVOLVED

There are many charities and NGOs that support people in the community to understand and protect their rights, and to learn how to take care of their health. Get in touch with an NGO in your local community that works on these issues, and arrange to visit them or for someone to give a talk to your group, to learn more about their work. If you find the charity's work inspiring, why not ask if you can volunteer with them? Join a peer educator team or get involved in a campaign. Take part in a committee at a health centre, youth centre, or school. Participate in consultations held in your community or country. If you can't find these opportunities, why not develop your own? Put together a team of young people who care about health and rights, and plan the best way to get involved.

? Did You Know

- Not all women in the developing world have the same access to modern maternal health services. Women using such services tend to be better educated, richer, and live in urban areas. More work is needed to reach other groups of women.¹⁴
- Not everyone around the world has the same access to health workers. If the UK and Sierra Leone had the same population, there would be 40 times more doctors and nurses in the UK than in Sierra Leone. There are only six obstetricians and gynaecologists to serve the two million women in Sierra Leone's capital.¹²
- An additional 3.5 million health workers are needed in the 42 poorest countries to achieve the MDGs. This includes 1 million community health workers.¹²



EMPOWERED WOMEN, HEALTHY WOMEN

Activities to learn about the root causes of maternal health, such as gender inequalities, the importance of girls and women's rights in saving mothers' lives, and how to stand up for the rights of girls and young women.



SANGAM ACTIVITY: WOMEN IN CAREERS....



Gender stereotypes can be powerful. They can even affect what types of jobs people think men and women are capable of doing. Print out pictures of people working in a wide variety of careers (e.g., doctor, lawyer, nurse, teacher, builder, mechanic, hairdresser, restaurant owner, scientist, etc.). Place the female symbol ♀ at one end of the meeting space, and the male symbol ♂ at the other end. One by one, hold up a picture of a career. Ask members to move to the side of the room that represents the gender most suited to this career. Members can stand in the middle of the room if they think both men and women are suited to the career. Ask members why they chose a particular side of the room (or the middle).



++ Share your reflections on why certain careers are seen to be most suited to men or women. Discuss how gender stereotypes can keep people from pursuing the careers that most interest them. Find examples of people who have overcome gender stereotypes related to their career.

? Did You Know

Investing in girls' education benefits them and any children they may choose to have in the future. Child mortality decreases by almost ten per cent for every one-year increase of schooling among girls and women.¹¹



SCULPTING STEREOTYPES

Girls and boys around the world are affected by gender stereotypes. These stereotypes limit what children believe they can and cannot do just because they are a girl or a boy. Get into pairs or small groups. One person will pretend to be a sculptor and the other will be imaginary clay. The sculptor will create a shape with the clay that answers the question: "the world tells me girls should..." All the shape will hold their pose while the sculptors look at and discuss each other's work. Then, switch roles and have the new sculptor create a shape that answers the question: "I tell the world that girls..."

++ Share your reflections on how stereotypes affect girls' ability to be themselves and reach their fullest potential. What are some ways that you can help to break down gender stereotypes?



GENDER EXPLORERS

How people perceive gender and what they think are "appropriate ways" for each gender to think, act, dress, and earn a living can be very different depending on culture and society at that time. Interview three or more people of different ages – use the gender explorer questions. Answer the questions for yourself, and how you hope the next generation will answer them. If possible, ask people from another culture how they'd answer these questions.

++ Share what you learned with your group. Reflect together on:

- How gender expectations are similar and different across time and culture.
- How gender expectations affect whether people can realize their rights.
- What people can do to challenge gender expectations that hurt them, their health, or their relationships.



Investing in girls: the key to maternal health

Gender inequalities negatively affect the lives of girls, women, and communities around the world. More and more, girls are seen as the key to social and economic development – particularly in the poorest countries. This diagram shows how investing in gender equality and girls’ rights is an essential building block for achieving MDG 4 and 5.





? Did You Know

Woman married as adolescents are more likely to experience domestic violence than women married later.²¹

HER RIGHTS AS A GIRL ARE UNFULFILLED OR VIOLATED

- Doesn't get her basic needs met
- Doesn't go to school
- Isn't allowed to play or take part in activities that build confidence and skills
- Subjected to abuse and violence
- Pressured or forced to get married before she's 18 years old

SHE GROWS INTO A DISEMPOWERED WOMAN

- Has little say in household decisions, including about her health
- Has her first child as an adolescent and has frequent pregnancies
- Is at risk of being exposed to HIV and STIs
- Subjected to domestic violence
- Cannot get the information and services she needs to take care of her own or her family's health
- Has few opportunities to earn a decent income

NOBODY BENEFITS

- Her family remains in poverty
- She is more likely to experience complications during pregnancy and childbirth
- She and her children are more likely to die
- The cycle of rights being unfulfilled or violated continues



POWERFUL WOMEN



One of the great things about being a Girl Guide or a Girl Scout is that you get to develop your confidence by challenging yourself, such as through adventures and outdoor activities. How do you think being confident enables you to protect your rights? Organize an evening for girls and young women from your local community and share your favourite confidence building activities and exciting challenges. End by giving a presentation about how Girl Guiding and Girl Scouting helps girls and young women build their confidence. Don't forget to share a bit about World Thinking Day and MDG 5.



Reflect on what the group identified to make a powerful girl. Are these things the same for all girls around the world? Are they available to all girls in your community and around the world? Consider what needs to change to ensure that all girls can have access to these things.



SANGAM ACTIVITY: FEMALE LEADERSHIP



Ask each member of the group to draw a female leader who inspires them. Discuss why this woman inspires them and the characteristics they have. Contribute to the conversation by sharing pictures, stories or videos of a selection of female leaders from a wide variety of areas such as government, social and community movements, science, etc.



Discuss what makes these women great leaders and how we can apply this knowledge in our lives.

"If you want to go fast, go alone, if you want to go far, go together"

African proverb



SHAPING THE WORLD WE WANT FOR GIRLS



The first ever International Day of the Girl was held 11 October 2012. This is a day when people around the world can celebrate girls and take action to improve girls' lives. Stand in a circle with your group. Imagine that you have imaginary clay. One-by-one, each member shape the clay into a gift for the world's girls and place it in the centre of the circle. Each gift should symbolize something that would make the world perfect for girls. Why not try this activity on International Day of the Girl on 11 October 2013?



Reflect on the gifts and explore how they are linked to girls' rights.

Do you want to celebrate International Day of the Girl? Check out the International Day project by WAGGGS on our Tumblr site (theworldwewantforgirls.tumblr.com), to see girls' visions of the perfect world and add your own.



THAT'S NOT FAIR!



Rights are about believing in the worth and dignity of all people, and making sure that everyone has the opportunity to reach their fullest potential. Not all people can access their rights. This game is a chance to see what happens when a group of people can't access their rights. You will need a safe play area and three to ten balls (make sure the balls are soft enough that no one will be hurt accidentally. Otherwise use scrunched up balls of paper). Divide into two teams and provide each team with half of the balls. The objective is to try to hit the players on the other team while avoiding being hit. A player who is hit by a ball, goes to sit down in their team's resting area. If a player catches the ball, they are safe. After you play the game once, play it again but this time tell one of the teams that they can only use their non-dominant hand to throw the ball.



Reflect on how treating people differently can affect their ability to do their best.

? Did You Know

Ending harmful practices can save the lives of mothers and their infants. Female genital mutilation or cutting (FGM/C) increases the chances of complications during childbirth such as prolonged labour, haemorrhaging, caesarean sections, and prenatal death. Between 100 and 140 million girls and women have undergone FGM/C, and an additional three million undergo the practice each year.¹¹

RIGHTS MATTER FOR MATERNAL HEALTH²¹

Human rights are the foundation of maternal health. Education, income, access to health information and services, and ability to make decisions about one's own life are examples of human rights that affect maternal health. Women and their children are more likely to get sick or die when their rights are violated.

Two important tools for promoting and protecting women's rights are the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child (CRC). CEDAW outlines the rights of females from birth through old age. The CRC focuses on the rights of girls and boys under 18 years.

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 pre- and post-natal care, and draws attention to the common responsibilities of both mothers and fathers in raising children. As well, investing in the rights of today's girls – who suffer many inequalities – will reap benefits for tomorrow's women and children.



Learn how children and women's rights affect child health and survival in the MDG 4 Activity Pack.



**SANGAM STORY:
SUPPORTING MATERNAL HEALTH
THROUGH THE RIGHT TO HOUSING**

Sangam works with Maher, an Indian organization that provides a home and community for women and children in distress, such as women and their children who, for whatever reason, no longer have a place to stay. Maher means “mothers’ home” and they believe that they always have room for one more – irrespective of caste, colour or religion. Through Sangam’s Discover Your Potential international events, Girl Guides and Girl Scouts from around the world have assisted Maher with its work. They have helped paint rooms and murals, assisted with repairs, and have shared activities, games, songs and their own cultures with the women and children who, without Maher, would not have a place to call their own. The Girl Guides and Girl Scouts learn about community leadership, the Millennium Development Goals and explore the change that they want to be in the world. One Girl Guide who participated in the project at Maher says, ‘through the event it feels like my prejudices have been taken off like a pair of sunglasses and I have begun to realise the difference that I can make in the world’. To learn more about Sangam’s Discover Your Potential events, including programme dates, fees, scholarships and travel grants, visit www.sangamworldcentre.org.



LINKING RIGHTS TO HEALTH

Girls and women have a better chance of being as healthy as possible when their rights are respected. Divide the cards among the people in your group. Each card has a factor that is known to affect maternal health. Learn more about the factor on your card. Then, look in the CRC and CEDAW to see if there are any Articles related 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 5. See Appendix for health card suggestions.



Reflect on what you learned about rights and MDG 5. Explore whether there are rights that women and children in your community cannot access, why, and what change is needed.

Search for these documents on the Internet:

- CEDAW: Convention on the Elimination of All Forms of Violence Against Women in Brief – For Adolescents.²⁹*
- UN Convention on the Rights of the Child in Child-friendly Language.³¹*

? Did You Know

Although early and forced marriage violates the Convention on the Rights of the Child (CRC), more than one in three women between the ages of 20 and 24 in the developing world were married or in a union before they turned 18. Adolescent girls are likely to become pregnant once married, and may have frequent pregnancies.²¹



ONE MINUTE TO SPEAK OUT

Practise developing and delivering your advocacy message on improving maternal health. You have only ONE MINUTE to deliver your message! When you are ready, deliver your message to the group. After you develop your message, think of a slogan which summarizes your advocacy project in one short sentence.



HUMAN RIGHTS: BUILDING BLOCKS FOR ACHIEVING MDG 5

MDG 5 will not be realised unless all people can freely make choices about their lives, their relationships, and parenthood. Human rights are important tools for ensuring people can not only make these choices but also have their choices respected. The basis for these rights can be found in a number of international instruments, including the UN Convention on the Elimination of All Forms of Discrimination against Women (**CEDAW**) and the UN Convention on the Rights of the Child (**CRC**).

All people have the right to:

- Accurate education and information to ensure the health and well-being of families, including information and advice on family planning. CEDAW, Article 10 (h)²⁹, CRC, Article 24³⁰
- Have access to health care services, including those related to family planning. CEDAW, Article 12 (1 and 2)²⁹
- Choose a spouse and to enter into marriage only with their free and full consent. CEDAW, Article 16 (b)²⁹
- Decide on when, how many and with whom to have children, and have access to information, education and means to enable them to exercise these rights. CEDAW, Article 16 (e)²⁹
- Be free from violence, including sexual violence and genital mutilation. CEDAW, General Recommendations 12, 19 and 14, respectively²⁹
- Be able to protect their self against unwanted pregnancies, STIs and HIV. CEDAW Article 10 (h) and Article 12 (1)²⁹

Other human rights fall within the scope of certain fundamental freedoms protected under the International Covenant on Economic, Social and Cultural Rights (**ICESCR**) and the International Covenant on Civil and Political Rights (**ICCPR**). These include the right to health, the right to life, the right to liberty and security of the person, and the right to privacy.

For example, all people have the right to:

- A standard of living adequate for health and well-being [...], including [...] medical care. Motherhood and childhood are entitled to special care and assistance.³²
- The highest attainable standard of physical and mental health.³³



ART FOR CHANGE



Put your art skills to use! Create a poster, t-shirt, button, theatre piece, short video, or mural to help young people understand their rights. Share your artwork in a local community venue and encourage young people from outside your group to attend.



Make change through this activity. [Make change icon] Why not choose your favourite design showing young people's rights and get t-shirts printed and sold to raise some money for the World Thinking Day Fund. If you show a theatre piece or create a mural you could invite people to see it and suggest they make a donation to the Fund.



? 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.²¹

Mothers, the newborn and children represent the well-being of a society and its potential for the future. Their health needs cannot be left unmet without harming the whole of society

Lee Jong-wook, former Director-General, World Health Organization



BEING HEALTHY STARTS WITH ME

Activities to learn how to take care of your own health and empower other young people in your community to take care of their health.

The targets for MDG 5 focus both on reducing maternal mortality and ensuring that every woman has the information and services she needs to take care of her health. Maternal health includes the health of women before conception and during pregnancy, childbirth and the post-partum period. The things that are important for maternal health and well-being – like equal access to education, knowing and exercising your rights, good nutrition and good general physical and mental health – are all important for all girls and women regardless of whether they decide to become mothers.

MATERNAL HEALTH STARTS WITH OVERALL HEALTH

A healthy pregnancy starts well before a woman becomes pregnant. Women are more likely to have a healthy pregnancy when they are in good physical and mental health. But, physical and mental health isn't just important for maternal health. Your health is an important resource for your everyday life today and in the future – regardless of whether you decide to become a mother.

Our mental health concerns our thoughts, feelings, behaviour, and relationships. It is also about how we feel about and value ourselves, our lives and the people in our lives. When we have positive mental health, we are able to enjoy our lives, cope with the challenges we face, and make decisions. We have a harder time making healthy choices and coping when we are stressed or are having mental health problems (like feeling very sad or always worried). Mental health can also affect people's body, causing headaches, backaches and even affecting one's fertility.

What we eat and how much exercise we get has a big impact on the health of our bodies. When children eat too little food, their body doesn't have enough nutrients to develop to its fullest potential. People can become overweight when they eat too much food. Too little food, too much food or the wrong kinds of food increase the chances of ill health. Proper nutrition is particularly important during pregnancy as what an expectant mother eats affects both her own health and how the foetus develops.

Women's bodies go through a lot during pregnancy and childbirth. Regular physical activity before, during and after pregnancy helps women keep their body healthy and working at its best.



TAME THE STRESS MONSTER



Our emotions affect our bodies. Stress can be positive, energizing us and motivating us to get things done. It can also be negative, affecting our body and feelings. When women are pregnant, their emotions can also affect the foetus. Create a "monster" to show what stress looks and feels like. Now add pictures and words of the things that feed the stress for girls in your community – for example, tests at school or an argument with a family member. Can you think of healthy ways that girls can cope with the stresses in their lives? Draw a cage around your stress monster and add your ideas for managing stress. Share your ideas with your group.



Reflect on what you learned about managing stress.

? Did You Know


Mothers who are undernourished are more likely to have low birth weight babies; this increases the chances of a newborn dying. Nutritional deficiencies also affect children's growth and development, as well as their body's ability to fight off infections.²⁷




MEAL ON A SHOESTRING



What we eat affects our health now and in the future. Find out more about healthy eating – like food groups and how your body uses different types of foods – and what happens to the body when it gets too little food, too much food, or the wrong types of food. See what you can learn about the special requirements of expectant mothers. 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. Do gender inequalities affect whether girls and women in your community are able to eat healthily? If so, what can you do to enact change?*

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



LEADERS

Disagreements, conflict, anger, and jealousy are part of being human and having relationships. How people cope with these experiences and express their emotions is what matters. Encourage members to think about what healthy and unhealthy expressions of these emotions looks like.

There is simply no good reason why in the 21st century, thousands of women and children in developing countries should be dying during childbirth and the early years of life


Aileen Carroll, former Canadian Minister of International Cooperation



LET'S...GET ACTIVE!



There are many ways to get physical activity. Stand in a circle with your group. One member will say "let's..." along with a way to be active (for example, "let's go for a swim!"), and will make a movement related to that activity. Everyone will respond by saying, "yes, let's..." and copying the movement. Each person will share a different physical activity until your group runs out of ideas.


 *Reflect on what you learned about being active. Discuss whether there are any things that stop girls and women in your community from taking part in sports and other physical activities. If there are, what can you do to overcome these barriers?*



MANY PEOPLE IN MY LIFE



You have relationships with many different people: parents/guardians, siblings, cousins, friends, teachers, neighbours and more! Draw a circle in the middle of a big piece of paper. This circle represents you. Think of all the different people in your life. Add shapes to your drawing for each person. Put the shapes for the people who are special to you closest to the circle in the middle of your paper. What are some things that each person does that make them special to you?

 *Share a bit about the different kinds of relationships people have. Reflect on what makes some relationships special.*



A GOOD FRIEND IS...

Do you know how to be a good friend? Here's your chance to learn about the qualities of a good friend while testing your memory! Sit in a circle with your group. The first person will say, "A good friend is someone who..." and add an example of what it means to be a good friend. The next person will repeat, "A good friend is someone who..." along with the example the first person gave. They will then add their own example. This list will get longer and longer as each person in the circle adds an example. If needed, help members remember the list by giving them hints or repeating the examples.



Reflect on what you learned about being a good friend. What makes it easy to be a good friend? What makes it hard?



MAKE A FACE

Emotions are a part of being human. A lot of what we know about other people doesn't come from their words but from the expressions on their face and how they hold their body. Stand in a circle with your group. One person will stand in the middle and share a situation that could happen between friends, family, or at school. Everyone else will use their face and body to show how they would feel – try to make your feeling BIGGER and more expressive than in real life so it's easy to see. The person in the middle will choose one person and guess what emotion the person is feeling. If they guess right, they will change places and the new person will come up with a situation. If the person in the middle tries to guess what three people feel and doesn't guess right, they have to come up with a new situation and try again.



Reflect on how being able to recognise different feelings or emotions is important for relationships. What might happen if you aren't aware of how you are feeling? What about if you can't tell how a friend is feeling?



RELATIONSHIP TREE

Relationships can make us happy and can be an important source of support when we're having a hard time. We can also get hurt. Make a "relationship tree." Use the leaves to show the positive outcomes of relationships – for example feeling loved, having someone to talk to when you have a problem. Use the roots to show what makes these positive outcomes grow – for example, being reliable and trustworthy. Add weeds around the tree to show the things that can make it hard for relationships to grow well and be healthy – for example, saying mean things to someone. Remember not to talk about specific people or things that have happened.



Reflect on how you can grow healthy relationships with friends and family. What can you do when you have a disagreement with someone or they do something that hurts you? How are the qualities you identified in your tree important for relationships (like a boyfriend or girlfriend, marriage or partner, or someone you're just getting to know)? How do the things in the leaves and roots help people respect their friend's rights?



UNIQUELY ME, UNIQUELY YOU

The amazing thing about people is that while we have a lot in common with each other, each one of us is unique! Sit in a circle with your group. Take a few moments to think of one thing you like most about each of the members. Each member will take a turn sitting inside the circle while the other members share the one thing they like most about that person.



Reflect on why it is important to recognise and appreciate the good things about people. How does it feel when you know that other people value you? How can you remind yourself each day about the many good things about yourself? What can you do to make sure the special people in your life know you value them?



CREATING CHANGE THROUGH SELF-ESTEEM AND CONFIDENCE

Our Movement has a long history of empowering girls and supporting them to develop a positive sense of self and confidence. This helps girls to be resilient and increases their ability to make positive choices and also turn their choices into reality. The skills girls learn in our Movement will help them reach their fullest potential in all aspects of their lives – including being as healthy as possible. It also helps girls and young women work with their communities to change gender inequalities and other important issues.

Self-esteem is all about how much we value ourselves, how much pride we feel in ourselves, and how worthwhile we feel. Self-esteem is important because feeling good about yourself can affect how you act.

A person who has high self-esteem will find it easier to interact with other people and will enjoy life more. We are also more likely to make healthy choices when we feel good about our self, know what's important to us, and have the confidence to stand up for our self. This is also true about choices concerning healthy relationships and reproductive health.

Women are more likely to seek out healthy relationships based on mutual respect when they are confident and have a positive sense of self. Confident women are also more likely to stand up against gender inequality and for their rights related to parenthood and health and well-being.



CAN YOU SAY WHAT YOU WANT?



It's not always easy to tell friends what you want – especially when you don't want the same thing. This activity is a chance to practice your negotiation skills. Find a partner. Stand facing each other. Designate one person as A and the other B. Imagine that you are really good friends – maybe even best friends. Now imagine that a new girl has moved to your community. Person A thinks this new girl is awesome and wants Person B to invite the girl to her birthday party. First, have a conversation about this situation pretending that Person B doesn't want the new girl to come to her party (she's worried that she may lose her best friend) and each person does everything she can to get her own way. Then, have the conversation again but this time each person tries her best to respect the other person while also sharing her own perspective.



Reflect on what it is like to negotiate with a friend when you want different things. Do you always know what you want and why?

What makes it hard to share what you want? What can people do to share what they want and what they feel in a respectful way? What can you do if a friend doesn't listen to you or pressures you to do something you don't want to do?

Make this an intermediate activity by imagining that Person A is a bit adventurous and likes taking risks. She wants Person B to do something that Person B knows could get her into a lot of trouble (you can decide what that thing is). First, have a conversation about this situation in which each person does everything she can to get her own way. Then, have the conversation again but this time each person tries her best to respect the other person while also sharing her own perspective.



Use the reflection questions from the basic activity.

Make this an advanced activity by imagining that Person A and Person B are romantically involved. Person A thinks it's time for them to become more physically intimate. Person B doesn't feel ready for this but loves Person A and is afraid of losing the relationship. First, have a conversation about this situation in which each person does everything they can to get their own way. Then, have the conversation again but this time each person tries their best to respect the other person while also sharing their own perspective.



Use the reflection questions from the basic activity.



THE TRICKY SITUATIONS TALK SHOW



Intimate relationships aren't always easy or straightforward. There can be disagreements, difficult decisions, and conflicting feelings. Explore ways of negotiating some of these tricky situations through a talk show role-play. Create a stage at the front of the room with two chairs. Group members will volunteer to act out a conversation based on a scenario. Your leader will be the talk show host. They will "freeze" the conversation from time to time, and ask each character questions about their thoughts, feelings and motivations. The leader may also invite group members in the audience to ask questions and to share reflections on what the characters are saying. Choose from the scenarios in the Appendix, or create your own based on things that happen in your community – be sure to include at least one scenario where a young man feels under pressure.



Reflect on what you learned about negotiating challenging situations in relationships. What are reasons that people agree to things that they don't really want, when they are dating or in relationships? How do cultural and community expectations around gender contribute to these situations and how easily the situations can be resolved?



BODY SCIENCE



Do you know the names of the parts of the human body and what they do? Draw the outline of a male body and a female body. Find out the "proper" or scientific name for each part of the body, and what it does. Put a star (*) beside parts of the body that nobody should touch without your permission.



Reflect on what you learned about the human body. Did you know more about some body parts and not others? Which body parts are okay for other people to touch and why?

Make this an intermediate activity: Find out more about how the female and male body change during puberty and how the reproductive system works. Use the Internet or library, or talk with an expert like a nurse or biology teacher.



Reflect on what you learned about the human body and what this means for maternal health.

Quick Facts: Planning a family

Women have a right to make choices about when, how many, and with whom to have children. To realize this right, women need to have the right information, tools and services to support their decision making.

Women and their infants and children are more likely to survive when women can make choices about the timing and spacing of their children. Women's ability to plan whether and when to have children also helps countries achieve their development goals. By ensuring women can make these choices, it also ensures that they can pursue other goals, like getting an education, starting a career, or making sure there are enough resources to take care of a child.

Deciding these important things is not just a woman's responsibility. Men have an important role to play in supporting their partner.



GOALS TODAY, GOALS TOMORROW



Knowing what's important to you can help you make decisions and stand up to peer-pressure. Make a drawing or collage of your goals. On one side of your paper, put your goals for your life today – for example, getting good grades or learning a new skill. On the other side of your paper, put your goals for life in the future – for example, the kind of job you want or starting a family of your own. Share your art with a partner. Talk about how relationships and being physically intimate might affect your goals.



Reflect on how knowing one's goals can help young people make healthy decisions about relationships.



Quick Facts:

HIV and other STIs

HIV is the leading cause of death among women of reproductive age.¹⁹ HIV (Human Immunodeficiency Virus) is the virus that causes AIDS (Acquired Immune Deficiency Syndrome).

HIV cannot be cured, but people living with HIV can lead long and healthy lives with the help of drugs known as antiretrovirals (ARVs).

HIV is mainly transmitted through unprotected sexual activity. There are other sexually transmitted infections (STIs). Many STIs can be cured, and the symptoms of viral STIs can be managed. Untreated STIs and HIV can harm women's health and can increase the likelihood of low-birth weight and infections among newborns.

A healthy relationship makes it easier for people to take care of their own health and that of their partner.



HIV caused 152,000 child deaths in 2010.²⁷ Learn more about child health in the MDG 4 Activity Pack



GENDER INEQUALITIES ARE HARMFUL TO YOUR HEALTH

One in five people now living with HIV infections are young women aged 15 to 24. Globally, young women are twice as likely to contract HIV as young men. In some parts of sub-Saharan Africa, they are as much as eight times as likely to contract HIV as young men.¹⁹ Create short plays or videos that explore the factors in your community make it hard for young women to take care of their health. Use your short plays or videos to encourage other young people to talk about these factors.



Share your reflections on how gender affects a person's well-being. What can be done in your community to overcome the gender inequalities that harm young women's health?

? Did You Know

Young people aged 15 to 24 are vulnerable to HIV and other STIs. Young people make up a third of the 2.7 million people newly infected with HIV.²³ More than 500,000 young people contract a STI each day.⁹ We can reduce these numbers by ensuring young people have opportunities to learn and talk these issues and access health services.



QUESTION STORM

Got questions about women's rights, healthy choices, maternal health, inequality or anything else to do with MDG 5? Write down your top three questions on a piece of paper. Don't include your name or any other identifying information. Crumple your paper into a ball and throw it into a box in the centre of the room. Your leader will open the papers and read the questions. Make a plan with the members for finding evidence-based answers to the questions. You can use the library or Internet, or talk with an expert like a nurse.



Reflect on what you learned about the types of questions young people have.



GET THE WORD OUT

You've learned a lot about being a good friend and how to take care of your mind and body. Now it's time to use what you've learned to help other people in your school and community to be as healthy as can be! Some ways to get the word out include: make posters or a picture book, create a song, or make a short video.



EDUCATE FOR CHANGE

Create a workshop to help youth in your community build healthy relationships, take care of their health, understand their rights and respect other's rights. Use activities from this section, other resources available online, or create your own. Make your workshop more engaging with speakers, films, and presentations. How can you engage other groups of people, like young men, or parents?



BLOG FOR CHANGE

Writing a blog is a form of activism. It can help get your word out to many people at the same time – even people who live far away! Write a blog about maternal health issues in your community and country. After you publish your post, make sure to check for comments and follow-up with replies. Remember to be safe online – see page 54 for some tips.

REFLECTION NOTES

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



7 STAND UP TO MAKE A DIFFERENCE

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

LEADERS

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



Learn more about how you can improve child health and survival in our MDG 4 Activity Pack.



There are many ways Girl Guides and Girl Scouts can stand up and advocate for maternal 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.
- Tell other girls about how being involved in our Movement can build their confidence, leadership skills, and ability to make a difference in their own lives and in their community.
- Encourage your government to make maternal health a priority in your country and around the world.
- Raise awareness of the health services available in your community to support maternal health.
- Become a peer educator.
- Get involved in the Stop the Violence campaign to stand up against early marriage and other violations of girls' rights.
- Use your art skills to help boys and men understand how they can get involved in supporting girls and women's rights.
- Speak out for girls' education. Help schools become more girl-friendly. Encourage parents to send their daughters to school.

REMEMBER

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

We all know that human rights cannot just be transplanted as external principles into individuals or their communities. Human rights principles must be internalized by each individual, women and men, and must be absorbed and expressed in their own ways and within the positive aspects of their cultural values and beliefs

UNFPA Executive Director Thoraya A. Obaid



WAGGGS key messages to improve maternal 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 maternal 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 maternal 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 mothers and 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 maternal and child 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 woman and child.
- Think and act bigger. Health issues should not be addressed in isolation. Besides antenatal care, which is an important intervention that reduces the risk of maternal mortality, healthy lifestyle opportunities, including physical activity and balanced nutrition should be made available for expectant mothers. Equal opportunities for girls and boys, adequate nutrition and clean water are essential for child survival. Mothers' access to education is a major survival factor for under-fives.
- Support youth organizations, which deliver non-formal education programmes on child and maternal health to children and young people.
- Improve access to health education and services for youth, and young women in particular.
- Design awareness raising initiatives and campaigns to raise public awareness on the importance of reproductive health and involve men and boys in the efforts.
- 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 maternal 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. Here are some talking points you can use when standing up for child and maternal health and survival.

- **What about rights?** Emphasise that children and women's access to health is a fundamental human right. Most governments have already made commitments by ratifying international conventions.
- **Make a case for investing in children and women's health.** Investing in children and women's 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 after the newborn period, 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.
- **Make a case for comprehensive approach to women's health** – Balanced nutrition, a healthy lifestyle and positive mental health are important for girls and women's daily lives and overall health. They also make it more likely that women have the healthiest pregnancy possible and give their child(ren) the best start possible.
- **Why focus on adolescent girls?** It benefits everyone! Explain the importance of adolescents' access to comprehensive health and reproductive education. It prevents adolescent pregnancies, keeps girls in school, increases their future employment opportunities, helps reduce poverty and contributes to greater prosperity for their communities. Adolescent girls' needs are different from those of women and they often face stigma and discrimination when accessing health services. Girls are part of the largest youth generation in history and taking their concerns and views into account is essential.
- **What value does WAGGGS and non-formal education bring to achieving MDG 5 (and MDG 4)?** Showcase the work of your Member Organization as a best practice, emphasise the importance of safe spaces and non-formal education to discuss and learn about maternal and child health prerequisites.

Search for these tools on the Internet:

*CEDAW: Convention on the Elimination of All Forms of Violence Against Women in Brief – For Adolescents.*²⁹

*UN Convention on the Rights of the Child in Child-friendly Language.*³¹



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 5. 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.

Talk with parents and guardians about the World Thinking Day 2013 theme and the activities you plan to cover with their children. Get written permission for members to take part in activities, if necessary. 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 5 includes topics that can be sensitive, emotional or challenging to talk about, such as death, gender inequalities, pregnancy and childbirth, relationships, differences and values. People may hold strong opinions about some of these topics. Some people may have been personally affected by a child or maternal death. 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.

“The principles you live by create the world you live in; if you change the principles you live by, you will change your world”

Blaine Lee, Author

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 medical advice or counsel members on what to do. 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. Make sure you know the details of such organizations before you start the activities.
- **Get familiar with the issues.** Make sure you provide non-biased, evidence-based information. Be ready to explore issues from different perspectives, such as 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 5.** 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.
- **Try to put members at ease.** Share why it is important to learn and talk openly about these topics. Emphasize that it is normal to wonder about these topics. Acknowledge the feelings children and young people may have around talking about 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 5 through open discussions and to reflect critically on their own thinking**, such as brainstorming 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. 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 woman or child in their family or community. Be sensitive to this when exploring these topics.
- **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). Ask your Association for a copy of their Child Protection Policy so you can follow the guidelines they have agreed.

- **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.

Leaders: Why is education important?

The seeds of maternal health are sown long before girls and women become mothers, and extend beyond keeping women from dying during pregnancy, childbirth or in the weeks that follow. Women are more likely to have a healthy pregnancy when they are in good physical and mental health, and when they are empowered with the confidence, self-esteem, knowledge and skills they need to make healthy choices about relationships and parenthood.

WAGGGS is the largest organization for girls and young women around the world. We have a responsibility to provide our Member Organizations with full and accurate information, and safe spaces to talk openly about issues associated with maternal health.

We recognise that not all leaders are experts on these issues or are comfortable talking about them. You can still make it possible for members to explore these issues by inviting someone else to work with your group – such as another leader or health educator in your community.



Answering questions about intimate relationships

Children and young people often have many questions about their health, bodies, puberty, intimate relationships and physical intimacy. The information and emotion in your response can influence their feelings about themselves and their understanding of these topics. Here are some things to keep in mind when answering their questions:

- Try to figure out whether a question is about information, feelings, or values.
- Make your answer age-appropriate.
- Use the proper or scientific terms and define terms when responding to questions that use slang.
- Encourage members to think for themselves when making decisions.
- Tell members that you do not know the answer to their question but will try to find out. Make a note of the question and be sure to follow through.
- Remind members of the ground rules as needed.
- Turn prejudice, stereotypes, intolerance or judgment into teachable moments.
- Refer members to the resources in your community.
- Encourage members to also seek out the perspective of their family and others who are important to them – like leaders in their community. This is particularly important for questions concerning values.
- Try to stay calm and focused.
- Try to remain objective and avoid giving your own opinion.
- If you feel uncomfortable with the topic or don't feel you have enough expertise, you could ask someone else to support you deliver the session.
- Remember that there are many ways people develop and express themselves.

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. How many maternal deaths happen every day?	<ul style="list-style-type: none"> • Almost 800. For every woman who dies, there are at least 20 women who suffer injuries, infections, and disabilities during labour and childbirth.²⁷
2. In what world region or regions do most maternal deaths happen?	<ul style="list-style-type: none"> • Almost all (99 per cent) maternal deaths are in developing countries.²⁸ • Most maternal deaths happen in Sub-Saharan Africa (56 per cent – almost two out of three) and South Asia (29 per cent – almost one out of three)²⁸ Unlike developed countries where the main causes of maternal deaths are complications from anaesthesia and caesarean section (a surgery), the main causes of maternal deaths in these regions are severe bleeding and abnormally high blood pressure.²⁷ This reflects global disparities in access to obstetrical care.
3. What is the leading cause of deaths among adolescent girls?	<ul style="list-style-type: none"> • Pregnancy. See page 11 for more information about why.
4. Where do most adolescent pregnancies take place?	<ul style="list-style-type: none"> • Sub-Saharan Africa has the highest adolescent fertility rate.²⁷ • South Asia has the largest number of births among adolescents.²⁷
5. What are the main causes of adolescent pregnancies?	<p>Some key reasons include:¹³</p> <ul style="list-style-type: none"> • Family poverty • Early marriage • Gender inequalities and low status of girls • Not allowed to make decisions about sex and family planning • Lack of information about family planning • WHO recommends a gap of at least two years. Three years is best for reducing the risk to herself, the foetus, and her existing children.¹⁴ • Child deaths would fall by 13 per cent – or nearly 900,000 – if mothers were able to delay conceiving until two years after they give birth. One in four child deaths – or 1.8 million – would be avoided if mothers delayed conception by three years.¹⁴ • Spacing children also saves mother's lives. Mothers who become pregnant less than five months after a birth are 2.5 times more likely to die than mothers who wait for 18 to 24 months.¹⁴
7. What percentage of maternal deaths and could be prevented?	<ul style="list-style-type: none"> • Almost all maternal deaths.²⁷



MATERNAL HEALTH SERVICE

SCAVENGER HUNT (from page 33)

Make a chart with three columns and label them: (1) question, (2) service name, and (3) location. Add more columns as you'd like. Make sure you add all or some of the following questions to the first column of your chart:

- Where can people get information and answers to their questions about nutrition, caring for children, immunisation, relationships and health?
- Where can people go for family planning services information?
- Where can people go for health services, like getting tested for HIV?
- Where can people living with HIV go for support and help to live positively?
- Where can women go to get information and support to help them have a safe pregnancy and delivery?
- Where pregnant women can get tested for HIV and services to lower the risk that their child will get HIV?
- Where can people get information and support to help them eat well and take care of their body?
- Where can people get information and support to help them take care of their mental health? For example, ways to manage their stress and get help for mental illnesses.

LINKING RIGHTS TO HEALTH

(from page 39)

Make cards for each of the following rights:

- Men and women can get education and services on reproductive health
- 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)
- Girls and women get enough food
- Girls and women are educated
- Women have opportunities to work and earn a decent income
- Girls and women are safe from violence
- Women, girls and their families are treated equally in their home and community
- Adolescent girls are not forced into marriage or parenthood
- Girls and women participate in decisions about their lives, such as marriage, parenthood, using health services, 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

GENDER EXPLORERS

(from page 35)

1. When you were young, what did people think was the "ideal woman" and "ideal man"? In other words, what was expected of how women and men would think, feel, act and what they would do or not do?
2. What was expected from women and men around intimate relationships and parenthood?
3. Are girls/women expected to get married? If yes,
 - How old are they usually?
 - Who makes the decisions about to whom and when girls/women would get married?
 - What is a girls'/women's role in these decisions?
4. Are girls/women expected to have children? If yes,
 - How old are they usually when they have their first child?
 - Who makes the decisions about when and how many children are had?
 - What is the girl/woman's role in these decisions?
 - What could the girl/woman do if she wanted to delay or avoid having a child?



LINKING RIGHTS TO HEALTH CARDS (from page 42)

Make cards for each of the following rights:

- Men and women can get family planning education and services
- 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



THE TRICKY SITUATIONS TALK SHOW

(from page 45)

Use one or more of these scenarios. Decide which member will play each character. Read out the scenario and then start the talk show.

SCENARIO	UNDERLYING THEMES TO DRAW OUT
<p>Miriam and Victor are dating. When they aren't spending time together, Victor constantly texts and calls Miriam on her mobile phone. He is always asking her about where she is, what she is doing, and who she is with.</p>	<ul style="list-style-type: none"> • Jealousy • Power and control • Boundaries • Healthy and unhealthy ways of dealing with jealousy
<p>Isaac and Marvellous are married. Isaac wants to have sex. Marvellous is tired and doesn't really want to.</p>	<ul style="list-style-type: none"> • Sexual consent within marriage or union • Rights
<p>Ben and Nina met through friends who are dating. Ben's friend told him that Nina likes him and wants to make out. Ben doesn't want to but is worried about what his friends will think if he doesn't.</p>	<ul style="list-style-type: none"> • Impacts on young men of gender stereotypes
<p>Marcela started dating Enzo recently. Enzo keeps asking Marcela to send him a sexy picture of herself.</p>	<ul style="list-style-type: none"> • Boundaries and privacy • Trust • Risks of using technology
<p>Annekke really likes her boyfriend, Vishy. They have often hold hands, cuddle, and kiss. Recently, he has started trying to take off her clothes. She doesn't feel ready for this, but when she stops him he says things like, "I really love you and want to be closer to you," "don't you love me?", and "this is what people who love each other do."</p>	<ul style="list-style-type: none"> • Emotional manipulation • Boundaries • Respect • Rights
<p>Jane lives with her aunt. Jane has gone out on a few dates with an older man. He takes her out for supper and buys her nice things. He keeps trying to kiss and touch her. She is not sure she likes this but feels like she owes him.</p>	<ul style="list-style-type: none"> • Transactional relationships • Power • Consent • Rights



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 Statement Talking About Sex
www.waggs.org/en/resources/document/view/20137

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

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
SRH	Sexual and reproductive health
STIs	Sexually transmitted infections
UK	United Kingdom
UN	United Nations
US	United States
UNICEF	United Nations Children's Fund
WAGGGS	World Association of Girl Guides and Girl Scouts
WHO	World Health Organisation

Adolescent birth rate the number of girls aged 15 to 19 who give birth each year out of every 1,000 girls of that age.

Adolescent fertility rate – see adolescent birth rate.

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, doing projects to address issues, and educating girls, young women and society at large.

Antenatal care refers to health services to help pregnant women have a safe pregnancy and delivery. It includes an assessment of the women's medical history and needs, tests to screen for problems that could affect the mother or baby, referrals to extra health care, and advice on pregnancy, delivery, and self-care.

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

Child mortality – see child death.

Conception refers to the fertilization of an egg by a sperm. This is the first step in a pregnancy.

Consent means that someone is able to freely say "yes" or "no" to something. Consent requires that the person knows what they are saying "yes" to and that they do not feel pressured to say "yes."

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.

Foetus is what a baby is called once it is more than eight weeks past conception and before it is born.

Gender refers to the norms, expectations, and beliefs about girls and boys, women and men. Gender behaviour 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, 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.

Gynaecologist is a doctor who specialises in the female reproductive system.

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.²⁵

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

Maternal death means the death of a woman during pregnancy, childbirth, or the six weeks following a pregnancy, even caused by accidental or incidental causes. Maternal deaths can be direct or indirect. Direct maternal deaths are caused by obstetric complications during pregnancy, childbirth or in the post-partum period. Indirect maternal deaths are caused by diseases the mother already had (like HIV) or that the mother developed during pregnancy because of the strain of pregnancy on the body but not direct obstetric causes (like an existing disease of the heart or kidney that gets worse during pregnancy).²⁸

Maternal health refers to the health of women before conception and during pregnancy, childbirth and in the six weeks following a pregnancy. It includes information and services that support women to take care of their physical, mental and sexual health and treatment of existing diseases and conditions.

Maternal mortality – see maternal death.

Maternal mortality ratio is the number of maternal deaths that happened in a given time period per 100,000 live births during the same period.²⁸

Midwife is a person who is trained to assist women with childbirth. They are most often women.

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.



Obstetrician is a doctor who specialises in caring for women and their children during pregnancy, childbirth, and the weeks following birth. This includes providing medical care for birth complications and performing caesarean sections. Many obstetricians are also gynaecologists.

Post-natal care refers to health services to support women and their babies from the time the baby is delivered to six weeks later. Women's bodies are returning to their non-pregnant state during this time.

Post-partum refers to the period after a woman gives birth. It is similar to post-natal.

Pre-natal care – see antenatal care.

Reproductive health refers to the well-being people have in their body, mind, feelings and social relationships in relation to their reproductive system. It includes the capacity to have children, and the freedom to decide if, when and how often to have children. Reproductive health includes having information and options to safely go through pregnancy and childbirth, and have the best chance possible of having a healthy baby.

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.

Sex refers to the biological differences between girls and boys, and women and men.

Sexual health refers to the well-being people have in their body, mind, feelings and social relationships. Sexual health requires a positive and respectful approach to relationships, and freedom from coercion, discrimination and violence.

Sexually transmitted infections are infections that move from one person to another through sexual contact.



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www.un.org/en/documents/udhr/index.shtml
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www2.ohchr.org/english/law/cescr.htm



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)

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

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

Bank: National Westminster Bank Plc
Belgravia Branch
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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 _____

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Signature _____ Date [dd/mm/yy] _____

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

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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?

14. The fundraising activities and tips were easy to follow

15. The fundraising activities and tips were useful and helpful

16. The fundraising activities and tips were appropriate to the age group

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?

20. The advocacy activities were easy to follow

21. The advocacy activities were useful in helping you prepare your advocacy action

22. The pack has provided a good variety of activities to choose from to speak out and take action on the topic

23. The pack has provided you with sufficient knowledge of the international framework (legislation) to address the issues

24. The pack has improved your understanding of advocacy in general

25. The Stand up to make difference section was relevant to all age groups

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

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