

So Far Yet So Near: Making the global, local

An activity booklet to help and inspire you to promote global awareness within Girlguiding UK

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INTRODUCTION

Welcome to the new and improved *So Far Yet So Near* activity booklet. *So Far Yet So Near* aims to give individuals the chance to learn more about the world, its people and how they affect each other, through the use of fun, practical activities.

This resource will encourage girls to think outside their communities and the life they know, encouraging them to have a greater sense of global awareness. Through this we hope that they will become more aware of people's lives in different countries and understand that global issues can also be local ones. We hope that the girls, through these activities, will become more rounded, responsible and understanding individuals.

At the beginning of each activity you will find information about the section(s) for which it is most suitable, as well as an idea of how much time it can take and what resources you require, if any. Where you are required to print role cards, quiz questions etc, these have been placed on separate pages to make it easier for you.

There is a list of useful websites at the back of the booklet; you might like to use them to find out more information and download additional resources.

With the activities in this booklet and the knowledge you will gain during the day, we hope that you will feel inspired and confident enough to take this resource away and use it with your units.

Remember: global education is supposed to be fun!

ICE-BREAKERS

Shout

A noisy but cooperative experience!

Suitable for:

Rainbows, Brownies, Guides, Senior Section.

You will need:

- Chairs for group members if they wish to sit.

How long will it take?

5–10 minutes will probably be long enough.

What to do:

Ask for a volunteer to be ‘cheerleader’.

The ‘cheerleader’ chooses a word and whispers it to the group, who will whisper it back. The cheerleader then says the word again, slightly louder this time, and again the group repeats it. The sequence continues until people are yelling as loud as they can.

The role of the cheerleader is important, as the sequence works best if it builds up gradually to a crescendo.

The sequence can be made more interesting by reversing it when the crescendo has been reached. The sound becomes quieter until it can hardly be heard.

Once the group is ‘trained’ the cheerleader can operate a volume control.

Knots

An enjoyable cooperative game which encourages group work.

Suitable for:

Rainbows, Brownies, Guides, Senior Section.

How long?

5–10 minutes.

What to do:

The whole group stands in a circle facing inwards.

Everyone closes their eyes and slowly moves inwards with both hands extended in front of them.

Everyone takes someone else’s hand in each of their hands. When the player has hold of two hands she can then open her eyes.

The whole group works together to untangle themselves without breaking the chain by letting go of hands.

Force the circle

A game with a point! Do you want to know what it feels like to be part of the majority or a minority? Then try this energetic game.

Suitable for:

Brownies, Guides, Senior Section.

You will need:

- A stopwatch.

How long?

5–10 minutes.

What to do:

Organise the group into circles of six to eight people.

Ask for a volunteer in each group to be the ‘outsider’.

Tell the members of the group to stand shoulder to shoulder, forming as tight a circle as possible.

Tell the 'outsider' that she must try to get into the circle and the rest of the group must try to keep her out.

After two or three minutes, whatever the state of play, stop the game and ask for another volunteer.

The activity is over once all members of the group who wish to have tried to force the circle.

Talking points:

If you wish to use the activity to explore minority or majority relationships, when asking for an 'outsider' also ask for an observer to make notes on strategies used by both the 'outsider' and the group.

Spend time after the game discussing how people felt as the 'outsider' or part of the circle and any strategies that were observed.

Sabotage

This is a noisy game which could be used to experience conflict in a non-threatening way.

Suitable for:

Brownies, Guides, Senior Section.

You will need:

- Players in groups of three. Two of the players can be seated if they wish.

How long?

5–10 minutes.

What to do:

Each individual in the group of three is allocated a role. One has a talking role, another a listening role and the third is the saboteur.

It's probably easiest to ask the group to label themselves A, B and C. Then announce that A will be the saboteur.

The talker and the listener have a conversation, while the saboteur must try to sabotage the conversation!

To make it more fun, the listener and speaker have to sit facing each other about a metre apart. The saboteur on the other hand is free to move where she wishes – and have conversations with other saboteurs if she wants to.

End the game when it feels appropriate. Make sure that there is no opportunity for real conflict to emerge!

Talking points and questions:

You could ask the players how they felt in the game.

Zoom

A large group circle game, which encourages laughter.

Suitable for:

Rainbows, Brownies, Guides.

You will need:

- A chair for everyone in the group.

How long?

5–10 minutes.

What to do:

Ask the group to sit on chairs in a circle.

Explain that 'zoom' is the sound of a racing car. One person starts the game by saying 'zoom' then quickly turning to the person on their right. That person passes the word

'zoom' to their right in the same way and so on until everyone has passed 'zoom' round the circle.

Next explain that 'eek' makes the car stop and reverse direction. So when the word 'eek' is said the 'zoom' goes the opposite way round the circle.

It may be helpful to allow only one 'eek' per person per game, to prevent domination by a few people.

After a few minutes, introduce another rule: you can change the direction by 'throwing' it across the circle to another person, using a diving motion with the hands and shouting 'weeah'.

Maori hand game

This game was used many years ago to prepare hunters' muscles and reflexes for hunting food. Hunting is still a way of life for many people in the world.

Suitable for:

Brownies, Guides.

How long?

5–10 minutes.

What to do:

The girls are put into pairs, standing facing each other; one should be player A, the other player B. The girls start with their arms loosely behind their backs.

When the leader calls 'Hei Tama Tu Tama' the players take up any of four positions:

- Both hands above the head.
- Both hands on hips.
- Right hand above the head and left hand on left hip.
- Left hand above the head and right hand on right hip.

Then the game can begin.

Player A starts and calls 'Hei'. On this call both girls select a different position.

If they do not strike the same position then player B calls 'Hei' and again they must both change to any of the above positions. This continues until they both strike the same position.

When they both strike the same position the player who called 'Hei' wins the point. They then shout 'Raaaa'.

Players keep their own scores and the first to five wins the game!

The Maoris play with such speed that it is often difficult to see who has won – see how fast you can get at this game.

4UP

This light-hearted activity is intended to help people move from one activity to another just by doing something different. It's exciting and gives a good feeling to the group.

Suitable for:

Brownies, Guides, Senior Section.

You will need:

- One chair per person.

How long?

5–10 minutes.

What to do:

Ask everyone to sit in a circle.

Explain that the rule of the game is that four people should be standing at any time.

No player may stand for more than 10 seconds, though they may stand for less if they wish.

There should be no attempts to communicate between players, but everyone in the group has to watch what is happening and share the responsibility to make sure that four people (no more, no less) are standing at any one time.

Talking points and questions:

You may like to ask the players how they knew when to stand up.

SIMILARITIES AND DIFFERENCES

Odd one out

This activity can be used as a starter, or to put people in groups, but there is also the opportunity to raise awareness of discrimination, rejection and exclusion.

Suitable for:

Rainbows, Brownies, Guides, Senior Section.

You will need:

- Coloured dot stickers. You need enough different colours for small groups and one individual. For example, for a group of 17 you will need four blue, four red, four yellow, four green and one white.

How long?

5–10 minutes.

What to do:

Stick one dot on each player's forehead without them seeing the colour. You may wish to choose carefully who gets the white dot.

Tell the players to get into groups with people of the same colour dot. No one may talk.

Keep your eye on the person with the white spot and be ready to give reassurance if needed.

Talking points and questions:

How did you feel when you met someone of the same colour group?

Were you able to help anyone else get into their colour group?

How did the person with the white spot feel?

Ask everyone to talk about the different groups they belong to (school, sports, Guides etc). Can anyone join these groups?

In our society, who are the odd ones out?

Cooperative faces

This activity has two purposes: to encourage younger children to work together and to think about similarities and differences in people.

Suitable for:

Rainbows, Brownies.

You will need:

- Large photographs of children's faces, representing different races and both genders, taken either from magazines or from the Internet. You will need one photograph for each child playing the game. Group the photographs into sets of about six, as the game will be played in small groups.
- One envelope for each person playing the game.

Preparation:

- Take the first set of photographs and divide each picture into six pieces in the following way:
 - Cut along a horizontal line drawn across the face between the chin and the bottom lip.
 - Draw another line between the upper lip and the nose and cut along this line.
 - The next line should be drawn between the nose and the eyes.
 - Draw another line above the eyebrows and cut along it.
 - Finally, take the eye section and divide it so that you have two separate eyes.
- The pieces of the six photos are then shared between six envelopes; each envelope should contain one piece from each photograph. There should be six pieces in each envelope.
- Prepare the rest of the photographs in the same way.

How long?

15–20 minutes.

What to do:

Divide the girls into groups of six, seated at tables. Give each girl an envelope. Tell them that they are to use the pieces in the envelope to make six faces. The game will be over when all six faces are complete.

The girls must not take pieces from each other. They may give any of their pieces to someone else in the group, if they think they need them. They may place pieces that they do not need in the centre of the table.

Anyone may take pieces from the centre of the table.

Talking points and questions:

Ask the girls what happened in the game. How did it feel to give away pieces of photograph?

Ask the girls to look at the faces. How do they differ, how are they the same? Perhaps you could make a list of the similarities and differences to find out if one list is longer than the other.

Me too!

We're all unique and we're all different. Apart from helping everyone to get to know each other better, this game identifies differences between people and the things they have in common.

Suitable for:

Rainbows, Brownies, Guides.

You will need:

- One chair for each participant.

How long?

10–15 minutes.

What to do:

Ask everyone to think of some personal fact or characteristic that they believe is unique to them.

Choose one girl to start. She calls out her unique feature, for example: 'I have been to Turkey on holiday.'

If no one shares this characteristic, the next person calls out hers.

If somebody shares this they must jump up, shout 'Me too!' and sit on the caller's lap. If several people jump up they sit on each other's laps on top of the caller. The game leader asks everyone to go back to their original places and the 'caller' must try again to come up with a unique characteristic. When she manages it, it's the turn of the next person in the circle to be the caller.

This game can be extended by asking for characteristics which are shared by everyone else in the group.

Talking points and questions:

Was it difficult to find something that was unique to you?

In real life, when do we like to feel unique and different and when do we like to feel similar to others?

Would the things that were common to the group also be common to everyone in the world?

The rules of the game

Society has to have rules in order for it to function. But are rules fair to everyone? In this activity you may experience power, powerlessness and discrimination.

Suitable for:

Brownies, Guides, Senior Section.

You will need:

- Coloured sticky paper labels in two different colours; eg, green and yellow.
- Tape or pins.
- A list of six to eight special rules appropriate to the group you are working with (examples are given below).

How long?

This activity can happen while other things are going on, perhaps at a unit meeting, all day or just over the lunch break.

What to do:

Give the labels out at random and ask people to wear them at all times. Everyone in the group should have one.

Pin the rules up in a prominent place and explain that they must be observed. No cheating!

Give the time limit for the activity in advance.

In all other respects the session will be as normal as possible.

EXAMPLES OF RULES

People with green labels:

- May not sit on chairs.
- May not be together in one place with more than one person.
- May not talk to a 'yellow' unless spoken to.
- May not use equipment without permission.

People with yellow labels:

- Have priority at the refreshment table.
- May sit down.
- May help themselves to free materials.
- May speak to the leaders.

Talking points and questions:

Allow enough time for the debriefing.

How did it feel to be yellow or green?

What was the best/worst thing about being 'green' or 'yellow'?

Did anyone try to swap their label?

Relate the activity to real life: what sorts of discrimination happen in real life and who has the power to make the rules? How could we make society fairer?

Day in the life

To encourage the girls to think about other ways that girls experience their world.

Suitable for:

Brownies, Guides.

You will need:

- Colouring pens.
- Pencils.
- Cheap white wallpaper.
- Marker pens.

How long?

30 minutes.

What to do:

Ask the girls to think about a school day – what do they do from the moment they get up to when they go to bed? To represent this, draw a timeline down the middle of a

large piece of wallpaper and mark time intervals on it. The girls can write their names and draw pictures of themselves doing various activities (eg eating breakfast, going swimming, walking to school) at the appropriate times. This should be as detailed as possible, but they should draw and write only on one side of the timeline.

Ask the girls about people in other countries: what do they think life is like in rural Ethiopia? Do they think girls have similar or very different lives to them? Instead of going to school, for example, a girl might have to stay at home to look after younger children, cook for them, or fetch firewood and water. Encourage the girls to draw pictures of these children on the other side of the timeline.

Then read the story (see below). Ask the girls to look at their timeline and see if it has the same kinds of things on it.

After the story, ask them to think about what similarities and differences there are between their lives and Muluken's.

STORY

My name's Muluken and I'm seven years old. I live in a village which is high in the mountains in Ethiopia. My house is made of earth and wood and there are trees all around.

I started school this year. When I wake up I walk two kilometres to collect water. There's no running water in my house so one of my jobs is to fetch clean water from a pump and carry it back home. I then wash, put on my school uniform and then eat some bread for breakfast. Then my sister and I walk to school. It takes about 30 minutes. I go to school in the mornings from 7.30 to 12.30.

In the afternoons a whole new group of children come to school. That's because the classrooms are too small to hold all of us children together. Many children don't come to school all the time. That's because most families here are farmers. When it is time to plough the land or harvest, lots of children are needed to help out at home.

We then eat lunch; we always have to wash our hands before we eat. Then we help our mother. My jobs are to sweep in the house and outside the house, because it gets very dusty. I also look after our chickens and collect the eggs.

Another of my jobs is to collect firewood. As there's no electricity we cook over a wood fire and at night I do my homework by paraffin lamp.

Before I go to bed I like to draw. When my mum is home, I cuddle up with her to sleep, while she has a cup of tea.

Extension

The girls could play a game where you read out the story and they have to do the actions to go with it: collecting sticks, fetching water, cooking and so on.

Perhaps they could actually have an African evening where they have to cook food, collect firewood and collect water.

Where is this place?

This activity aims to challenge stereotypes, making people think about how they and other people perceive other countries and why that is.

Suitable for:

Guides, Senior Section.

You will need:

- Copies of the following sets of statements, so that there are enough for each pair to have one set of statements, ie A, B or C.
- A piece of paper and a pen for each pair of girls.

How long?

20–30 minutes.

What to do:

Put the girls in pairs and give each pair a set of statements. Ask them to decide (and write down) which country they think is being talked about, and why they think this.

Get the girls to swap their statements with another pair and repeat the activity.

Continue to do this until the girls have seen all six statements.

Now ask them to feed back, giving reasons for their decisions.

The answer is that all of the descriptions are of the UK. Each set of statements was made by people from a different country. Ask the girls who they think gave the descriptions. (Answers: a – Kenya; b – Hong Kong; c – Australia; d – Afghanistan; e – USA; f – Namibia.)

Get the girls to decide which ones they think do represent the UK and which do not. Talk about where these views come from.

Talking points and questions:

Ask the girls where they think the stereotypes come from - TV, newspapers, friends? Are these always correct?

Ask the girls how they would like to portray the UK or the area they live in.

Are there any stereotypes surrounding where they live or their school?

Ask them if they can think of any stereotypes of the USA, France or other countries that they have visited. Were these stereotypes true?

Perhaps the girls could make a video of their area or a guidebook with photos in, giving their view of it. Would they include the negative points of their area or only the positive aspects?

SETS OF STATEMENTS

A

- They have no crime because they are all rich.
- They eat pigs and frogs.
- There are no black people.

B

- There are big forests.
- They have large roads.
- They have beautiful coins.

C

- It's cold.
- Their country is very small.
- They are bad at sport.

D

- They don't like foreigners.
- They sell a lot of weapons.
- Their women have a lot of freedom.

E

- They have beautiful accents.
- They are very educated.
- They have afternoon tea and cakes every day.

F

- It rains a lot.
- They do not have many children.
- They do not walk anywhere.

If the face fits

The aim of this game is to challenge the girls' stereotypes. Girls should begin to question why they assume certain things about people because of the way they look.

Suitable for:

Rainbows, Brownies, Guides, Senior Section.

You will need:

- Photographs of people from all walks of life (for example mother, plumber, nurse, doctor, musician, ballet dancer, policeman, pilot, astronaut) and of all creeds and colours, male and female, taken from magazines, newspapers, the Internet etc. Do not use photographs that readily identify the person's job, and try to include at least one disabled person – again not easily identifiable from the photograph.
- Make a list of the descriptions/job titles of the people in the photos.
- You could add more 'adult' stereotypes such as someone who is HIV positive, a Christian, a single parent.

How long?

15–30 minutes or longer.

What to do:

It is probably best to lay the photos out on a table or stick them to the wall. Number the photographs.

Give each pair of girls a piece of paper; ask them to copy down the list of descriptions/job titles. Then ask them to write three words which describe that person (eg, farmer – man, dirty, red cheeks).

Next get the girls, in pairs, to walk around the room, looking at each of the photos, deciding which number matches each description (eg doctor = number 3).

(This can be made simpler for Rainbows by using fewer photographs and asking them to stand under the picture which they think matches each description.)

You can then ask them to read out their answers, and their descriptions, to see if they match.

Talking points:

Ask the girls for reasons why they picked each person.

Are stereotypes good or bad? Why?

What stereotypes can the group think of? 'Girls can't play football.' 'Boys are more intelligent than girls.' 'Only thin people can be famous' and so on.

Have the girls ever been victims of stereotyping?

CONFLICT AND COMPROMISE

Pack a bag

The aim of this game is to heighten awareness of the plight of refugees and to bring home to the girls just how hard it must be to leave your home and all your possessions at a moment's notice.

Suitable for:

Rainbows, Brownies.

You will need:

- Items for girls to put in a bag, eg tins of food, teddy bear, saucepan, colouring book, photos of famous people, empty matchbox.
- Bags, for example rucksacks or carrier bags.

How long?

10–15 minutes.

What to do:

Divide the unit into smaller groups and give each group a bag.

Lay out a selection of objects from around the house. Take some luxuries and some practical things; for example, a teddy bear, a pillow, a bar of soap, tins of food, a bowl, a saucepan etc. If you don't have the items, you could write their names on cards.

The girls sit at one end of the room and the objects are at the other.

The girls take it in turn to run up to the items, pick one and return to place it in their group's bag. Set a time limit of three minutes for this part of the game.

After they have collected all items, or the time has run out, ask the girls to empty out their bags and examine what they have.

Ask them if they could cook a meal, build a shelter or feed their family with what they have collected. You could award points for being practical and taking important things.

Talking points and questions:

The important part of this game is the debrief. Perhaps you could ask the girls why some people have to leave their homes at short notice. You need to explain that many people all over the world have to leave their homes at a moment's notice and can only take what they can grab – sometimes this is nothing. Sometimes people cannot take anything as their homes have been destroyed.

This game can be used in conjunction with 'My home' and as an extension.

My home

This is a game to help to introduce the idea of refugees and the unstable nature of their lives. It focuses on what the girls have in this country and what 'home' means to them. This is good when used after 'Pack a bag'.

Suitable for:

Rainbows, Brownies.

You will need:

- Paper.
- Colouring and drawing materials.

How long?

10–15 minutes.

What to do:

Ask the girls to get into groups of three or four and ask them to draw a house. Inside the house they have to write all the things that remind them of home.

Around the outside get them to write all the reasons why people might leave their homes.

Now get the girls to think about what three things they would take with them and why would they take them. What would they miss most?

The girls then have to share their ideas with the others.

Talking points and questions:

Explain to the girls that this is what it's like to be a refugee or an asylum seeker. Ask them to think when they go home about all the things they have and how lucky they are to have the things that they do. Ask the girls to think about those people who have nothing and are living through the generosity of other countries and other people.

You could show the girls pictures of refugee camps so they understand the conditions that some refugees live in.

Leaving home

This game aims to explore the issues facing refugees when they return home after conflict has ended.

Suitable for:

Brownies, Guides.

You will need:

- A big piece of paper.
- Pens.
- A copy of the quotations – one for each group.

How long?

40–60 minutes.

What to do:

Divide the girls into groups of four.

Ask them to discuss and draw the things that they are most fond of where they live – people, spaces or buildings, food or events.

Ask each group to present their results and explain why these things are important.

Each group must then read the quotes from Saranda and Betim. Ask the groups to imagine they have to leave home immediately, with only the clothes on their backs.

Give the girls three pieces of paper and ask them to draw what they would miss the most.

Stick the drawings on the wall and ask the girls to come up with a top five as a group. Is there anyone who can draw on their own experiences – did they move home recently, and if so what did they miss the most?

Then distribute the interview with Farid and ask the girls to imagine they are living in a refugee camp. If they could pick five things they would most want to have in this camp, what would they be? Would they be for survival, protection or maybe fun? Ask the girls to draw them.

Compare these with the top five things they decided they would miss about home – are these things essential for survival? What would they miss out on by being a refugee?

Extension

Ask everyone to draw on pieces of paper the three things they would hope to find when it became safe to return home from the refugee camp.

Is having their own bedroom more important than having a school to go to? Would they want TV or running water?

What are the group's top five? How do they compare with what the group would miss the most?

QUOTES

Saranda, aged 13

'You can't explain the feeling when you're forced to leave home. We ran in the clothes we had on that day. I was afraid that I'd never return to Kosovo. I just wanted to cry and cry and never stop. Most of all I missed my friends and family.'

Betim, aged 13

'The thing I hated most during the war was the shelling and the sounds of terror and screaming. I saw a very close friend of mine killed. People in the Kosovan capital Pristina were friendly, but I felt very lonely because when I started school I didn't know anyone. The biggest wish I have now is to rebuild our school because it was destroyed.'

Farid

'The war in Afghanistan meant we had to leave our home. My mother, sister and I now live in a refugee camp in a big tent; some people here live in small houses. The rest of my family were left in Afghanistan.

'Every day I get up early and pray. I eat breakfast and then my older sister gives me religious education and then I go to school. I have lunch at home and then go to an English course. Later on I collect firewood and then I go out to play cricket with my Pakistani friends. When I get home I have dinner and go to bed.'

Kominek

This activity is popular in Poland. 'Kominek' means 'coming together to talk around the fire'; it probably dates from the days of the campfire yarn when the basics of Scouting and Guiding were taught in this way. For us, it is an unusual way of finding out about someone's lifestyle and culture. It's also fun, especially if those taking the parts have some dramatic skills.

Suitable for:

Guides, Senior Section.

You will need:

- Three or four volunteers to take on the roles – outline roles will need to be prepared in advance.

How long?

30–60 minutes.

What to do:

Decide on the issue or situations to be considered; for example the issue might be to do with the role of women, or women's rights.

Find three people willing to take on acting roles, and give out role cards to them. Explain that they will be asked to get into the character of the person on the card, and improvise a story about that person's life. Have a dressing up box available – once in costume there will be no stopping your actors.

Ask everyone to sit in a circle – it is important they feel comfortable.

Dim the lights, provide a few lighted candles and some low volume background music to develop the 'atmosphere'.

At the appointed moment the first player enters the circle. She walks around talking, as if to the world in general. She tells something of her life, the ups and downs, the work she does, her family, the things that make her happy and the things that make her angry. She might also share the happiest moments in her life as well as some sad ones.

Once an actor has the storyline it's usually easy to develop it!

After a few minutes she stops and asks if anyone wants to ask questions. The questions should relate to her situation – once in role she will be able to answer questions and share her 'feelings' with the group.

When the first player has played her part, she leaves the circle and the second player enters, does her bit, answers the questions. Finally it is the third player's turn.

At the end it is up to the event leader to finish with a few well-chosen words, thank the actors and audience for their participation and prepare to chat informally about your appreciation of the activity.

Talking points

It is possible to experience many emotions in this activity from hysterical laughter to tears in the eyes. While on the one hand you know you may be stereotyping, on the other hand you are also opening your mind to the wonders and difficulties of other people's lives that you may never have thought of in the normal way.

Give roles which go against stereotypes, for example a rich African woman, a homeless person in the UK etc, and see how the girls react to this.

SAMPLE ROLE CARD

Wife of a Kenyan farmer

Your name is Agnes. You are 24 years-old and have six children; four girls and two boys. You did not attend school and got married when you were 16 years-old. Although you cannot read or write, you are good at looking after the family and selling your vegetables and eggs at the market.

One of your boys goes to school and the others stay at home and help you farm the small plot of land that you have. You have very little money; any money you do have, your husband takes and spends on himself. You would like all your children to go to school, but you know that this is not possible because of money and also because a girl's education is not thought to be important.

ENVIRONMENTAL ISSUES

The world in a carrier bag

An activity to find out where our food comes from.

Suitable for:

Rainbows, Brownies, Guides.

You will need:

- A carrier bag for each group containing tins, packets or labels from different types of foods (see 'Foods coming into UK' list).
- A 'Foods coming into UK' list for each group.
- A large display map of the world.
- A small photocopied map of the world, scissors, wool, pens, drawing pins and a polystyrene tile (or piece of cardboard) to attach the map to for each group.
- Paper towel might be needed to display food.

How long?

15 minutes.

What to do:

Ask each group to unpack its bag and look at the food packaging to find out where the food has come from. If this information is not on the label use the 'Foods coming into UK' list.

The group then consults the display map to identify the countries and mark these on their small map. The group makes its own display, mounting the map on the polystyrene sheet or cardboard and linking the food items to the countries on the map.

Talking points and questions:

Were the girls surprised at where the food came from?

If the prices are marked on the foods, you could ask the girls to look at these and consider why some foods are cheap and others expensive.

For Guides: ask the group to make a note of one meal they eat during the week, noting where the ingredients came from. The following week the girls could calculate how many kilometres their meal had to travel to get to their plate – you will need to make sure the map has a scale on it. (You could do the Top Banana game along with this.)

FOODS COMING INTO THE UK

Tea	India, Kenya, Uganda, China, Sri Lanka, Tanzania, Bangladesh	Main fishing areas	East and west coasts of the USA, Peru, North Sea, Bay of Biscay, Cape of Good Hope, North Arabian Sea, Bay of Bengal, Sea of Japan, South China Sea around Malaysia, Singapore and Indonesia
Coffee	Brazil, Nicaragua, Ivory Coast, Uganda, Ethiopia, Kenya	Eggs	UK, France
Sugar cane	West Indies, Cuba, Brazil, India	Cheese	UK, France, Switzerland, Greece, Denmark, Ireland
Sugar beet	UK, France, USA, Russia	Butter	UK, France, Netherlands, Denmark, Ireland
Honey	Australia, Cuba, Mexico, Belize, China, Guatemala	Margarine	USA, France
Cocoa	Nigeria, Ivory Coast, Brazil, Cameroon, Ghana	Beef	Canada, Venezuela, Brazil, Argentina, USA, Mexico, India,

			China, New Zealand, Australia, UK, France, Germany, Russia, Ireland, South Africa
Cereals (wheat, rye, barley, maize, millet)	USA, Canada, Peru, Mexico, Argentina, South Africa, Morocco, Tunisia, UK, Spain, France, Germany, Russia, China and Australia	Lamb	Canada, USA, Peru, Bolivia, Paraguay, Argentina, Russia, South Africa, Somalia, Australia, New Zealand
Rice	India, Bangladesh, Burma, Thailand, Vietnam, Malaysia, Italy	Pork	USA, Brazil, UK, France, Germany, Russia, China, Malaysia
Pasta	Italy, Greece	Animal feed	Indonesia, Brazil, USA
Popcorn	USA	Peaches	Australia, South Africa
Raisins	Turkey, USA	Oranges	South Africa, Israel, Spain, Cyprus
Beans	China, Turkey, Peru, USA, Ethiopia	Lemons	Greece, Israel, West Indies
Peanuts	China, USA	Tomatoes	Italy, Spain, Canary Islands, Netherlands, Guernsey
Apples	France, USA, South Africa, UK, Chile	Potatoes	UK, Spain, Cyprus
Bananas	West Indies, Costa Rica, Philippines	Onions	Spain, UK, Netherlands, Chile
Grapes	Greece, Chile, South Africa, Spain	Carrots	UK, Netherlands, Italy

Living on an island

This activity is designed to explore some of the issues related to living on a small island.

Suitable for:

Guides, Senior Section.

You will need:

- A large piece of paper.
- Colouring and drawing materials.
- Copies of the scenarios, one for each group.

How long?

20–30 minutes.

What to do:

Each group must draw the shape of an island on a large piece of paper and put it up on the wall. Ask the group to make up some facts about the island:

- Climate and water (where are the rivers, reservoirs; is it hot or cold?).
- Work (farming, fishing, shops etc).
- People (where they live, language, religion, appearance, clothing).
- History (eg important events).
- Food, music, culture, laws.
- Any other ideas.

They should draw the details onto the map and write up the information about their island. The aim is for the group to become involved with, and attached to, the island.

Each group is then given a scenario. Once they have read the scenario they should discuss how it makes them feel; what they would do if they lived on the island; and the impact they think it will have on their island immediately and in the short and long term.

From the discussions the girls must perform a role play to the rest of the group about the problems their island faces, the impact upon its people and how the group has tackled and dealt with the issues.

SCENARIOS

1. Volcano erupts

The island is being devastated by a volcano. Flames are leaping into the air and molten lava is pouring down the sides of the volcano, sweeping away fields, woods and houses. The capital of the island has been ruined. Some people have been killed and others are fleeing for their lives. Some have left for other nearby islands but many are staying while it is still possible to do so. Half the island is spoiled by the smoke and ash. Schools are closed or ruined and many people have no homes.

2. New airport

Tourists enjoy coming to your island because it has lovely beaches, good food and stunning countryside. The government has suggested that a big airport should be built so that more tourists can visit. While this will bring much-needed money to the island, there are also many disadvantages. More tourists will mean more hotels, more food will be needed which may need to be imported, there will be more rubbish, this will change the way of life and create noise and pollution. But the government thinks it is a good idea and can only see the positives.

3. Oil tanker crash

The island, which gets its main income from selling fish, is near to shipping lanes. An oil tanker has crashed into some rocks off the coast of the island, spilling its cargo of oil. This ruins the beaches and kills much of the wildlife.

4. Reduced payments

The island grows bananas and sells them to other countries. Suddenly, the people who buy the bananas decide they will not pay as much for them, so the islanders get less money. Some of them cannot afford to live on the reduced income.

5. New factory

A company has come to your island and have asked if they can build a trainer factory on the island. They want to make trainers which they will produce for a low price and then sell for a very high price overseas. They will bring work to the island, but the working conditions are not good, the hours are long and the pay is low. The government wants to say yes, but the factory will only come to the island if they don't have to pay taxes. Some people think that the factory should not come and that they should demand more from the company.

INEQUALITIES

Take a chance!

It is very difficult for young people who live in the 'throw-away society' of the rich world to understand the vast differences in living conditions between countries of the northern and southern hemispheres.

This game attempts to allow young people to experience these differences and open their minds to questions concerning the sharing of the Earth's resources.

Suitable for:

Brownies, Guides.

You will need:

- One set of 'Chance' cards - as many cards as there are players. Examples of cards are provided; print them, cut them out and mount them on card.
- If you do not have 30 players, ensure that the game cards are divided so that 20 per cent of the people will get 80 per cent of the sweets. At least 15 per cent of the players should have 'rich country' cards.
- Small sweets.

How long?

About 20 minutes.

What to do:

This game can be played with a group of up to 30 players.

Explain that the sweets represent food: 1 sweet = 1 meal.

Ask the group to decide how the meals (sweets) should be distributed; ie share the meals out or one person one meal.

What are the reasons for their decision?

Explain that they are going to play a game where the number of meals they receive depends on what's on the cards (ie luck).

The cards are placed face down in the centre of the group. When the game begins the first player takes a card, reads it to the group and follows the instructions.

Each person should keep a count of the sweets they receive, especially if they start eating them straight away!

The next player then takes a card from the pile and the game continues until everyone has had a go.

Talking points and questions:

In the real world, 20 per cent of the population gets 80 per cent of the resources. How do your results compare?

How did you feel while playing the game?

The cards give reasons for the number of sweets (meals) earned. Did you think they were reasonable and fair?

Were there any differences between the attitudes of the lucky people in the game and those who were not so lucky?

Does this game have anything to do with the way things are in the real world?

Can you name or describe a country in which you might have lived according to the card you turned over? Where does the UK fit into this representation of rich and poor countries?

Is there any way in which things could be improved for people in poor countries?

CHANCE CARDS

Key: □ = rich country; □ = poor country

<p>□ You have just helped the family to harvest the crop. It has been very hard work. You can take one sweet.</p>	<p>□ Your father cannot read or write; he did not have the chance to learn when he was young and now cannot get a job. Do not take a sweet.</p>
<p>□ Your parents have Aids and are too ill to work. Do not take a sweet.</p>	<p>□ Your father has a good job but he must pay school fees for you and your three brothers. Take only one sweet.</p>
<p>□ Your father is blind as a result of an infection in the water. Your mother cannot work because there is no one to look after the children. Do not take a sweet.</p>	<p>□ A flood has destroyed the family crops. You do not have any money. Do not take a sweet.</p>
<p>□ Because of the efforts of a British aid organisation, your village now has water to irrigate the fields. You can take one sweet.</p>	<p>□ You were able to use what you had learned at school to help your family cultivate a garden this year. You can take one sweet.</p>
<p>□ Your father is looking for a job but there is no work available. Do not take a sweet.</p>	<p>□ A Scout taught your father how to keep a few chickens to provide eggs for the family and for sale. Take one sweet.</p>
<p>□ All your family income this year was needed to cover hospital bills when you had a broken leg. Do not take a sweet.</p>	<p>□ Locusts ate most of your family's crops this year because you couldn't afford pesticide. Do not take a sweet.</p>
<p>□ Your family has just harvested a large crop of jute, which is used to make sacks. Since many buyers of jute have changed to using plastic bags the price of jute has fallen. You may have only one sweet (this time last year you would have had two).</p>	<p>□ The family food bill has risen dramatically this year because of large orders for grain and soya beans to fatten beef cattle in wealthy countries. Take two sweets but only keep one. Give the other to the person who has the most sweets at the end of the game.</p>

<p>□ You have completed your school education and managed to get a job but all your money is needed to send your brother to school. Do not take a sweet.</p>	<p>□ Ever since your father had malaria he has been too weak to work. Your mother is dead. Do not take a sweet.</p>
<p>□ Your father worked on a fishing boat, but the fish he catches are sold to feed the pets of wealthy people. Take two sweets but only keep one. At the end of the game give the other to the person who got the most.</p>	<p>□ You have harvested a big crop this year. You should receive three sweets but you have to give two thirds of your income to the owner of the land who lives in a large house in the town. Take one sweet.</p>
<p>□ Your family's small farm produced very little this year because fertiliser costs were too high. Do not take a sweet.</p>	<p>□ The crops on your family plot failed because of drought. Do not take a sweet.</p>
<p>□ Your father has lost his job in the coffee factory. The wealthy country that bought coffee from your country is now buying it from another factory. Do not take a sweet.</p>	<p>□ Your father works in a copper mine. Raising his wages would mean less profit for the factory owners who live in a wealthy country. Take one sweet.</p>
<p>□ Your family grows coffee. The crop was very good this year but there is a surplus and the price has fallen. You may take only one sweet (this time last year you would have had two).</p>	<p>□ Your mother has been awarded a large wage increase. You may take seven sweets.</p>
<p>□ Your father was given free schooling and now has a very good job. Take 10 sweets</p>	<p>□ Your family owns and runs a small business; because you have all worked hard you have done quite well. You may take eight sweets.</p>
<p>□ Even though both your parents are unemployed, they receive state benefits. You may have four sweets.</p>	<p>□ Your family has inherited a great deal of money from a wealthy relative. You can take twelve sweets.</p>
<p>□ Although your family is wealthy, they've just spent a lot of money on your grandfather's funeral. People</p>	<p>□ Your parents both work, although their wages are not high. You can take six sweets.</p>

would have thought it disrespectful if they hadn't. Take one sweet.	
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The great divide

This game will introduce ideas of gender inequality and get the girls thinking about how they can challenge these.

Suitable for:

Senior Section.

You will need:

- A set of statements for each group.
- A list of the countries for each group.

How long?

10–15 minutes.

What to do:

Spread out the statements and names of the countries on each of the girls' tables.

The girls must then match the country to the statement.

Talking points and questions:

What were the reactions to these statements? Were they expected?

Ask the girls how they think they could help make their community and the society they live in more equal and open to all.

ANSWERS

1 - Togo, 2 - Sri Lanka, 3 - UK, 4 - South Africa, 5 - Switzerland

STATEMENTS

1. Inheritance laws bar a woman from inheriting property owned by her father or husband.
2. This country had the first female prime minister.
3. One in four women is a victim of domestic violence in her lifetime.
4. This country's constitution states that no person may unfairly discriminate against someone on the grounds of their gender.
5. Married women cannot fill out their own tax returns; their husbands must do it for them.

COUNTRIES

Switzerland	Togo	UK	Sri Lanka	South Africa
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Global snakes and ladders

This game is a fun activity to educate the girls about issues surrounding health and women in developing countries.

Suitable for:

Brownies, Guides, Senior Section.

You will need:

- One die for each group of girls.
- Buttons as counters.
- A snakes and ladders board for each group of girls.
- A set of the questions for each group.

How long?

15 minutes.

What to do:

Put the girls into groups of four.

Give each group a die, different coloured counters, a set of questions and a snakes and ladders board.

Explain the rules to the girls:

- Girls landing on the bottom of a ladder or the head of a snake must answer one of the questions.
- If the question is answered incorrectly, then the girl moves down the snake or stays at the foot of the ladder as appropriate.
- If the question is answered correctly, then the girl moves up the ladder or stays at the head of the snake, as appropriate.

The first person to the top is the winner!

QUESTIONS ABOUT THE LIVES OF WOMEN

Question	Answer
Women in developing countries work an average of 60 hours a week. True or false?	False – they work 60–90 hours a week.
Women throughout the world are paid 30–40 per cent less than men for the same work. True or false?	True.
Of the 1.3 billion people living in poverty, 70 per cent are women. True or false?	True.
45 per cent of the world's refugees are women. True or false?	False – 65 per cent of the world's refugees are women.
Girls are less likely to die from malnutrition and preventable childhood diseases than boys. True or false?	False – girls are twice as likely to die from these than boys.
Women produce 40 per cent of all food in the developing world. True or false?	False – women provide 60 per cent of the world's food in developing nations.
There are 876 million adults in the world who cannot read nor write; 55 per cent of these are women. True or false?	False – 75 per cent of them are women.
Women hold 14 per cent of seats in parliament worldwide. True or false?	True.
48 countries in the world still do not have any women in senior government positions. True or false?	True.
Women provide 40–60 per cent of all household income worldwide. True or false?	True.
Women produce 55 per cent of all food eaten in Africa. True or false?	False – they produce 75 per cent.
One in every 13 women in sub-Saharan Africa dies while giving birth; in industrialised countries, only one in 4,100 women dies in childbirth. True or false?	True.

QUESTIONS ABOUT THE LIVES OF CHILDREN

Question	Answer
Out of every 100 children born in 2000, 30 will have suffered from malnutrition in their first five years of life. True or false?	True.
Out of every 100 children born in 2000, 13 will not have been immunised against the most common childhood diseases. True or false?	False – 26 out of every 100 children have not been immunised.
Out of every 100 children born in 2000, 19 have not had access to safe drinking water. True or false?	True.
Out of every 100 children born in 2000, 40 have no toilet nor access to clean water. True or false?	True.
Out of every 100 children born in 2000, ten	False – 17 of these children will never go

will never go to school. True or false?	to school.
30,000 children aged under five die every day (nearly 11 million children a year) – mostly from preventable causes. Of these, four million a year die in their first month of life. True or false?	True.
The amount of money spent on education in the developing world increased between 1960 and 1990. True or false?	True.
100 million children in the world don't go to school. True or false?	False – 115 million children don't go to school.
Children in Britain watch, on average, 18 hours of television a week. True or false?	False – they watch 21 hours a week on average.
There are 23,323 girls and young women involved in guiding in Sri Lanka. True or false?	True.
Girls who are of Rainbow age in Hungary are called 'Flowers'. True or false?	False – they are called 'Fairies'.

If the world were a village...

Rather than an activity, this is something which you may like to read to your Guides and Senior Section members. Perhaps you could make it into a quiz, to challenge the girls' stereotypes and views of the world, encouraging them to look wider.

If the world was a village of 1,000 people, it would include:

- 584 Asians
- 124 Africans
- 95 East and West Europeans
- 84 Latin Americans
- 55 former Soviets (including Lithuanians, Estonians and other national groups)
- 52 North Americans
- 6 Australians and New Zealanders.

The people of the village have considerable difficulty in communicating:

- 165 people speak Mandarin
- 86 English
- 83 Hindi or Urdu
- 64 Spanish
- 58 Russian
- 37 Arabic
- The remaining 507 speak Bengali, Portuguese, Indonesian, Japanese, German, French and 200 other languages.

In this village of 1,000 people there are:

- 329 Christians
- 178 Muslims
- 167 'non-religious'
- 132 Hindus
- 60 Buddhists
- 45 atheists
- 3 Jews
- 86 all other religions.

One third of the people in the village are children. Only 60 are over the age of 65.

This year, 28 babies will be born in the village. Ten people will die, three of them for lack of food and one from cancer. Two of the deaths are of babies born within the year. An increasing number of people – too hard to quantify – will be living with HIV/AIDS. In this community, 200 people share 75 per cent of the income while another 200 share only 2 per cent of the income.

Only 70 own a car (although some of the 70 own more than one).

About one third of the people have access to clean, safe drinking water.

Of the 670 adults in the village, half are illiterate.

The village has a total budget each year of over £3 million – £3,000 per person if it is distributed evenly (which it isn't). Of the total:

- £181,000 is spent on weapons and warfare
- £159,000 on education
- £132,000 on healthcare.

It's an unfair world

This may also be useful to share with your unit, especially before playing the 'Diamond ranking' game. While many of these figures are out of date now, they still show the unequal division of wealth and resources within the world.

	Share of the rich industrialised nations	Share of the poorer nations
Number of countries	28	113
Population	24% of global population	76% of global population
Wealth (Gross National Product)	78% of the world's wealth	22% of the world's wealth
Consumption (percentage of non-renewable resources per annum)	83% of all the world's petrol, 92% of the natural gas	17% of the world's petrol, 8% of the natural gas supply
Consumption (percentage of grain supplies per annum)	16% for humans, 46% for animal feed; 62% of total	30% for humans, 8% for animals; 38% of total

Diamond Ranking

This is a diamond ranking game to help you think about some of the issues which are the cause of poverty and prevent development in so many parts of the world.

Suitable for:

Senior Section.

You will need:

- A sheet of A3 paper or card for each group
- A set of nine statements for each group plus one blank card
- A pen.

What to do:

Divide the unit into groups of between three and six.

Each group should fold its A3 sheet in half lengthways. Open it up again and then fold it in half widthways.

With a long side uppermost, write the numbers '4', '5' and '6' - evenly spaced, across the whole width of the paper - along the horizontal fold from left to right.

At the top of the vertical fold, write the number '1' and at the bottom of the vertical fold, write '9'.

Enter the number '2' evenly spaced along a diagonal line between '1' and '4'. Enter the number '3' along a diagonal line between '1' and '6'. Similarly, enter '7' between '4' and '9', and '8' between '6' and '9'. The numbers should form a diamond pattern.

The girls should cut out the statements, and then discuss each one and decide where upon the diamond it should be placed. The most important statement at '1', the second most important statements at '2' and '3', the third most important at '4', '5' and '6', the fourth most important statements at '7' and '8' and the least important statement at '9'.

If the group has difficulty doing this, it sometimes helps to decide on the most important then the least important and work towards the middle.

The girls should write one statement of their own on the blank card.

Talking points and questions:

Often, there are no right or wrong answers. Look for variations and find out why. Accept the views of the group as a whole – they will more than likely coincide with yours.

Are there any things which we as people living in the UK can do to help to change these statements – either as an individual or as an organisation? For example:

- Buying fairly traded goods to minimise the links with multinationals
- Reduce, reuse, recycle - live more sustainably
- Lobby through OXFAM, Amnesty International, Actionaid etc
- Educate people about these issues - make people aware.

STATEMENTS

Countries in the global south are so poor because ...

The climate: lack of rain, too much rain, high temperatures all slow down development.	Poor health: people don't have the physical strength or energy to develop their country.	Overpopulation: throughout the Third World, birth rates far exceed death rates.
Governments are corrupt; they just do not care about the people.	Lack of capital for investment and financing development.	The people are too lazy and don't work hard.
There are too many wars and too much money is spent on weapons.	Western banks and multinational companies make development difficult.	

FAIR TRADE

Fair trade is a trading partnership which seeks to give poorer countries a fairer deal when it comes to trade.

Often small farmers in poorer countries only export one or two crops, and when the price changes on the market they are affected severely and are often forced to sell their produce for less than it cost to grow or harvest it. This is because national companies who buy a large amount of these products want to keep the costs down so they can make more profit and compete with other businesses.

The Fair Trade Organisation, rather than buying from a middleman, buys from the farmer directly to ensure that the farmer gets a fair price for their produce.

The fair trade price offers a minimum price for the produce which covers the price of production and a little bit more.

The extra money people earn is often invested back into the business and into the local community, such as supporting schools and farming.

There are many more detailed explanations of what fair trade is on websites such as www.fairtrade.org.uk.

There are also a large number of fair trade activity games for young people. These explain the frustrations and issues surrounding fair trade. These can be bought or downloaded from websites of organisations such as Oxfam, Save the Children, Christian aid and CAFOD. Details of these are on their websites (see final section) and in their catalogues.

Top banana

An activity which makes the girls think about where their food comes from, linking the global to the local.

Suitable for:

Rainbows, Brownies, Guides.

What you will need:

- A detailed world map with a scale.
- A piece of string for each group.
- 'From Tree to table in five easy steps' (see below). - how many?
- Photos or other pictures to illustrate each of the five steps.

How long?

20 minutes.

What to do:

Ask the girls to find all of the following banana-growing countries on the map:

- Australia
- Costa Rica
- Honduras
- Kenya
- India
- Nicaragua
- Tanzania
- Philippines
- Thailand

Ask them what type of weather they think banana trees like? Hot or cold? Dry or wet?

Give each group the set of pictures and ask them which order they think they go in.

Help the girls to put the photos in the right order

Next give out the captions and ask the girls to put them next to the photos.

Extension activity

SUITABLE FOR:

Guides and Brownies.

Using the piece of string and the scale on the map, you could get the girls to measure how far bananas have to travel to get to our plates.

Ask the girls to imagine they have to explain to Rainbows, using a play, how bananas travel to their lunchboxes. You could start with the day the bananas appear on the tree to the day they are eaten. You could have bananas that speak in different languages!

Who do they think makes the most money from the banana trade? (See the 'Market Shares' game.) Is this fair?

Ask if anyone knows what fair trade is.

Explain that it means that when a farmer sells his bananas he gets a fair price for them. With this money he can send his children to school or buy more seeds or cows. The Fair Trade Organisation guarantees that it will buy a farmer's bananas so that the farmer has a steady income.

In many countries farmers do not get a fair price for their crops. The big companies who sell bananas on to the supermarkets pay the farmers only a small amount of money and keep a lot of money for themselves.

Look out for the Fair Trade label next time you go shopping and see how many products you can spot.

FROM TREE TO TABLE IN FIVE EASY STEPS

Bananas growing on the tree

They grow very quickly and once the bananas are big enough the farmer cuts them down, they are still green when they are cut.

Freshly cut bananas

A bunch of bananas is also called a hand of bananas – can you think why? Banana plants need three things to grow: lots of water, hot weather and good soil.

Labelling the bananas

The farmers wash and label the bananas and sorted them into sizes before putting them into boxes. The bananas are then sent to a warehouse where the sizes are measured and the bananas are put into boxes.

Loading bananas onto a ship

The bananas have a long journey before they reach our homes. They must be kept at 13°C, otherwise they will ripen too quickly. The ships take about 10 days to travel from the West Indies to England – have a look on the map and see how far it is.

Bananas on sale in a supermarket

When the bananas get to the supermarket they are kept in a dark room at a special temperature and are allowed to ripen slowly until they are yellow. This takes about five days.

Know your bananas

This is a fun filled quiz which will increase the girls' knowledge about the wonderful world of bananas. For more interesting information about bananas email: bananas@pobox.com .

Suitable for:

Brownies, Guides, Senior Section.

QUIZ

Question	Answer
1. How many bananas does the average person eat each year?	Bananas are our favourite fruit and we eat an amazing 40 bananas each year!
2. Name three countries in the world where bananas are grown	Australia, Costa Rica, Honduras, Kenya, India, Nicaragua, Tanzania, Philippines, Thailand
3. Bananas grow on: a. trees b. herbs c. bushes	Herbs. The tropical plant they grow on has big leaves and although it looks like a tree it is in fact a herb.
4. The banana plant produces how many crops in its lifetime?	Only one, the banana plant produces many bananas (100-200) but after this it produces no more. It is then cut down and a new one grows in its place
5. Where do most bananas eaten in Britain come from?	The Caribbean, this is mainly due to old colonial links but this is changing and more and more Latin American bananas are being imported
6. According to the EU, what is the perfect length for a banana? a. 14cm b. 12cm c. 16cm	14cm
7. The word banana comes from the Arab word 'banan', what does this word mean? a. yellow b. finger c. monkey's toe	Finger

It's Not Fair!

Experience all the frustrations of unfair trade rules firsthand!!

Suitable for:

Brownies, Guides, Senior Section.

You will need:

- 130 drinking straws, 22 paperclips, string, sellotape, blutac
- A clock
- A bar of fair trade chocolate.

How long?

15–20 minutes.

What to do:

Divide the group into two uneven teams. Give the smaller team 100 straws, string, sellotape, 20 paperclips and some blutac. Give the larger team 30 straws, string and two paperclips.

The smaller team have 10 minutes and the larger team 7 minutes to make a self-standing tower. The team with the highest tower wins the chocolate!

Market shares

This aims to make the girls think about the unfairness involved in banana production – who comes out as the top banana?

Suitable for:

Guides, Senior Section.

You will need:

- Five girls in each group
- A role card for each group
- A big sheet of paper with a banana drawn on it
- Some blu-tac.

How long?

15 minutes.

What to do:

Give each group a role card.

Tell the girls that each banana costs 10p. Ask each group to read their role and decide how large a cut of the price of the banana they should receive. They should consider the amount of work involved and the expenses the workers have.

Each group must then present their case, writing their share of the price on the picture of the banana.

If the total comes to more than 10p, ask the groups to hold a discussion and come to some compromise.

Now reveal the actual situation to the girls and ask them to give their comments.

ACTUAL SHARE OF PRICE OF BANANA

- Growers – 1p
- Windward Islands Banana Development Company – 1p
- Shipping, importing and packaging – 3p
- Wholesaler – 2p
- Retailer – 3p

Talking points:

Do the girls think that this is fair, what division of payments do they think could be fairer? How could the growers get a better deal?

What can they do to help producers get a fairer price? (See 'Top Banana' game for more details or go to www.fairtrade.org.uk .)

ROLE CARDS

Growers

You are a small farmer who grows bananas. After planting it will take nine months before the bunches of bananas are ready to cut down. During this time you must protect them against damage from the weather, pests and pesticides. To do this you must cover the bananas with plastic sheets. You also have to pay for fertiliser and pesticides. When the bananas are ready to pick, you cut them down with a machete and pack them in boxes on the hillside. Then you drive them to the port in your pick-up van.

Windward Islands Banana Development Company

You are a new company half owned by four Windward Islands' governments and half by these islands banana growers' associations. You are a vital link between the farmers and the outside world. You work both to get a good price for the farmers' bananas and to get cheaper shipping rates. You buy pesticides, fertiliser, boxes and plastic sheets in bulk, which the farmers can buy from you. You offer advice about banana growing and can help to arrange insurance.

Shipping, importing and packaging company

Your company transports the boxes of bananas in refrigerated ships. The voyage from the Caribbean to Britain takes about six days. Once bananas have arrived in Britain you organise the transporting, insurance, tax and customs clearance. Bananas are then ripened and packed in your factory. They have to be ripened in special rooms and kept at a constant temperature for about a week. They are then sorted into different sizes. Some are weighed and priced for selling direct to supermarkets. Others are repacked into boxes and sent to a wholesaler.

Wholesaler

You receive boxes of ripened bananas from the packaging company and sell them to retailers.

Retailer

You sell the ripe bananas in your shop or on your market stall. You have to sell them fast before they over-ripen and turn brown.

HIV/AIDS

Over 42 million people in the world are affected by HIV/AIDS today and half of these are women. 70% of all infected females are under 24; most WAGGGS members also fall into this age group. In light of this, Girlguiding UK believes it has a responsibility to equip its members with the knowledge which will enable them to avoid becoming infected themselves and which will allow them to assist those infected and affected by the disease.

Talking about HIV/AIDS can make many people quite uncomfortable and so it is important to consider several points when you run these activities:

- Give plenty of warning that the evening will include activities related to HIV/AIDS. It might be a good idea to let parents and guardians know what you are going to cover.
- Make the evening as warm and as inviting as possible; try to put the chairs in a circle as this is a lot less threatening.
- Give the participants the chance to ask questions even if you are not confident of the answer – it is possible to find out.

Some useful websites are listed at the end of this document. Girlguiding UK, in conjunction with ActionAid, has produced a booklet which has many activities about HIV/AIDS which you can use at your meetings. This is available on the Girlguiding UK website, www.girlguiding.org.uk, in the international and resources section. WAGGGS and the Joint United Nations HIV and AIDS programme have also produced a resource. This is a curriculum which has many interesting activities which the girls must complete to enable them to gain the badge. Please see the WAGGGS website for more information.

Balloon Stomp

This game can be used as an icebreaker or to introduce some of the key facts about HIV/AIDS.

Suitable for:

Guides, Senior Section.

You will need:

- Lots of balloons - enough balloons for at least one per person
- Slips of paper to put inside the balloons
- A pen.

How long:

10 minutes.

What to do:

Write a series of questions about HIV/AIDS on slips of paper.

Write the answers on different pieces of paper. Blow up the balloons and insert one piece of paper into each balloon and then tie the balloons.

Pile all the balloons into the middle of the floor and then ask the girls to stomp on the balloons until they burst.

The girls must then pick up the piece of paper and find someone who either has the answer to their question or someone who has the question to their answer. When all have been matched up they should read them out so the rest of the group can hear.

SAMPLE QUESTIONS AND ANSWERS

Question	Answer
Can HIV/AIDS be cured with penicillin?	No, there is no cure for HIV/AIDS, only drugs which can prolong the life of someone who has HIV/AIDS.
Do you catch HIV/AIDS from kissing?	No you cannot catch HIV/AIDS from kissing someone who is infected because the HIV virus is only present in small amounts.
Does HIV/AIDS affect people in the UK?	HIV/AIDS can affect anyone no matter what sex, age, colour or race. In the UK it is thought that there are about 50,000 people who have HIV/AIDS.

On a mission to understand transmission

This is a game which will enable the girls to see how quickly HIV/AIDS is spread in the world and to experience how it may feel to be infected with HIV.

Suitable for:

Older Guides, Senior Section.

You will need:

- One bag for each player – this could be a paper bag or a carrier bag.
- 30 coloured sweets for each player

How long?

10–15 minutes.

What to do:

Fill two of the bags with green sweets and mark the bottom of these bags with an 'X'.

Do not put green sweets in the other bags.

Mark three of the other bags with a 'C'.

Start by telling the girls that it is only a game and that it is meant to help them to understand how it may feel to be infected with HIV/AIDS.

Now ask the girls to walk around the room and exchange sweets with other people.

After about 5 minutes ask them to sit in a circle and explain that during the game exchanging sweets represented having sex.

Ask the two players with an 'X' on the bottom of their bags to stand up. Explain that the green sweets represented the HIV virus.

Then ask anyone with a green sweet in their bag to stand up – because they exchanged sweets with someone who had HIV they have become infected with HIV too. If anyone has a 'C' on their bag they can sit down. 'C' represents condom use and these people were therefore protected against the virus.

Talking points:

How many people were infected with the HIV virus by the end of the game?

How did they feel when they found out that they had HIV?

How well did they know the person who they exchanged sweets with?

How did the people feel who had 'C' written on their bags feel at the end?

How do they think they can prevent getting HIV?

USEFUL WEBSITES

Aid agencies

www.oxfam.org.uk

www.savethechildren.org.uk

www.cafod.co.uk

www.actionaid.org

www.traidcraft.co.uk

www.christian-aid.org.uk

www.wateraid.org

These large aid agencies provide a wealth of information on global issues and many have resource sections which would be really useful for meetings.

Education and general activities

www.dea.org.uk

This site gives information of local development education centres – many have libraries and will be willing to lend you resources for meetings.

www.woodcraft.org.uk

‘Span the World with Friendship’ is the Woodcraft Folk’s motto. Many of their activities have an international theme and are not only good to use at meetings but also at camp.

www.rednoseday.org.com

Lots of fun ideas on how to teach young people about fair trade.

Sustainability

www.globalfootprints.org

A site with lots of ideas on how to live sustainably and calculate your impact on the world.

www.wwflearning.co.uk

This is the site of the Worldwide Fund for Nature. The ‘Learning’ section is for teachers and has some good information and ideas for activities.

www.eelink.net

Includes links to websites about environmental education.

www.carbonneutral.com

Includes a calculator to work out how much CO₂ you produce and information about how to reduce this.

www.unep.org

Information about lots of environmental issues.

www.earthday.net

Information about how to change the world!

HIV/AIDS

www.nat.org.uk

National AIDS trust – lots of great information and facts, both national and international.

www.avert.org.uk

An HIV/AIDS website which has posters and a wealth of information for educators and information for young people