

Development



Education

Resource Pack for Brownie Guides

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To earn the Dev Ed badge, Brownies just have to complete 1 activity from 5 of the sections. Badges are available from the Distribution Centre at €1 each. We would encourage you to do the badge as a Unit and hope you have fun learning about Dev Ed along the way. There are lots of resources online which you can use if you decide to explore Dev Ed further. Good Luck!



A Quality Health Promoting Organisation

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Fair shares

Aim: Raise awareness of inequality of resources & poverty

Materials: 1 piece of paper and 1 pencil per Brownie

Method:

1. Split the Unit by putting one fifth of the Brownies on one side of the room with four fifths of the paper and pencils. Put the rest of the Brownies on the other side of the room with one fifth of the paper and pencils.

E.g. if there are 20 Brownies put 4 of them on one side with 16 pencils and pieces of paper. Put the other 16 Brownies on the other side of the room with 4 pencils and pieces of paper.

2. Give the small group a large table and lots of chairs and give the large group one table and one chair.

3. Put 10 objects on a tray. Show them to each group for 10 seconds and then cover the tray.

4. Ask the girls to write down or draw all of the ten objects from memory. They must only use their own group's pencils and paper. They have one minute to complete the task.

5. At the end of the task collect the pieces of paper. Praise those who have done well and congratulate them on passing the memory test.

Discussion:

How do the girls in the bigger group feel about the test? Why is it not fair? What would have made the game more fair?

Explain how most of the world's wealth is owned by a very small amount of people. Discuss what you could do to make the world more fair.

Follow up activities: In Sixes make a poster to show how you would make the world a fairer place for all children.





The biscuit game

Aim: To introduce the idea of unequal distribution of wealth around the world.

Materials: An assortment of biscuits (see table below). 7 Plates

Method:

Divide the girls into 6 groups (continents) and give each group a plate of biscuits according to the ratio below. Note that there are a different number of girls in each group and each group gets different types of biscuits depending on which continent they are. *Do not yet tell each group which continent they are.*

Group	Continent	No of girls	No of Biscuits	Biscuit type
1	Australasia	5	5	Fruit shortcakes
2	Asia	6	4	2 digestives, 2 Ryvita
3	Europe	5	8	Hob nobs
4	South America	5	2	Rich tea
5	Africa	8	1	Ryvita
6	North America	1	10	Chocolate biscuits
7	Antarctica	0	3	Custard creams

Tell the girls they can now eat the biscuits and give them about 2 minutes to do so. The leader should watch and not interfere.

Discussion:

How did each group feel about the amount of biscuits they got?

Was it fair?

How did the groups react? Was there stealing/ sharing/ fighting?

What did they think about the types of biscuits?

Explain that the biscuits reflect how wealth is distributed around the world. In some countries there are lots of people who have very little and in other countries there are people who have more than they need.

Put the names of each continent on the wall- can the girls guess which group was which continent?

What could they have done as a group to make it fair for everyone in the room? What are some of the things that the girls have that people in poorer countries might not have? (running water/ warm clothes/house/cars/toilets/phones etc)



ESCAPE!

Aim: To give some idea of what it is like to be a refugee

Materials: 40 A4 sheets, Dice (1 per Six), counters (1 per Six)

Method:

Number the sheets 1 to 40. Write instructions on 15 of the sheets as below:

1. Soldiers attack village. You must run away
4. You are very thirsty. Go back 2 to find water
6. You are hungry. Go back 3 to find food
13. You find some bread. Go forward 5
16. Blisters on your feet mean you must rest. Miss 2 goes
18. Get a lift on a lorry. Go forward 5
20. You are stopped by soldiers. Miss a go
22. An airplane drops a bomb. Miss a go
24. You get sick and there is no doctor. Miss a go
26. You have no passport. Miss a go
28. You get a passport. Go forward 5
30. You have no Visa. Miss a go
32. You get a Visa. Go forward 5
34. You have no plane ticket. Miss a go
36. You get a plane ticket. Go forward to safety.
40. SAFETY!

Arrange the sheets around the room like a path. Each Six takes a turn to throw the dice and moves their counter along accordingly. The winners are the first to escape.





Indian Dancing

Aim: Learn about Indian culture

Materials: none needed but some Indian music would make it more fun.

Method:

This game involves 3 actions from India

1. **Namaste** : an action to show respect. You join both hands in front of the body with palms together and fingers pointing upwards and bend slightly at the waist.
2. **Ballet**: Place your hands on your hips and stand on your toes
3. **Dancing girl**: Your left hand goes up, your right hand goes down, and you smile

Demonstrate the actions in sequence to the Brownies and then arrange them in a circle. (If you have music put it on here) Choose someone to start. The first Brownie can do any of the actions and the Brownie next to her must do the next action in the sequence and so on around the circle.

After a few goes round the circle choose one Brownie to stand in the middle. She then goes to another Brownie in the circle and does one of the actions. The other Brownie must do the next action in the sequence. If she gets it wrong she replaces the girl in the centre. This part of the game must be played very fast and very little time should be given to respond.

Greetings Game

Namaste is a traditional form of greeting in India. Below is a list of greetings in different languages. You can cut out the names of the countries and greetings below and spread them out to see if the Brownies can match any correctly.

COUNTRY	GREETING	COUNTRY	GREETING
CHINA	NI HO	SPAIN	HOLA
JAPAN	KONEECHEEWA	KENYA	JAMBO
ITALY	CIAO	GERMANY	GUTEN TAG
FRANCE	BONJOUR	GREECE	YASSAS
POLISH	CZESC	CROATIAN	DOBAR DAN

Daily Duties



Aim: To look at the difference between a girl's life in Ireland and girls in India

Materials: Copies of the daily duties sheet

Method:

Everyone sits on chairs in a circle with the leader standing outside the circle. One person begins by naming a task that they do during the day (e.g. I clean my room, I do the dishes). This continues until everyone in the circle has named a task they do.

The leader then says 'Each day I...' and calls out a number of the tasks mentioned while walking around the circle.

When their task is mentioned, the participants get up and follow the leader. If the leader shouts 'Bed time' everyone has to sit on a chair. Whoever is left without a chair takes over as leader and the old leader takes over their task.

After five minutes, break into Sixes and distribute copies of the 'daily tasks for poor girls in rural India'.

Give the Sixes paper and art materials and ask them to think about what a typical day would be like for a girl their age in a remote part of India. Ask each Six to make 2 drawings- one showing their own typical day and one showing an Indian girl's typical day.

Discussion:

Whose day would you prefer? Are there any things from the Indian girl's list that you also do? Are there any tasks that you would like to do? What time do you think the Indian girl has to get up at? How do you think she feels in school?

Daily jobs for poor girls in rural India

- | | |
|---------------------------------|------------------------------------|
| Sweeping & cleaning the house | Collecting cow dung for fuel |
| Washing pots and dishes | Feeding the cows |
| Lighting the fire and cooking | Looking after brothers and sisters |
| Fetching water | Helping in the fields |
| Collecting wood for the fire | Cleaning the school classroom |
| Collecting food for the animals | Making tea for the teachers |
| Washing clothes | Taking the goats to graze |
| | Playing |



Education for all

Aim: To send a message to leaders that all children should be educated

Materials: Paper, scissors, coloured pens /pencils to decorate chain

N.B. To be environmentally friendly, use scrap paper or old newspapers. If you are thinking big, you could use some old wallpaper.

Method:

Making the paper chain

1. Fold the paper like an accordion as shown. Each fold should be an equal width.
2. Next, draw the shape of half a girl on the first fold, making sure that the hand is right against the side of the paper and the middle of her body is on the fold.
3. Cut around the figure drawn on the folded paper. Make sure you don't cut through the folded edge at the hand.
4. When you open out the folded paper, you should have made a paper chain which you can decorate.



What to do next...

Discuss who you would like to send your letter to. What kind of people might be able to make a difference to the lives of people in developing countries?

You can send it to your local T.D.

Your local T.D.'s address will be available on www.oireachtas.ie

Otherwise you can send it to the Minister for Overseas Development who is responsible for the government's contribution to Developing Countries.

The address is:

Minister for Overseas Development,
Irish Aid,
Bishop's Square,
Redmond Hill,
Dublin 2

With your paper chain you should include a letter saying why you are concerned that girls everywhere in the world should get an education.



Getting Warmer...

Aim: To help understand climate change

Materials: A room big enough for running around.
NB- You can do this activity outside also.

Method:

Begin with a quick brainstorm on activities the group does every day that need energy or fuel e.g. switching on lights, travelling by car, watching the television etc. Allow enough time so that plenty of energy-using activities are named.

Divide into two teams (A & B) separated by a marked line across the middle of the room. The teams stand at opposite ends of the room.

A member of team A runs to the other side of the room calling out an activity mentioned earlier and tries to touch anyone on team B before running back to her own side. Team B has to try catch her. If she is captured for more than 3 seconds, she is out of the game. Team B then has a go. If necessary, introduce a rule that participants cannot take a rest of more than 20 seconds.

NB- To make the game safer, tell the girls they can only catch each other by the hand.

After about 10 minutes, end the game. Ask how people are feeling.
Are they hot from all the running around?
What happened in the game?
Was there a clear winner?
How did it feel to be captured?

Explain what is happening in the air around us.

When we switch on a light, have a shower, use a sheet of paper, drive in a car or light a fire, we are contributing carbon dioxide and other gases to be released into the atmosphere. The gases are trapped in the atmosphere and form a blanket around the earth that heats up, in the same way a greenhouse does. It is the effect of millions and millions of people, particularly in rich countries, doing the same that contributes to global warming.

Discuss what the effects of global warming can be as an introduction to the next game, SHARK!.





Shark!

Aim: To examine the effects of climate change

Material: One sheet of old newspaper per Brownie

Method:

Place sheets of newspaper randomly on the floor so that there is just enough room for everyone to stand on one.

Explain that the newspapers are islands and the floor is the sea.

Everyone begins by moving around the sea. When the Leader calls 'shark!' everyone has to stand on an island. Anyone touching the water is gobbled up by the shark and is out of the game.

After the first round announce there is a hurricane and remove some sheets.

After the second round announce there are floods and remove more sheets.

After the third round announce the water is rising because the ice-caps are melting and remove more sheets.

At the end of the game there may be one or more winners. Encourage the Brownies to use teamwork to help each other stay on the islands.

Discussion: Does global warming affect us, how?

Has anyone been in a storm—how did they feel?



Chocolate Relay



Aim: To warm the Unit up and teach them how to spell the word Chocolate, Cocoa or Hot Chocolate.

Materials: Open space, one turnip or small melon (or other heavy fruit or vegetable the same weight as a cocoa pod) per team

Method:

Divide the Unit into Sixes. (If you have an uneven number of Brownies, one of the team members can go twice).

Each Six gets a piece of fruit which represents a cocoa pod. They must carefully run with this and pass it to the next person in their team in a relay race.

You can do this in a hall by lining the teams up at one end and put a chair (or chairs) at the opposite end of the hall. Each Brownie runs around the chair and back to her team passing the cocoa pod to the next team member.

During the relay race, when each Brownie is finished, she calls out one of the letters that spells chocolate. When the word is complete they shout out CHOCOLATE. The first team to call out 'Chocolate' is the winning team.

Did you know that your favourite chocolate bar comes from a plant? It's true! Chocolate is made from the seeds of the cacao (kah KOW) tree. Chocolate-making companies buy these seeds to make chocolate bars and sweets. It's hard work for the farmers who grow the cacao plants and often their children must help them out on the farm. When you buy a bar of chocolate for 60c, the farmer may get only 3c. He might not be able to afford to send his children to school or to see the doctor if they are ill. If you buy Fairtrade chocolate, the farmer gets paid better for his work and it tastes just as yum!

N.B. You could try doing the blind taste test on the next page to see which chocolate is more popular...



Chocolate Taste Test

Background

Explain that when people buy or sell things it is called trade. People buying things try to get the lowest price they can. People selling things try to get the highest price they can. If someone loses out, trade becomes unfair. When trade tries to be good for everyone, we call it Fair Trade.

Trade is good for the buyer. They get the goods they need to live their lives or to keep their businesses going. Trade is also good for the seller. The money they make keeps their business going and allows them to buy the things they need. But is this always fair? Sometimes one person or company gets a much better deal than the other. Why do you think this happens?

Aim: To introduce the idea of Fair trade in relation to chocolate and to taste the difference between Fairtrade chocolate and non-Fairtrade chocolate.

Materials: 2 plates, Chocolate A and Chocolate B cards, one page per Brownie to use as score-cards, Fairtrade Chocolate (Divine, ChocAid, Dubble, Green and Black etc) and non-fair trade chocolate.

Fairtrade Chocolate is available in all Superquinn Supermarkets, and some Tescos, Dunnes Stores, Supervalu and Oxfam shops.

If you have trouble finding Fairtrade chocolate you can use two distinctive bars of chocolate and ask the Brownies to name what chocolate it is. For more information on Fairtrade, log on to www.fairtrade.ie

Instructions: Give each girl a score card. Split the unit into 2 where half will taste Chocolate A (fairtrade) and half will taste Chocolate B (non-fairtrade).

Ask them to give each chocolate a score out of 10. Swap the teams around so they can taste the other chocolate and give it a score. Collect the cards and add up all the scores. (You can do this activity without the score cards and ask them what chocolate they preferred by putting their hands up.)

HOW TO MAKE S'MORES

Use this recipe when you are having a camp fire- for best results use Fairtrade chocolate!

Put one piece of chocolate on one Marietta biscuit. Roast a marshmallow over a fire on a large stick until it is brown (or you could use a night light and a wooden skewer!). Put the brown marshmallow on the biscuit and chocolate and make a sandwich with another biscuit. And there you have S'mores! If you don't have a stove or fire, use chocolate spread to 'glue' your s'mores together—the marshmallows will taste just as good! They were invented by the Girl Scouts in America. S'mores stands for "some-mores" (as in "gimme some-more").



Rijayatu's story



You could read this story aloud to the Brownies after doing the chocolate taste test to illustrate why it is important to buy fairtrade products.

How Fairtrade has changed Rijayatu's life

Fifteen-year-old Rijayatu Razak lives in the tiny village of Effiduase. Her parents are members of Kuapa Kokoo, the cocoa farmers' co-operative which sells their cocoa to Fair trade in Ghana.

"Before fair trade I had to get up at 4.30am and go to fetch water. It was a long walk and I had to carry the water on my head, in a bucket. After fetching the water I would have to help with the housework, cleaning and washing, before setting off on the walk to school at 7.30am," said Rijayatu. "If anyone is late for school they are punished and, because I had to finish my work before going to school, I was sometimes late. But now, because of fair trade, we have been able to build a well and so I do not have a long walk to collect water." Previously, Rijayatu's father had been unable to afford the fees to send her to secondary school. Now, thanks to the fair trade prices he receives through Kuapa Kokoo, Rijayatu is not only doing well at school but is telling other girls that they have as much right to go to school as boys do.

"At school I have started my own co-operative. It is for girls only. We think that it is not fair that the girls have to do all the housework while the boys can ride around the village on their bicycles and play football. We think the work should be equal between the girls and the boys. I have told my mother that if I have to fetch water from the well then my brothers should have to fetch it as well. And when she tells me to sweep the yard, I draw a line down the middle and tell her my brothers must sweep the other half, and that they must take their turn in looking after the younger children."

Discussion:

Ask how Rijaytu's life is different from the Brownies.

Would they like to swap?

What kind of things do they do to help around the house?

Activity:

Split the Brownies into Sixes. Half of the Sixes should draw a picture to illustrate Rijayatu's daily life. The other half should draw a picture to illustrate their own daily lives. What are the main differences?



World wide web

Aim: To learn how we are connected in many ways to each other and to people all over the world

Materials: Ball of wool or string

Method:

- Begin by asking the girls how they are connected to each other. Maybe some of them attend the same school, are the same age, come from the same area, have the same likes or dislikes- all are in Brownies.
- Arrange the group in a circle (or circles) of 8-10 girls.
- Ask one Brownie to start by throwing the ball of string to another Brownie in the circle and to say why she is connected to that Brownie. She must keep hold of one end of the string.
- Whoever catches the string keeps hold of it also and throws the ball to another Brownie saying how they are connected. e.g. 'I am connected to Claire because we live on the same street.'
- Eventually you will end up with a web of connections. What does it look like?

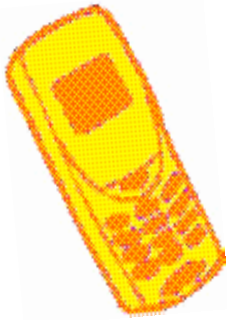


Explain how we are connected to many countries of the world through Guiding and also through our daily life.

Ask the group how they think they are connected to the wider world. Either as a Unit or in Sixes, see if you can fill in all the boxes below.

Find someone who...	Name of Brownie	Name of Country
Has a relative in another country		
Speaks a foreign language		
Can name a famous person from Africa		
Has heard something on the news about another country lately		
Is wearing something made in another country		
Likes food from another country		
Can name a country where bananas are grown		
Has been to another country		
Enjoys eating food from another country		
Has a pen pal or email friend in another country		

It's only a mobile!



Aim: To introduce the idea of being interconnected around the world.

Materials: Map of the world/ globe. Pins/ stickers

Method:

Begin by asking who in the group has a mobile phone. Ask how many people in their house have mobile phones. Have a quick discussion on what is good and what is bad about mobile phones. Where do mobile phones come from?

Using a map of the world, get everyone to guess where phones come from- they can stick a pin or sticker on the map/ globe.

Now explain that in fact phones are made from lots of tiny little parts which are then put together in a factory and sent all over the world to be sold. Read out the paragraph below and as you name each country see if any of the girls know where it is on the map.

Mobile phones contain gold from Russia, copper from Chile, nickel from Canada, coltan from the Democratic Republic of Congo. The aerial may come from Hong Kong and the circuit board on the inside from Malaysia. The speaker is made in China and the computer chips come from Germany. The screen could be from South Korea and the keypad from Taiwan. All these pieces are then sent to somewhere like Ireland to be put together to make phones.

Follow up activities:

Discussion: Nowadays, a mobile is more than just a telephone- you can take pictures, listen to music, record yourself speaking and surf the internet. If you had a magic mobile phone- what is the one special power you would like it to have? What would you use it for?

Wordsearch: Try and find the countries where parts of mobile phones come from. N.B. You could photocopy this and divide the unit into groups to see who finds the 10 countries fastest.

S	O	U	T	H	K	O	R	E	A
Z	J	M	A	A	L	T	U	B	I
G	C	H	I	L	E	H	S	V	S
Y	A	B	W	E	S	O	S	X	Y
A	N	M	A	F	J	N	I	Q	A
N	A	I	N	H	U	G	A	D	L
I	D	O	P	C	D	K	N	R	A
H	A	C	O	N	G	O	W	U	M
C	S	P	W	S	O	N	Y	E	T
Y	N	A	M	R	E	G	Q	I	R

- Canada
- Chile
- China
- Congo
- Germany
- Hong Kong
- Malaysia
- Russia
- South Korea
- Taiwan





The Right to be Happy

Aim: To explore how we each can improve our own lives and other people's lives

Materials: Pens and paper for each person

Method:

Everyone has the right to be happy. Ask the Brownies to think about things which make them happy or unhappy or which make other people happy or unhappy. How can they change things that cause unhappiness?

As a group or in smaller groups make a 'change plan' by discussing the questions below.

E.g. I can make the place I live better by planting something,

I can make my family happier by sharing my things.

<p style="text-align: center;">Where I live What can I do to make the place I live a better place?</p> <p style="text-align: center;">My family How can I help make my family happier?</p> <p style="text-align: center;">My friends What can I do to make my friends happy?</p> <p style="text-align: center;">Me What can I do to be happier?</p>

The Right to be me

Aim: To demonstrate how we are all different but equal.

Materials: Pebbles- one for each Brownie (or you can use potatoes!)

Method: Everyone sits in circle. The leader gives each Brownie a pebble. Ask everyone to study their pebble and get to know it. Collect all the pebbles again and put them in a bag. Shake them up and then empty the bag in the middle of the circle. Challenge each girl to find her own pebble.



Discussion: How hard or easy was it to find their own pebble?

Could the girls describe their pebble so that someone else would be able to identify it?

Allow the girls to decorate the pebbles and give it a personality.



Peace through the five senses

Aim: To look at what 'peace' means to me

Materials: Pens and paper.

N.B. The girls could also decorate their poems or they could work in groups to make their poems into songs about peace.

Fill in the following lines to make a poem about peace...

Peace looks like _____

Peace sounds like _____

Peace tastes like _____

Peace smells like _____

Peace feels like _____

Smiling for peace

Aim: Smile!

Materials: paper, pens, colouring pencils

Method: Everyone stands in a circle. The leader begins by saying, 'I smile when...' e.g. 'I smile when I am with my friends' Each person takes a turn to say what makes them smile. Ask the group how smiling makes them feel. Does anyone know any jokes which have made them smile recently? (Try the ones below)

What happened when the cat ate a ball of wool ?

She had mittens !

What do you get if you cross a cat with a parrot ?

A carrot !

Get the group to sit down and read the following poem to them (you can read it twice to give them time to think about it)

**If we are peaceful, if we are happy,
we can smile and blossom like a flower,
and everyone in our family,
in our entire society,
will benefit from our peace**

What does the poem mean to the group? Does everyone understand it?

In groups draw a picture or write a poem about how smiling makes the world a better place.

CHECK OUT THE WEBSITES BELOW FOR LOTS MORE INFORMATION!

SECTION 1: POVERTY & HUNGER

www.unicef.org/voy
www.concern.net
www.christian-aid.org.uk/learn
www.fao.org/righttofood
www.actionaid.org.uk

SECTION 2: EDUCATION FOR WORLD CITIZENSHIP

www.globallinks.org.uk
www.oxfam.org.uk/coolplanet/teachers/globciti/
www.globalgateway.org.uk/
www.trocaire.org/education/citizenship.php

SECTION 3: GENDER

www.campaignforeducation.org
www.crin.org/forchildren
www.ungei.org

SECTION 4: ENVIRONMENT

www.ecounesco.ie
www.sei.ie
www.carbonfootprint.com/
www.coillte.ie/environment/learn_about_trees

SECTION 5: JUSTICE & FAIRTRADE

www.fairtrade.ie
www.oxfam.org.uk/coolplanet/kidsweb/fairtrade
www.traidcraft.co.uk

SECTION 6: GLOBAL INTERDEPENDENCE

www.waggs.org
www.developmenteducation.ie
www.globaldimension.org.uk

SECTION 7: HUMAN RIGHTS

www.unicef.org/voy
www.amnesty.ie/amnesty/live/irish/education
www.crin.org/forchildren
www.bbc.co.uk/worldservice/people/features/childrensrights/teaching
www.waggsworld.org/en/projects/our_rights_our_responsibilities

SECTION 8: DEMOCRACY & PEACE

www.irishgirlguides.ie/news/VotingBadge
www.takingitglobal.org
www.oxfam.org.uk/coolplanet/teachers/resources/peace