

Development



Education

A Resource Pack for Ladybird Guides

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To earn the Dev Ed badge, Ladybirds just have to complete 1 activity from 4 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 for every Ladybird

Method:

Split the group: If there are 20 Ladybirds put 4 of them on one side with 16 pencils and pieces of paper. Put the other 16 Ladybirds on the other side of the room with 4 pencils and pieces of paper. *(Use a similar ratio depending on the number of Ladybirds in your group)*

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 groups make a poster to show how you would make the world a fairer place for all children.



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 Ladybirds and then arrange them in a circle. Practise doing the three moves again. If you have music put it on here and everyone can do the moves together.

**It is possible to buy Indian Bollywood music in the shops or to download it online.*

Greetings

Namaste is a traditional form of greeting in India. Below is a list of greetings in different languages. Practise saying these out loud as a Unit. Does anyone know any other words from a different language?

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

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 in a circle.

The Leader begins by naming a task that they do during the day (e.g. I clean my room, I do the dishes). Each Ladybird then names a job that they have to do at home. What are the most favourite and least favourite tasks?

Now read out the list of tasks that some girls in India have to do.

Do the Ladybirds do any of these jobs at home?

Would they like to have to do any of these?

Discuss why some girls in India might have to work hard.

You could choose some of these jobs to make up actions to and see if the Ladybirds can guess which jobs you are acting. Or see if the Ladybirds can come up with actions for some of the jobs.

Daily jobs for poor girls in rural India

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



Shark!

Aim: To examine the effects of climate change

Material: One sheet of old newspaper per Ladybird

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.

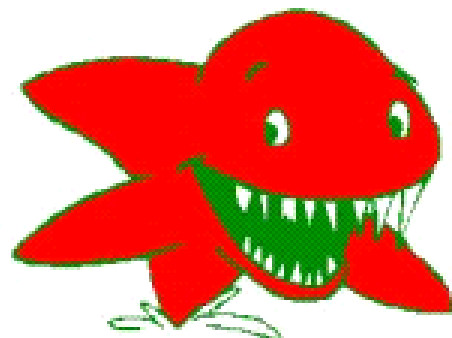
After the second round announce there are floods and remove more sheets.

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 Ladybirds 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 groups of six. (If you have an uneven number of Ladybirds, one of the team members can go twice).

Each group 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 Ladybird runs around the chair and back to her team passing the cocoa pod to the next team member.

The first team to finish is the winner and the whole team must shout out Chocolate when they are finished.



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. Why not do a blind taste test with Fairtrade chocolate and ordinary chocolate to see which one the Ladybirds prefer?





Rijayatu's story

You could read this story aloud to the Ladybirds 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 Rijayatu's life is different from the Ladybirds.

Would they like to swap?

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

Activity:

Split the Ladybirds into groups. Half of the groups 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 Ladybirds.
- Arrange the group in a circle (or circles) of 8-10 girls.
- Ask one Ladybird to start by throwing the ball of string to another Ladybird in the circle and to say why she is connected to that Ladybird. 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 Ladybird 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. As a Unit, see if you can fill in all the boxes below.

Find someone who...	Name of Ladybird	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		

Breakfast round the world!

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

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

Method: Begin by asking what the Ladybirds had for breakfast this morning.

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

Explain that food comes from all over the world before it arrives on our plates. Use a plate of common foods to demonstrate. Ask the Ladybirds where they think each item comes from and then put a sticker or pin in the map to show where it actually came from.

You could use some of the following foods on your plate:

Oranges: Spain

Onions: Australia

Apples: France

Carrots: South Africa

Beans: Kenya

Tuna: The Seychelles

Coffee: Brazil

Chocolate: South America

Pasta: Italy

Rice: India

Potatoes: Holland

Milk: Ireland

Wordsearch: Try and find the countries where some of the things we use in our daily life comes 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

I am happy when...

human rights
all different. all equal

Aim: To explore the idea of rights and responsibilities

Materials: coloured card, string, crayons/ colouring pencils, clothes hangers, scissors

Method:

Everyone sits or stands in a circle. The leader begins by saying, 'I am happy when...' and completes the sentence. For example, 'I am happy when we sing songs at Ladybirds.' Each person around the circle has a go. Encourage the girls to prompt each other if they run out of ideas.

Explain that we all have rights that help to make us happy. For example, we have the right to go to school, we have the right to go to Ladybirds, we have the right to go to the doctor when we are sick. Our rights are protected by an important document called the UN Convention on the Rights of the Child. But we must also behave in a way that allows others to enjoy their rights too. For example, we should listen to what other people say.

Cut the coloured card into shapes, e.g. a sun, a star, a flower. Give each girl a shape and some crayons or colouring pencils. On one side she should draw something which makes her happy. On the other side she should draw something which she can do to make others happy e.g. sharing, listening

Collect the discs and attach string to them by piercing a hole or with sticky tape. Make a mobile by arranging the hangers / sticks in a cross shape and hanging the discs from each arm.

I am happy when...



I can make others happy by...



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:

Ask the girls 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.

Where I live
What can I do to make the place I live a better place?
My family
How can I help make my family happier?
My friends
What can I do to make my friends happy?
Me
What can I do to be happier?

The Right to be me

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

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

Method: Everyone sits in circle. The leader gives each Guide 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