



Our Rights, Our Responsibilities 2002 - 2005

The Right to Be Happy



Introduction

The "Our Rights, Our Responsibilities" Introductory Pack offers the following thoughts on the theme *The Right to Be Happy*:

Everyone has difficulties and challenges in their lives. Whether these overwhelm or motivate us depends on the individual's point of view. Some people remain happy despite having big difficulties because they are determined to be positive and remember the good things they have.

Happiness can be described as a feeling or expression of joy. It cannot be measured. It is a widely accepted notion that the root of all human's behaviour seeks to increase happiness. The ability to be happy is a tremendous gift, developed by the individual and it is one that can be shared with others through our actions. What makes us happy? It has been said that for most people, happiness comes from having a good supportive network of family and friends. This is important because it provides us with a group of people we can relate to on an individual basis. Other things that may bring happiness include:

- *doing something useful and feeling valued by people around you*
- *being accepted and loved*
- *doing a job you like, that brings satisfaction and a sense of responsibility*
- *pursuing a specific interest*
- *enjoying good health*
- *having access to the basic needs of life e.g. security, food, shelter and freedom from abuse.*

Yet many people face hardship and illness with a smile. Why is this? What makes an individual resilient and positive about their lives?

The Right to Be Happy is about thinking about what makes each of us happy and the decisions we must make to secure that happiness. Happiness is connected to responsibilities. Happiness is an elusive idea, yet there are many individuals, families and even societies in the world affected by increasing dissatisfaction with their lives – why is this and what can we as Girl Guides/Girl Scouts do to help?

The purpose of the activities

This Activity Pack has been designed in support of the principles introduced above and to explore the questions posed. Activities have been developed to help leaders encourage Girl Guides/Girl Scouts to think more clearly about what makes them happy; to think about how to express themselves to secure this happiness; and to think with greater clarity about the conflict between different people's perspectives on happiness. Some of the activities will help young people to think more deeply about their own happiness; others have been developed to help them to extend this to thinking about the inner state of others, and the circumstances of others' lives. This involves listening to and taking others seriously, and is intended to move them towards having a greater influence on their local and global community.

Look back at the list of rights within the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the child. Which do you feel are most closely linked to happiness?

The rest of this introductory section explores the issue of happiness more fully, looking to define the concept and explore various aspects of its causes and consequences.

What is happiness?

The word happiness is used in many ways. In the widest sense it is an umbrella term for all that is good. In this meaning it is often used interchangeably with terms like 'well-being' or 'quality of life' and denotes both individual and social welfare.

According to the World Database of Happiness (University of Rotterdam) "Overall happiness is the degree to which an individual judges the overall quality of his/her *life-as-a-whole* favourably." Quality of life has been defined as a combination of opportunities or *life chances* and outcomes or *life results*. The diagram below attempts to represent this.

Diagram 1: Components of happiness

	Outer quality	Inner quality
Life chances (opportunities)	Liveability of environment	Life-ability of the person
Life results (outcomes)	Utility of life	Enjoyment of life

In this scheme, **liveability** refers to good living and environmental conditions; **life-ability** refers to health, energy and resilience to dealing with the problems of life; **utility** assumes some higher values – in terms of perceived meaning or significance to our lives in terms of contribution to society. Finally the bottom right quadrant represents the inner outcomes of life – or subjective **enjoyment of life**.

This perspective on happiness is important in that it highlights the links between happiness and our inner personal qualities as well as happiness and the outer or environmental conditions in which we live. In terms of *The Right to be Happy*, we begin to see then that happiness is a state of being conditioned by many internal and external factors. We also must acknowledge that happiness involves not only our rights but also our responsibilities towards developing our own personal qualities and contributing towards a liveable environment for others to enjoy.

Can happiness be measured?

Can happiness be measured objectively – or even subjectively? Many currently used measures of well-being consist of lists of questions, part of which refer to happiness and part to related concepts. For example, a survey by the University of Rotterdam for the World Database of Happiness posed the question:

"All things considered, how satisfied are you with your life-as-a-whole now (1-10)."

Aggregated by nation, the resulting averages included:

- Bosnia (5.46)
- Bangladesh (5.46)
- Romania (5.88)
- South Africa (7.00)
- China (7.06)
- Brazil (7.26)
- Great Britain (7.56)
- Mexico (7.69)
- USA (7.7)
- Canada (7.87).



Of course it is impossible to derive anything meaningful from the results of one question – but these statistics and the survey which generated them do serve to demonstrate the global and enduring interest in human happiness.

However, we are all capable of evaluating our lives in different ways. Our sense of enjoyment may be a combination of instant satisfactions (e.g. a cup of tea at breakfast) and enduring satisfactions (e.g. marriage or our job) or may be related to our ability to balance the two. An interesting starting point for a discussion on happiness is to ask people to list the factors or indicators that they personally use to measure their own happiness – or the quality of their life. You might find the indicators listed in the next section useful as prompts.

What indicators are used to measure quality of life as it relates to happiness or well-being?

Recent surveys of quality of life have included the following indicators:

- Education
- Healthcare
- Women's rights
- Economic welfare
- Population stability
- Geographic situation
- Political stability
- Political participation
- Cultural homogeneity
- Brotherhood
- Peace
- Good Governance
- Freedom of speech
- Public safety
- Food cost
- Living space
- Housing standard
- Communication
- Quiet
- Traffic flow
- Clean air.

This list suggests that quality of life is most strongly related to liveability of the external environment (see diagram 1). If so, there is a great deal that government, non-government organisations and individuals can do to create the conditions in which happiness can flourish. But is there more to being happy than just the environmental circumstances surrounding the individual. Look again at diagram 1.

What are the conditions that most affect young people's happiness?

Many of the conditions described above affect the liveability of young people's environments. However, many other factors affect the life-ability of young people today. What do you think these factors are?

Perhaps:

- ability to maintain good and constructive relationships with family, friends and people in positions of authority?
- ability to maintain good health and control over, for example, diet, stress and sexual behaviour?



- a role in society whether as a loved member of a family, valued member of a sports team or contributing member of a school class?
- a belief in a future – to be achieved through education, working hard and taking part?

Think of the problems that arise when young people lose their 'life-ability' in these regards – unhappy sexual relationships, drug abuse, anti-social behaviour, a lack of self-esteem. Think too about who is responsible for these outcomes. Very often young people are seen as not 'facing up' to their responsibilities, yet many suffer a reduction in life-ability at the hands of other people. Girls, in particular, often lack choices and options because of others' decisions. They may be restricted by gender, discrimination, poverty, illiteracy, poor nutrition or health care. For some, violence and fear are facts of daily life. For others, motherhood comes early, before their bodies are fully mature and able to bear children without harm. Still others are denied the education given to their brothers or, if they do attend school, have limited job opportunities. How much has 'life-ability' been reduced just because a person is female in your culture?

More positively, think about what WAGGGS offers its members in terms of all the four factors presented in the Components of Happiness diagram above:

- development of self-respect and self esteem
- supportive peer relationships
- expanding skills in analysis and decision making
- increased access to resources
- a belief in the right to make choices to determine the future
- an opportunity to develop the capabilities to make choices.

These choices relate to life-ability and not only to the "right" to be happy but to a responsibility towards happiness for self and others. Perhaps most significantly:

- recognising that it may be wise to refuse short-term satisfaction in terms of longer term contentment
- recognising that small personal happiness may conflict with the greater good
- taking a step back from immediate decision-making to develop a longer term perspective on what will most contribute to personal and social happiness.

Key themes

In developing ideas for *The Right to Be Happy*, some key themes recur:

- 1 The theme of *individuality* – for we are all different and have a right to be happy in our own way.
- 2 The theme of *commonality* – because despite our differences, we have much in common.
- 3 The theme of *compromise* – because we often have to make "trade-offs" or compromises between our own happiness and the happiness of others and between short-term gains and long-term benefits.
- 4 The question of *choice* – since ultimately happiness is not only a right but a responsibility – and we sometimes have to work hard to be happy; we sometimes must make tough decisions that will affect our short-term or long-term happiness (or have to trade off one with the other;) and sometimes have to place a higher value on other people's happiness than we do on our own.



Individuality: is happiness a personal issue?

Many of the activities in the pack will help individuals explore their own definition of happiness. Creative writing and artwork as well as discussion can help people express their views. Such activities are appropriate for all age groups. Remember to encourage acceptance at all times in the right to be different. Allow discussion on what makes us unhappy too. Be cautious about exposing young people to potentially difficult discussions in public, but remember also that your group may offer the only possibility for some members to talk through their troubles. You may find it useful to use the Components of Happiness diagram to begin the discussion of what contributes to personal happiness.

Commonality: is happiness a common bond?

People, irrespective of race, religion or ethnicity, share a common understanding of many of the experiences associated with happiness and with unhappiness. We all understand the feeling of being loved, the pride in success, the joy of friendship. We also share a common consciousness of the pain of bereavement, the loneliness of isolation, the fear of being ill or hurt. Many of the activities in the pack help explore these shared experiences and understanding. This theme is particularly important to young people as a group. Use the pack to explore the problems faced by young people in your community. How do these compare to other groups and other communities in different societies? Let the group reach their own decisions about whether they face problems of the kind often associated with young people – such as difficulties with relationships, substance abuse, pressure at school.

Compromise: is happiness a compromise?

Can and should we do whatever it takes to make us happy? Most of us would probably answer such a question with an immediate "no" – since we can all think of examples of when to do what we like would cause misery to others. But how easy is it to judge how our actions impact on the happiness of others and when it is appropriate to make or expect "sacrifices"? The theme of happiness can be explored not only as an individual state of being but also as a family, community or social condition – to which we can all make a contribution.

Choice: is happiness a choice?

The key to the theme of happiness is choice. Can we choose to do the things that make us happy and say no to those that don't? Can we *choose* to be happy? Where does the pressure to do things that make us unhappy come from – peer groups, school, friends? What do we do if being part of the groups to which we hope to belong means doing things we are not really happy about? There is much to discuss under the heading "choice". Issues need to be handled carefully and probably over a period of time, rather than during one meeting. One of the ways choices can be explored is by discussing trust and who we can turn to for help in times of difficulty.

Happiness: a positive experience!

Although there are potentially some serious issues to discuss, make space and time for a lighter-hearted look at happiness too. Think about jokes and humour. Think how humour varies between cultures and even between members of our own families. Think about the many small ways in which we can make each other happy. The potential for fun and enjoyment through this pack is enormous and it is hoped that there will be a real sense of happiness generated by having taken part!



Links with other activities

The Right to be Happy is one of six packs exploring rights and responsibilities. You may be able to link activities between packs and take a more comprehensive view of rights and responsibilities in this way. As with all the activities within all the packs, they are intended only to initiate a process of reflection and idea generation. Use this first set of ideas to develop more (and better ones!) of your own – or expand and extend the activities included here. Share your ideas with other groups. Remember that there is an infinite number of ways in which we can explore each theme.



ACTIVITY PACK

A GUIDE TO THE ACTIVITIES

All activities can be used for self-help or to help others. Some activities are best carried out by an individual, others by groups. Some activities encourage people to work more closely with their local community, others encourage global interaction. The activity sheets advise you on the relevance of each activity to all the above.

As each activity is planned and carried out, remember **PPR**:

- **Partnership**: can we involve another organization in this activity?
- **Publicity**: can we help raise the profile of our work through the media or by sharing information?
- **Recording**: how will we record the work we are doing so that we retain a personal record of our achievements?

The activity sheets have been written for leaders to use directly with WAGGGS members or for Girl Guides/Girl Scouts working alone. Adapt them to fit your needs. Sheets can be photocopied and distributed or sections can be “read out” or written on a chalkboard or flipchart during group meetings. The activities proposed in the pack are only a starting point, offered as examples which might or might not appeal. One of the “responsibilities” of the Theme is thinking for ourselves about best ways to support the rights issues. We hope that you will develop new ideas which are more appropriate to your local circumstances and needs and share these with others.

It is expected that you will adapt the activities, including the language, to suit your local needs.



ACTIVITY TITLE: STRENGTHS AND HAPPINESS		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To develop a happy and positive self-image and an ability to share this with others and to recognise that lasting happiness requires that we make full use of our strengths and gifts.</p>		
<p>METHOD</p> <p>Part 1 a) Think about who you are as an individual. What are your strengths, what are your interests, what is important to you, what are you good at? b) Design a poster showing all these aspects of yourself. c) Prepare a skills demonstration for your patrol.</p> <p>Part 2 Next make a list of five things which give you immediate satisfaction and five which you think are linked to longer term happiness. Which from both lists are most clearly linked to personal strengths?</p> <p>Part 3 Carry out Part 1, sections a) and b) for a friend. Share your poster and discuss which of your perceptions your friend found surprising. Ask him/her how s/he thinks his/her strengths are linked to long-term happiness.</p> <p>Part 4 Divide into small groups and with an adult helper arrange a visit to talk with an older member of your community. Ask them what made them happy and how this was linked to personal strengths and/or opportunity. Ask them how things have changed over time. You might find the quality of life indicators listed in the introduction useful to stimulate discussion. Reflect upon the results and compare to what you found out about yourself.</p>		
<p>OUTCOME A poster display. A demonstration of skills by everyone taking part. A sense that we all have many gifts that make us unique and help us feel fulfilled and happy. A realisation that our strengths are linked most strongly with long-term and lasting happiness rather than short-term satisfaction.</p>		
<p>PARTNER IDEAS and PUBLICITY You could demonstrate the exercise to another Girl Guide/Girl Scout group or to a class of pupils in a local school.</p>		

(continued on next page)



<p>RECORDING IDEAS The poster display will make an excellent record of this activity.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE All ages.</p>
<p>NOTES This activity allows those who are more creative to present information and influence others. Emphasise that "a picture can paint a thousand words". Some people are very shy about talking about themselves in such a positive way.</p>	



ACTIVITY TITLE: HAPPINESS IN POETRY AND POSTERS

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

PURPOSE

To stimulate initial thoughts about the notion of happiness.

METHOD

Poetry or poster competition: "What makes you happy and what does it feel like?".

1. Engage the group in initial stages of expressing their feelings and sources of happiness; emphasise that there are no right or wrong answers. Prompt discussion by asking them to consider environmental factors, personal factors, values, short-term versus long-term satisfaction and so on.
2. Ask everyone to write a poem or produce a word poster exploring the issue of happiness and how it varies between individuals, cultures, age groups etc. Members could work in pairs or small groups if this is easier.

OUTCOME

A deeper consciousness of the similarities and differences in people's experience and perception of happiness.

PARTNER IDEAS and PUBLICITY

Work with other local branches/groups, possibly by taking part in a poetry/poster competition; invite a local writer to view poetry and to actively encourage creative writing in this way; invite a local newspaper to produce a feature on the project.

RECORDING IDEAS

Produce a collective display for the group and possibly for a local library; produce a scrapbook/portfolio of individual work and work of the group to encourage future poetry writing.

Keep a Triennial Theme personal record sheet or notebook to record your achievements.

AGE RANGE

All age ranges, on different levels; older members might be encouraged to develop posters for groups which they perceive have conflicting views on happiness e.g. parents/children; boys/girls; the old/young; teachers/pupils.

NOTES

Encourages self-expression in a positive way.



ACTIVITY TITLE: DISCRIMINATION		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To be more aware of how discrimination in our daily lives can make us unhappy, to promote empathy with those who are discriminated against, to help people learn how to be assertive. You might find it helpful to read sheet 1 which provides some background on discrimination.</p>		
<p>METHOD</p> <ol style="list-style-type: none"> 1. Ask each person to think of one occasion when they felt discriminated against or one situation when they saw someone else being discriminated against. 2. Ask each person to briefly describe the situation to the group. 3. List all the situations on a flipchart and then ask the group to choose one to discuss. 4. Ask for more details from the person involved. 5. Talk about: <ul style="list-style-type: none"> - how the situation arose - how the person felt - how the person doing the discriminating felt - if either person was justified in their feelings - how to respond. 6. Talk about discrimination in general: <ul style="list-style-type: none"> - most common reasons - why it happens - where such behaviour is learned - whether it is important to challenge discrimination. 7. Study the statement attached (sheet 2) - written by a disabled person - and consider the messages it carries. 8. Devise ten golden rules for avoiding discrimination! 		
<p>OUTCOME A deeper understanding of why discrimination happens, how everyone involved feels and what we can all do about it</p>		
<p>PARTNER IDEAS and PUBLICITY Perhaps a local youth group would be interested in taking part.</p>		
<p>RECORDING IDEAS The group could post the ten golden rules on the wall. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE All ages but be careful not to create prejudice in the minds of younger members!</p>	
<p>NOTES No one should be made or allowed to feel uncomfortable. Discrimination can be positive as well as negative - if you have time, you could discuss this too.</p>		



Discrimination

Identity

Identity is not only a question of how we perceive ourselves. Others identify us and we may not like the label they give us. This identity has to do with values and symbols. It is often linked to social identity. We divide people into groups because there seems to be a need to be different from others. We need to give values to our group which give us a positive value of ourselves. The danger lies in putting negative values on those who do not form part of our group.

Stereotypes

Stereotypes consist basically of shared beliefs or thoughts about a particular human group. The objective of stereotypes is to simplify reality: "they are like that!" Sometimes we use stereotypes about our own group to feel stronger or superior to others – or perhaps to excuse faults in ourselves. Stereotypes are usually based on some kind of contact or images that we have acquired in school, through mass media or at home.

Prejudice

A prejudice is a judgement we make about another person or other people without really knowing them. Prejudices are learned as part of our socialisation process and they are very difficult to modify or eradicate. Therefore, it is important that we are aware that we have them. Prejudices help us to complement information when we do not have it all.

Ethnocentrism

Our judgement, evaluations and justifications are influenced strongly by our ethnocentrism. This means that we believe our response to the world – our culture – is the right one; others are somehow not normal. Mere contact with people from other cultures can actually reinforce our prejudices.

Discrimination

Discrimination is prejudice in action. Groups are labelled as different and discriminated against. They may be isolated, made criminals by laws that make their ways of life illegal, left to live in unhealthy conditions, deprived of any political voice, given the worst jobs or no jobs at all or denied entry to clubs or buildings.

Intolerance

Intolerance is a lack of respect for practices or beliefs other than ones own. This is shown when someone is not willing to let other people act in a different way or hold different opinions from themselves. Intolerance can mean that people are excluded or rejected because of their religious beliefs, their sexuality, or even their clothes or hairstyle.

What can we do?

If we are to begin creating intercultural realities we have much to do in challenging:

- our personal attitudes
- the systems of control and power which result in inequality.

Dialogue between cultures takes a great deal of time and experience. It requires that we pass through a series of stages:

- Accepting that everyone is on the same level: accepting equality of rights, values and abilities; prosecuting racism and discrimination.
- Getting to know each other better: engaging in discussion; knowing about other people's cultures; moving towards them and seeing what they do.
- Doing things together: co-organising; collaborating; helping each other.
- Comparing and exchanging viewpoints: experiencing each others' cultures and ideas; accepting mutual criticism; reaching agreements and taking decisions together.



Note that since poetry does not easily translate, you may wish to find a suitable poem in your own language that conveys the idea that the “soul” and the “mind” are more important than the body. Or you could use the simple statement of this poem to get the message across:

*“I know I seem disabled on the outside
And sometimes I feel sad that this makes people uncomfortable.
But even if I was physically the most perfect human being
I should still want to be measured by the quality of my soul and mind.”*



ACTIVITY TITLE: ANTONIO AND ALI		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To explore the images we have about people from other cultures, social groups etc.</p>		
<p>METHOD 1. Ask people to sit in a circle. Explain that the group is going to create a story. For this they are going to use a ball. 2. Then say, "This is the story of Antonio, a young man from Madrid" and pass the ball to a member of the group and invite them to continue with the next one or two sentences of the story, and to then pass the ball to someone else. 3. After 10 or 12 turns ask for the ball and say "Antonio knows Ali, a Moroccan boy who also has a story" and pass the ball back to someone in the circle and ask them to start telling Ali's story. 4. Continue in this way adding in new characters if necessary for 10 to 15 minutes. 5. Then ask the group what their stories tell us about their images of young men from Madrid and Morocco (or elsewhere). Ask where the images come from. Did everyone have the same images or not?</p>		
<p>OUTCOME Greater awareness of how images condition our expectation of people who belong to other groups. A reminder that prejudice can bring unhappiness.</p>		
<p>PARTNER IDEAS and PUBLICITY</p>		
<p>RECORDING IDEAS You could tape the story to play back in other sessions. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE Suitable for older members.</p>	
<p>NOTES It is best if the story is made spontaneously and with a fast rhythm. The names of the characters will lead the group to the theme you want to explore and the activity can be adapted to any situation where there is discrimination.</p>		



ACTIVITY TITLE: ACTIONS AND HAPPINESS

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

PURPOSE

To think about unhappiness and to relate this to the concept of choices, where relevant. To gather ideas from others in responsible positions and encourage young people to think about choices and how this links up with their right to be happy.

METHOD

1. Discuss the link between some of the choices we make and being happy. Does an unhealthy lifestyle based on unhealthy choices make us happy? Do we have a choice about the food we eat or the exercise we do or do not take? Are certain aspects of our lifestyle decided by our peers or do we think about what is good for us and make independent, healthy choices?
2. Discuss the sort of people that young people would turn to when making the right choice.
3. Design some chain pictures in groups showing the actions we can take in our lives to increase our health and therefore well-being. Emphasise the link between our happiness and our choices. It is hoped that members will begin to explore aspects of "control" in their lives. There are many areas in our lives in which we have more control than we appreciate. Thinking about choices will help awaken/deepen this appreciation.
4. Develop a Fact File and use in discussion (see attached sheets 1 and 2 as examples).

OUTCOME

A deeper awareness of the links between our happiness and our own choices.

PARTNER IDEAS and PUBLICITY

Expand this idea by inviting people from the community to offer talks on relevant "choice" issues e.g. substance abuse, sexual health, diet and lifestyle. Think of inviting people not too much older than the older end of the group.

RECORDING IDEAS

Keep a Triennial Theme personal record sheet or notebook to record your achievements.

AGE RANGE

More suited to older individuals, but easily adapted to all ages.

NOTES

This activity may touch on a number of sensitive issues. A number of sessions may be needed to deal with all the issues that arise. The value will be linked with the time taken to expand on the theme and the way in which it is handled. There may be scope for involving professional advisers in follow-on events e.g. health promotion experts.



FACT FILE 1: YOUNG PEOPLE AND SEXUAL ACTIVITY

UNITED KINGDOM PUBLIC FIGURES

The following fact file has been collated in the UK. It demonstrates how young people feel about their sexual experiences. Is such information available in all countries – if not, why not? Is the situation different in your country? Is this what you expected the situation in the UK to be like?

Of the teens who are sexually active, more than half wish they'd waited longer to start.
Family Research Council, 1994.

Seventy-one per cent of 13–16 year olds received most of their sex education from friends, TV and magazines – just six per cent said parents were their main source of information.
Oasis Survey.

When parents are involved as an important part of their child's sex education, teenage pregnancy takes a decline by up to 35 per cent.
Stant and Rivara, Paediatrics 1989.

Seven out of ten young girls questioned said boys put too much pressure on them to have sex.
Research Group GB Ltd, Daily Mirror, 1992.

Only 17 per cent of 15–24-year-olds surveyed thought it would be easy to have one sexual partner for life.
Dr. Nicholas Ford, Institute of Population Studies 1991.

More than one-third of churchgoing young people surveyed thought it was okay to have sexual intercourse under the legal age of 16.
Teenage Religion and Values Survey, 1995.

(Produced by Care for the Family, CARE. (Christian Action, Research and Education))



FACT FILE 2: YOUNG PEOPLE AND SEXUAL ACTIVITY

SOUTH AFRICAN PUBLIC FIGURES (Africa Strategies Research Corporation and the Kaiser Family Foundation)

A survey of 12 – 17 year olds revealed that:

- HIV/AIDS is their top concern.
- Only 30% of sexually experienced youth reported using a condom every time they had sex in the past year.
- Only 32% had been to a clinic in the past 12 months for sexual health advice or care.
- 27% of all youths said they were personally aware of somebody who has had sex for money or other favours.
- 51% of sexually experienced youths had had sex before the age of 15.
- 52% had had multiple partners in the past year.
- 42% of parents and 82% of teenagers think that more open communication about sex and sexuality can help reduce the risk of HIV/AIDS.



ACTIVITY TITLE: DRAMA WORKSHOP - "YOU CAN SAY NO"		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To question whether the actions of others towards us can make us unhappy. To look at some of the actions that can cause us unhappiness and how we can deal with situations which make us unhappy. To look at the notion of being "real" in the expression of our feelings; to further explore the idea of being happy for others and to consider whether and when this is appropriate.</p>		
<p>METHOD In groups perform a set of mini-plays, looking at situations where we would rather say no to the influence of peers or others, and how we do/do not do this. What are the difficulties? Who do we turn to when things get difficult? Suggestions for scenarios to act out: 1. Pressure from friends to take drugs/drink alcohol/steal. 2. Pressure from a boyfriend to engage in sexual activities. 3. Pressure from peers to condone or take part in bullying. 4. Pressure not to work hard at school. Discuss the dividing line/conflict between sharing our feelings and hiding them. Why do we hide them? Bear in mind cultural differences, and also age differences.</p>		
<p>OUTCOME A consciousness of the range of situations which exist in the lives of young people, where making the right choice is made more difficult by the behaviour/pressure of others.</p>		
<p>PARTNER IDEAS and PUBLICITY Involve local schools by inviting pupils to a production evening, or take sketches into schools and perform there. Invite local press and/or school press to promote the ideas expressed.</p>		
<p>RECORDING IDEAS Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE Most suited for older but possible, with need for greater sensitivity, for younger members.</p>
<p>NOTES The use of drama, particularly when created by the members themselves, has huge potential for deepening understanding. For older members this may come at a time in their life when it is difficult to protect themselves, and may offer encouragement in this regard and in looking towards the needs of others. Sensitivity is needed here; openness may bring items into the discussion that might not be appropriate for discussion with the wider group. This topic links up with others such as <i>The Right to be Heard</i>, and envelops all the Rights of the Child listed in Annex I of the WAGGGS <i>Call to Action</i>.</p>		



ACTIVITY TITLE: MASK TIME		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To explore the ideas of hiding our feelings and creating masks of our feelings in different situations.</p>		
<p>METHOD 1. In groups, with whatever materials available, design and create wearable masks. For younger children this idea could be simplified to "upside-down faces", where a drawing of a face is happy or sad, depending on which way up the face is held and viewed. 2. Discuss the idea of metaphorical masks in your particular culture...is this concept helpful? Or a hindrance? Different cultures will have very different ideas! Does the use of a metaphorical mask/putting on many different faces encourage us in our lives and in relationships? 3. Look at sheet 1. Do you agree with the list? Can you add to it? How does this link to masks?</p>		
<p>OUTCOME A deeper understanding that it may not be immediately obvious if people are unhappy.</p>		
<p>PARTNER IDEAS and PUBLICITY Offer a display of masks to a local art gallery/theatre.</p>		
<p>RECORDING IDEAS The masks make a great record. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE All ages, but particularly appropriate/helpful to older age.</p>	
<p>NOTES There is no easy answer to the conflict between suppressing feelings in order to be tactful or acceptable and being honest. These things also vary with personality, background and culture. Touching on real feelings through the work of mask making and discussion may bring up difficult issues. Handling of issues uncovered needs to be done both professionally and sensitively.</p>		



WHAT DOES SOCIETY EXPECT?

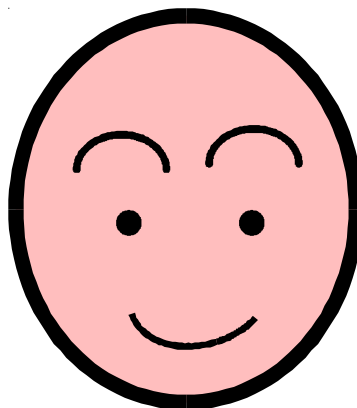
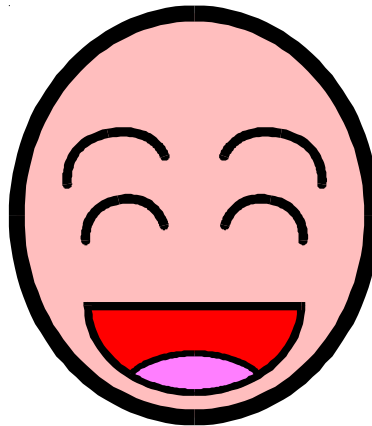
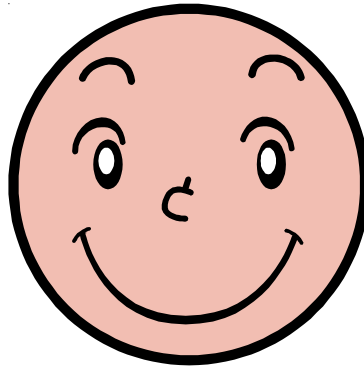
Boys	Girls
Are brave	Are gentle
Are tough	Are kind
Don't cry	Are emotional
Should have an opinion	Should not assert themselves
Like to play with trains	Like to play with dolls
Like football	Like sewing
Are going to have a few sexual partners before they marry	Should wait for "Mr Right"!



ACTIVITY TITLE: A SMILE		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To look at being happy, a happy face, the idea of proactively being positive...even for the sake of others. This might be family or friends or people you come across in your local community. Linking a smile for others to actions for others.</p>		
<p>METHOD 1. In groups look at the pictures on sheet 1. Discuss how the people in the three pictures are feeling. In each picture the person is smiling so why do they look different? How can we "add value to" or enhance people's lives with actions even as easy to accomplish as a smile. 2. The idea of smiling at others and the value it brings cannot be overestimated. Are there certain people for whom you always try to be happy? If so, then why is this? Explore together. Is this a good or a bad thing? 3. Discuss ideas of small ways in which you could be of help to the people in your family, close social network and local community: e.g. ways of expressing appreciation. Let everyone draw up a plan to "bring a smile" to at least three people.</p>		
<p>OUTCOME A more positive attitude to life! A willingness or greater determination to seek to be happy.</p>		
<p>PARTNER IDEAS and PUBLICITY Take a gift to members of the community involved in previous activities as an expression of thanks for your time together and an "extension of a smile."</p>		
<p>RECORDING IDEAS Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p>AGE RANGE Suitable for all ages.</p>
<p>NOTES Facial expression as a form of communication varies tremendously from one culture to another; what one will think of as positive friendly communication may well be inappropriate or even offensive in others. The issue of "stranger danger", which will again vary greatly with culture, is essential to bring into this activity, even within the simple project on smiles.</p>		



A SMILE



ACTIVITY TITLE: YOUR RIGHT TO MAKE CHANGES

INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER

PURPOSE

To reflect on the things in our lives and other peoples lives that cause unhappiness and which we can change.

To think about answers to the following questions:

- How much is related to external factors and how many to internal - which are easiest to change?
- How much of our unhappiness is self-inflicted through wrong choices?
- Does any of our unhappiness arise from the actions of others?
- How much is fair on us in the light of the rights of the child?
- What changes can we make in our own lives to help us to be happy?
- What part can we play in making changes in the lives of others and helping them to be happy too?
- What factors in our own lives cannot be changed, e.g. hereditary diseases, and must be accepted if we are to find real happiness?

METHOD

Activities to encourage self-expression and to think about the possibility of making changes. Think about other aspects of ourselves which we need not change, but accept as a precious part of "being me". Link with *The Right to Be Me*. See sheet 1 to consider the aspect of time in our lives, and what we do with our time and lives in relation to our own happiness. Use sheet 2 to help with planning.

OUTCOME

Realisation and greater understanding of the possibilities of change in life, where this is necessary and where we need to accept ourselves and situations as they are. The activity extends to responsibilities to help others towards that change. An appreciation of the gift and responsibility of time; that as individuals and as a Girl Guide/Girl Scout group, our lives can make a difference to the fulfilment of *The Right to Be Happy* for others.

PARTNER IDEAS and PUBLICITY

Invite members of the local community to a social event to share ideas gained through the activity. Event might involve drama, baking for refreshments for those arriving, displays of posters and portfolios/scrapbooks, if other *The Right to Be Happy* activities have already been undertaken.

RECORDING IDEAS

Develop a "change" project scrapbook.

Keep a Triennial Theme personal record sheet or notebook to record your achievements.

AGE RANGE

All ages.

NOTES

Change the currency reference on the attached sheet to that used by your local group.



THE PRESENT!

Imagine there is a bank that credits your account each morning with £86,400. It carries over no balance from day to day. Every evening the bank deletes whatever part of the balance you failed to use during the day. What would you do? Draw out every penny of course!

Each of us has such a bank. It's name is TIME. Every morning you are credited with 86,400 seconds. Every night it writes off as lost whatever of this you have failed to invest to good purpose. It carries no balance. It allows no overdraft.

Every day it opens a new account for you. Each night it burns the remains of the day. If you fail to use the day's deposits – the loss is yours. There is no going back There is no drawing against tomorrow. You must live in the present on today's deposits. Invest it so as to get from it the utmost in health, happiness and success. The clock is running. Make the most of today.

*To realise the value of 1 year, ask a student who failed an exam.
To realise the value of 1 month, ask the mother of a premature baby.
To realise the value of 1 week, ask the editor of a weekly newspaper.
To realise the value of 1 hour, ask the lovers who are waiting to meet.
To realise the value of 1 minute, ask the person who missed the train.
To realise the value of 1 second, ask the person who just avoided an accident.
To realise the value of 1 millisecond, ask the person who won a silver medal in the Olympics.*

Treasure every moment you have and treasure it more if you have shared it with someone special enough to share your time. Remember that time waits for no one. Yesterday is history. Tomorrow is mystery. Today is a gift – that's why it's called THE PRESENT!



CHANGE PLAN

Something I can change about my environment:

What?

Why?

How?

By When?

Something I can change about me:

What?

Why?

How?

By When?

Something I should accept about me:

What?

Why?

How?

A way in which I can save precious time:

How?

What will I do instead?

A way in which I can change things for others:

Who?

What?

How?

By when?



ACTIVITY TITLE: A CELEBRATION OF HAPPINESS		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p>PURPOSE To demonstrate how working together and planning a special event can bring as much happiness as the event itself!</p>		
<p>METHOD Plan a celebration of happiness. It can take the form of a party or a talent contest or joke-telling competition or cultural event! Prepare food. Decorate the room where the party will be held. Use childhood fun as the theme. Make invitations.</p> <p>Make sure everyone contributes to the preparations.</p> <p>Discuss the event afterwards and what everyone enjoyed most.</p>		
<p>OUTCOME A very happy time for everyone!</p>		
<p>PARTNER IDEAS and PUBLICITY Invite members of other groups, family, friends or the local community to your party. Let the local press know about your event. Use it to promote the "Our Rights, Our Responsibilities" theme.</p>		
<p>RECORDING IDEAS Make a photo record of the event including preparations.</p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	<p>AGE RANGE All ages.</p>	
<p>NOTES The overall purpose of this activity is that everyone should have fun. Make sure that everyone who should be involved is involved and that there is something for everyone to enjoy.</p>		

