



# Our Rights, Our Responsibilities 2002 - 2005

## The Right to Work Together



### Introduction

The “Our Rights, Our Responsibilities” Introductory Pack offers the following thoughts on the theme *The Right to Work Together*.

*Being part of a group or team is a special feeling. Groups and teams that work well are built on trust, respect and a sense of belonging. This sense of belonging is important to us all, for we are “social beings” enjoying the company and society of others. This is evidenced by the fact that we gather together to work and live in groups in every country and culture, although some societies are particularly inclined towards group living and working and others are not. Whatever the local social customs, there is no doubt that working as a team can bring about huge benefits. You can share your skills, support each other and achieve far more. You may gain respect and a greater sense of achievement. Also, deep and lasting friendships often develop as a result of teamwork. You may be protected and so feel secure and safe. A concerted effort by many people may be the only means by which positive change can be brought about. However, sometimes working in a team can be a huge challenge requiring patience, tolerance and determination, particularly when you have no choice over the group. This may happen in schools, clubs, even in your own family. Learning to work with others is a great skill. Think about how being a Girl Guide/Girl Scout helps in this regard.*

This Activity Pack is about participation, teamwork and compromise. It is about thinking why we choose to work together as Girl Guides/Girl Scouts, how we can all work together more successfully and about whether we should be looking to work more successfully with other people and other organisations. Activities have been developed to assist Leaders in encouraging Girl Guides/Girl Scouts to think more clearly about working together, about what role they can and should play with their Unit and in the wider world. Some of the activities help young people think more deeply about these issues, others help them devise ways to promote themselves and their plans for the future to others. Some will help them contribute to the development of the team to which they belong. Inevitably, the ten activities selected for this pack will not be relevant to everybody within our diverse membership. Use them as a starting point and adapt or change them to suit local conditions, needs and culture. Consider it a “responsibility” to think independently and devise best ways to support this and other rights issues.

While all the Triennial Theme packs deal with rights and responsibilities, most focus considerable attention on securing rights for self and others – and it is the appropriate action that we must all take to achieve this that represents our responsibility. This pack is slightly different, in that the focus is on responsibility – our responsibility to work constructively with other people – whether family members, class members or people within our wider local community. A starting point for successful “working together” is being responsible enough to recognise that having rights is not the same as having everything you want or everything your own way. However, although the pack focuses much less than others on claiming rights, it is a very positive pack because it emphasises throughout how much can be gained through co-operation. In this sense *The Right to Work Together* emphasises skills needed in order to secure rights on a multitude of levels and as described in all the other packs.

The rest of this introductory section looks at working together under a number of key headings:

- Participation: the principles of working together
- Teamwork: the mechanism for working together
- Negotiation: recognising that working together requires compromise.

These themes follow an initial exploration of WAGGGS’ approach to working with others.

## WAGGGS' Approach on Working Together

Two key WAGGGS objectives are:

*“To further the aim of the Girl Guide/Girl Scout Movement which is to provide girls and young women with opportunities for self-training in the development of character, responsible citizenship and service in their own and world communities.”*

*“To encourage friendship among girls and young women of all nations within countries and world-wide.”*

Girl Guiding/Girl Scouting, therefore, places importance not only on building teams within our organisation but also on the value of our relationship to society and our contribution as responsible citizens in our service to others. Service to others involves Girl Guides/Girl Scouts in action at community, local, national and international level.

Within this context, the responsibility and benefits associated with *Working Together* go right to the heart of WAGGGS and right out to our relationships in the wider world – and are reflected, therefore, in policy documents, lists of organisational objectives and tools for projects and programmes of work. Our ability to work well together within our Units and national and global organisations is a tremendous achievement of which we are justly proud. The lessons we learn as an organisation as we strive to find new and meaningful ways of working together and with others are lessons to be shared widely – for they are based on a deep understanding not only of co-operation but of compromise, and contribute, therefore, to mutual understanding, consideration, harmony and fellowship.

### Participation: the Principles of Working Together

In recent years, in many contexts and in many parts of the world, there has been a rapid expansion in support for participatory methods and approaches. Everyone it seems: teachers, health workers, government administrators, development agencies and academics to name but a few, are promoting the value of consultation and consideration of “stakeholder” views. The overarching theme is that if what you do affects others, then they have a right to be involved in the decision-making process.

It seems we all agree that participation is linked to progress. Why is this and what are the principles that make participation such an important factor? Perhaps:

- 1 An understanding that **inclusion** is important – a recognition that joint analysis and interaction is the best way to define and implement what needs to be done.
- 2 An acknowledgment that **perspectives** vary – recognition that diversity is not the same as complexity. Everyone formulates views based on personal experience, information available to them and their own prejudices. Everyone is different and important. Accepting this diversity is often the simplest way to begin the process of making progress.
- 3 An acceptance that **group learning** is more informative than individual learning – recognition that the complexity of the world will only be revealed through group analysis and interaction.
- 4 Recognition that **context counts** – the principles of participation may need to be applied differently to suit different conditions and people. People themselves are best able to define the best way to go about participation in their own context.
- 5 Support for **facilitation and negotiation** as key supporting activities if participation is to work well.
- 6 A belief that **participation leads to change** – not only change in terms of the problem under scrutiny but change in terms of the attitudes and actions of individuals and groups consulted. Often motivation and the capacity of people to work together to bring about positive change increase significantly.



However, the term participation has different meanings for different people and can be used to describe a process whereby people are simply informed of what is going to happen to them (so-called “passive” participation) or a situation where people participate by taking initiatives independently (so-called self-mobilisation). Great care must be taken, therefore, before we determine what is meant when people use this word.

Why is participation a starting point in thinking about rights and responsibilities? The answer lies in the fact that our rights and responsibilities are set within the context of the groups in which we live – our societies, our families, our schools, our youth organisations. If we fail to work well together within these groups, then we will fail to both secure our rights and to recognise the rights of others.

*Think about how the principles of participation: inclusion, sharing perspectives, group learning, context recognition, facilitation and change are supported within your own Girl Guide/Girl Scout Unit.*

## Teamwork: the Mechanism for Working Together

**Why are teams important?** Most social groups are formed because they draw together people who share common objectives and who need to work together to achieve them. Such “teams” can provide unique opportunities because they can make things happen that would not happen if the team did not exist. As a member of a Girl Guide/Girl Scout Unit, you are part of a team. There are many benefits to being part of this team:

- Like a family, the team can provide support and help to members.
- The team can co-ordinate the activities of individuals.
- The team can generate commitment.
- It can provide a place to be, so meeting a basic human need to belong.
- Through the team, learning and development needs can be identified.
- The team can provide learning opportunities.
- It can enhance communication.
- It can provide a satisfying, stimulating and enjoyable environment.

For any social unit to work well, members need to “think as a unit”, to consider the principle of participation explored above, to consider also the very nature of the unit or team to which they belong. Working together successfully, therefore, is not only important to value-based organisations such as WAGGGS. In recent years team working has been recognised as an extremely important contributing factor to the success or failure of almost every kind of organisation. There are several reasons for this:

- It has become clear that, properly managed, people working together can very often achieve far more than people working alone;
- Multi-cultural or multi-skilled teams are especially important as differently skilled people and people with different life experiences bring different ideas and attitudes to the process of working together;
- In the challenging world in which we live, no single individual can have all the knowledge on a subject and so information must be shared with others in order to achieve our objectives.

**The Fellowship of Teams:** WAGGGS offers a tremendous sense of fellowship and belonging to all its members. This makes our organisation very special – yet being with other people in a spirit of fellowship is part of everyone’s rights. Look at how the following rights emphasise the individual’s right to participate and how each of these rights involves being with other people:

- *You have the right to say what you think, and to have your opinion taken seriously, especially if it’s about something that affects you – like your school, family decisions or a court case that involves you.*
- *You have the right to meet other people and join or set up your own groups, as long as this doesn’t interfere with other people’s rights.*
- *You have the right to play, and to relax by doing things like sport, music, drama and art.*



Taking part in group activities is one of the best ways to know and claim rights. Besides the Girl Guide/ Girl Scout groups, many different kinds of youth clubs and youth councils bring young people together in a very constructive way. Often run by young people themselves, they are a good way of getting young people's voices heard in the community. Some groups have a special focus – for example, school councils allow students to share opinions on how a school should be run. Other local groups have been established in many countries to deal with environmental issues, health issues or to support the development of local facilities.

All these opportunities to work with other young people towards common goals can provide fellowship and friendship – but to join in and really make a difference, we need to be good team players. But what does this mean?

**What makes an effective team?** Lots of study and research has been undertaken in an attempt to better understand team effectiveness and what creates the right balance between skills, abilities and aspirations within a team. The characteristics in Table 1 have been identified as the essential ingredients for effective teamwork – we can consider them in relation to our experiences within WAGGGS.

**Table 1: Essential ingredients for effective teamwork** (continued overleaf)

Balanced roles	People in teams or social groups tend to play roles - some take on the role of leader, others allow their creative side or their supportive side to emerge. Roles are reflected by an individual's behaviour, the tasks they volunteer for and how well they achieve certain tasks. No one role is better or more important than another - but if there is an imbalance in the team, conflict may develop between members or certain tasks may be overlooked.
Clear objectives and agreed goals	People need to know what they are aiming for in terms of results and their strategy for achieving these results. Ensuring a common understanding of objectives is a way of unifying a team or social group, focusing their energies and getting things done. Without this focus, teams can lose direction and individuals can lose motivation.
Openness and confrontation	People work best where they can express themselves honestly and openly, where difficult situations are confronted and where mistakes are faced openly and used as an opportunity for learning.
Support and trust	People need good relationships with others to work well; they need to be in situations where they feel valued and respected. Personal relationships within a working team or group should be characterised by support and trust, with people helping each other whenever possible.
Co-operation and conflict	The degree to which people help and use each other is an indicator of the effectiveness of a team or group. Where effective teamwork does not exist, people tend to work in isolation and neither offer nor receive the help of their colleagues. Yet all of us need that help in order to perform at our optimum level.
Sound ways of doing things	There should be clear guidelines in place so that members are confident about how to get things done, how to deal with new situations and how to record and share information on progress. Without such guidelines, people are left uncertain about how to proceed or how to communicate their difficulties and successes.
Appropriate leadership	In some teams or social groupings the quality of relationship between the "leader" and other members is so low that effective teamwork just cannot get off the ground. Where people cannot confide in or trust their leader teamwork is unlikely to exist. The effective team leader needs to be very much part of the team. Leader-member relationships should be based on an understanding that each is helping the other to perform their role better.



Regular reflection	The team or group should regularly reflect upon where it is going, why it needs to go there and how it is getting there. If necessary it should alter its practice in the light of new thinking. There should be opportunities for regular discussion, which should be productive and stimulating with all participating and feeling ownership of the actions which result from the decisions made. New ideas should be plentiful - helping the team to develop and succeed.
Individual development	People not developing is a sign of poor teamwork or social breakdown. If a team is to be effective it needs to be continually developing itself and this in part means constantly supporting individual as well as team development.
Good relationships	Teams/social groups benefit from good relationships with other teams/social groups - to share ideas and sometimes for extra support. Such relationships also build self-esteem and raise the profiles of the teams involved.
Good communications	Communication should be effective throughout the team/group and with the outside world. Communication methods can be of many kinds.

**How do the values and principles of participation fit together with team or group work?** Everyone in a team is important and needs to feel involved. Participation is important because it strengthens individuals and develops the team. The core values in Table 2 are critical for understanding the benefits of team participation: *full* participation, mutual understanding, decisions that involve everyone and shared responsibility.

**Table 2: Core values for successful team participation**

Full participation	In a participatory team, all members should be encouraged to speak up, contribute ideas and say what's on their minds. This strengthens a team in several ways. Members become more courageous in raising difficult issues and offering suggestions. They learn how to share their "first-draft" ideas. And they become more adept at discovering and acknowledging the diversity of opinions and backgrounds inherent in their team.
Mutual understanding or group learning	In order for a team to progress, the members need to understand and accept the legitimacy of one another's needs and goals. This basic sense of acceptance and understanding is what allows people to develop innovative ideas that incorporate everyone's point of view.
Decisions involving everyone (inclusive decisions)	Decisions involving everyone are the most likely to succeed. Their success emerges from the integration of everybody's perspectives and needs. These are decisions whose range and vision is expanded to take advantage of the truth held not only by the quick, the articulate, the most powerful and influential, but also of the truth held by the slower thinkers, the shy and the weak. Remember: "everybody has a piece of the truth".
Shared responsibility	In participatory teams, members feel a strong sense of responsibility for creating and developing ideas. They recognise that they must be willing and able to implement their proposals, so they make every effort to give and receive input before final decisions are made.

**What are the benefits of participatory values in terms of the way individuals work together in teams?** The participatory values discussed above provide members of any team/social group with a set of grounding principles for interacting and working together. Adherence to these values produces significant results: strong individuals, stronger teams and lasting outcomes. Generally, it is the ability to work well together which allows the team to get things done.



**Conclusion:** To work effectively in groups we need to know not only about our own personalities and preferences but also about the characteristics of our fellow team members. We need to discover if and how we compliment and support each other. We must recognise that the journey of discovery may take a little time and may not always be an easy one. However, when teams work well, they tap a collective wisdom that allows them to achieve their goals. Ultimately, teamwork raises our consciousness that we need to belong, that as individuals we work best when we are part of a “family” that provides its members with the support and help that they need whenever they most need it.

WAGGGS is a global family to which we all belong. By working together as a global team, built of national and local teams, we can contribute a great deal to our own development as individuals and to all that WAGGGS as an organisation can offer the wider world. Young people work well together within WAGGGS – learning from each other about honesty, integrity, inclusivity, sharing and empathy. Through this learning, we all strive to prevent the internalisation of ethnic, religious, racial and cultural prejudice.

## Negotiation: recognising that working together requires compromise.

It would be easy to assume from reading the above sections on participation and group work, that working together leads to the best outcome for everyone involved. Rather closer to the truth is that working together can, if done well, lead to the best outcome for the group as a whole. This often means, therefore, that working with others leads to compromise – to balancing your own wishes against the desires and needs of others, to considering your own rights within the context of the rights of others, to taking social responsibility for the choices we make as individuals. Such compromise is not always easy to achieve or to accept – which is why negotiation is an important skill for working together successfully, since if we feel we have negotiated successfully, it is easier to accept the outcomes, whatever the compromise.

“Negotiation” is rather an intimidating word – but in fact most of us use the skill in an informal way on a regular basis – when we persuade friends or family to go along with our plans or views for example. Successful negotiation is based on your ability to get your point across. This often depends on:

- Your personality.
- Your ability to develop good relationships with other people.
- The methods you use.
- Your commitment to your point of view.
- Your ability to judge other people and how best to deal with them.

It is undoubtedly true that some people are better at negotiation than others. If they take advantage of this, they might be thought of as “successful” by some, but “manipulative” by others. This difference in perspective is important when we are negotiating for our rights, since our responsibility lies in using our skills to negotiate for a fair outcome with regard to the social good.

There are many examples in history where powerful, manipulative or better-informed individuals have used these advantages to secure a better deal for themselves over others. You could perhaps use your initial Unit discussion on *The Right to Work Together* and the relevance of participation, teamwork and negotiation to explore this important consideration.

## Finally

We hope the activities included in this pack will further your thinking on working together and will be a starting point for the development of new activities that will bring our global community still closer. Remember too that *The Right to Work Together* is one of six packs exploring rights issues. These issues are closely linked and it may be possible to find ways of combining activities from more than one pack and so take a more comprehensive view of rights and responsibilities in this way. For example, how could issues around democracy considered in *The Right to Be Heard* contribute to your thinking on *The Right to Work Together*?



# 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: IDENTIFYING GROUPS

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

### PURPOSE

To encourage young people to look at groups and identities. Also to gain an appreciation of communities - how diverse they are and what connects them.

### METHOD

- Using chalk, draw three large interlocking circles on the ground.
- Choose three visible characteristics, e.g. wearing trainers, having short hair, having blue eyes, or wearing green. Tell everyone which circle represents a particular characteristic and ask them to stand in the circles depending on whether or not this characteristic applies to them. Point out that some of them may need to be in more than one circle.
- Now try the activity again using three characteristics that relate to rights and are appropriate to the group. These might include:
  - Those who work or go to school
  - Those who speak more than one language
  - Those who play sport
  - Those who practise a religion
  - Those who have a relative abroad
- Ask the group to see if they can find three characteristics shared by everyone, so that they all need to stand in the central overlapping section.
- Using these groups as a starting point, you may go on to look at how many different communities are represented in the group and how these enrich the group as a whole. Ask members to consider which rights are being claimed by belonging to certain groups and how they would feel if they were not allowed to belong to a group that was important to them.

### OUTCOME

Members become aware that a community is a group of people who have something in common. A sense of belonging to a community can be based on many different things.

### PARTNER IDEAS and PUBLICITY

This activity could be the starting point for identifying what your group has in common with other local groups. Represent your Unit as one circle, then try to think of other local groups which overlap. What is the nature of the overlap and would you benefit from working together on some of the issues or in some of the activities which concern you both?

### RECORDING IDEAS

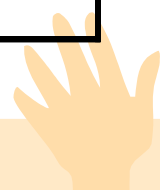
Keep a Triennial Theme personal record sheet or notebook to record your achievements. Present your findings on charts and display on a meeting room wall.

### AGE RANGE

All ages. Choose characteristics suitable for the group.

### NOTES

Emphasises the ability of different people to work together whilst being respected for their diversity. Be certain that the exercise does not continually isolate any one member.



ACTIVITY TITLE: OUR RULEBOOK FOR LIFE		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To encourage members to think about how they would like to live and work together peacefully within their Girl Guide/Girl Scout group and ultimately within their wider community.</p>		
<p><b>METHOD</b> 1. Have a group discussion regarding the rights that people believe to be important. 2. Ask individuals to list in ranked order their ten most important rights. 3. Then ask individuals to compare the list with one other person and agree a common list of ten rights. 4. Repeat the exercise between two pairs. 5. Finally, the whole group should come together to agree a common statement of ten rights. 6. Compare the rules that the members devise to the Girl Guide/Girl Scout law, which the members agreed to adhere to when they made their promise. How do they compare?</p>		
<p><b>OUTCOME</b> The process of working things through stages of consultation is important. Recognising that negotiation is a significant part of the rights process is important. Ultimately, by establishing a process, everyone knows what is expected of them within the group and this promotes peaceful working and living conditions.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Ask the group to consider how being clear about the rules of negotiation and consultation might make partnerships work more efficiently; think about this next time you work with another group.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.  You could make a poster display of the results.</p>		<p><b>AGE RANGE</b> Suitable for all ages.</p>
<p><b>NOTES</b> This activity needs plenty of discussion time. It might be useful to introduce a discussion on the differences between needs and wants. Remind everyone that negotiating rights is never easy. It might also be useful to introduce the issues around negotiation before you embark on this activity (see introduction).</p>		



## ACTIVITY TITLE: DIFFERENT WAYS WITH PAPER

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

### PURPOSE

To demonstrate that we all have different ways of doing things and that no one person's way is necessarily better than another's - it is just different!

### METHOD

Give each person in the group one sheet of A4 paper. Everyone also needs the following instructions (you can read them out or write them down). Everyone must follow the instructions. No one is allowed to ask questions and every person must concentrate on their sheet only - no peeking to see what someone else is doing!

- Fold your piece of paper in half
- Fold it diagonally
- Rip off a corner
- Fold it in half again
- Fold in one third
- Rip off a corner

Ask everyone in the group to unfold their sheets of paper. What do they look like? Are they all different? Discuss the fact that everyone had an identical sheet of paper, followed the same instructions and yet ended up with a different result! Think about how this could affect the smooth running of a group or team. Girls could be asked to devise their own set of instructions for a task that they expect to have an exact outcome.

### OUTCOME

This activity has been devised to make Girl Guides/Girl Scouts think about how important it is to the smooth running of a group to give explicit instructions that can only be interpreted in one way (unless a specific outcome is not required). Also it should make members more aware of the necessity of tolerance when dealing with people who all have the right to express their ideas and feelings on a subject or do things in their own way.

### PARTNER IDEAS and PUBLICITY

#### RECORDING IDEAS

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

#### AGE RANGE

All ages.

### NOTES

As with all activities, it is important to enjoy this activity. Allow everyone to take their own time or to devise a task of their choice. The activity demonstrates that it is easy for even simple instructions to be misinterpreted - especially if ambiguous words are used or the recipient does not (or can not) ask for clarification.



<b>ACTIVITY TITLE: WHAT DO YOU SEE?</b>		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To explore how pictures are used in the press, how this can create prejudice and to consider how important it is not to make early judgements about people based on first impressions.</p>		
<p><b>METHOD</b> 1. Collect six pictures from newspapers or magazines and mount each one on a separate piece of card. 2. Pin or tape the pictures to a wall. 3. Give participants strips of plain paper and ask them to look at each picture in turn and then to write two alternative headlines, one positive and one negative, on separate pieces of paper. 4. When everyone is ready, stick the headlines above and below the pictures. 5. Discuss how many different interpretations there were of each picture. To what extent do pictures show the truth; how do editors use pictures to arouse emotions; how important are the captions they choose? 6. Discuss how easy it is to make judgements about people based on how they look or upon minimal information. How does this relate to group membership, inclusion/exclusion and our ability to work successfully together?</p>		
<p><b>OUTCOME</b> The opportunity to address the issue of stereotypes and prejudice through the media and the use and misuse of images to provide information and to evoke emotive responses.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Make a WAGGGS poster with photographs of your group in action and with some positive messages underneath. Send the poster to local schools and other appropriate groups.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.  The poster using photographs of everyone in the group will make a great record of this activity.</p>		<p><b>AGE RANGE</b> All ages but not appropriate for a group with a wide age range - if necessary, split the group into two.</p>
<p><b>NOTES</b> Try to find pictures that can be interpreted in different ways. Use pictures appropriate to the ages of the young people taking part. Avoid pictures of famous people.</p>		



ACTIVITY TITLE: WALLS AND LABELS		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To explore the divisions that exist within a community and the ways in which these can be overcome so that everyone can work together; to show the effects of stereotyping and how our own behaviour affects others.</p>		
<p><b>METHOD</b>  <b>Part 1: Walls</b>                      Introduce the activity by talking about walls. Walls are the most obvious division in communities and are easy to comprehend because they are visible. You could refer to walls such as the Berlin Wall to illustrate the point. There are also invisible walls that divide people such as racism, poverty, sex, etc. Divide the group into two smaller groups and ask one of them to talk about all the things that people might gain from having a wall, such as security or a sense of unity. Ask the other group to think about what they would lose by having a wall, such as neighbours, friendship etc.                       Bring the groups back together and compare their thoughts. Then think about what obstacles exist in your own community that may prevent people coming together, e.g. not having wheelchair access. How do these invisible walls deprive people of their rights and what can be done to get rid of them? Think about whether there are any invisible walls that prevent young people joining WAGGGS and what you can do about them.   <b>Part 2: Labels</b>                      Write characteristics on sticky labels e.g. lazy, witty, stupid, clever, vain, clumsy etc. Then decide on a task for the group e.g. design a poster or move some furniture (several tasks if you have time). Place one label on each person's back but don't tell them what is written on it. Explain the task to the group. Make it clear that as they undertake the task they must treat each other according to the labels at all times. Participants should put their efforts into completing the task and continuing to treat the others according to the stereotype on the label. At the end the players may guess what their own label said. Afterwards, discuss how each person felt - was it difficult to treat people according to their labels? Did anyone begin to act like their label? What sort of labels do we put on people in real life? How does this affect them and how we think about them?</p>		
<p><b>OUTCOME</b> To enable the group to think about and remove any invisible walls which prevent new people joining their group of Girl Guides/Girl Scouts. To recognise that sometimes we label people in a way that creates new walls.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Girls could make posters to encourage new people into their groups.</p>		

(continued on next page)



<p><b>RECORDING IDEAS</b>                  Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p> <p>The posters will be a great record.</p>	<p><b>AGE RANGE</b>                  This activity is thought-provoking for all ages.</p>
<p><b>NOTES</b>                  It must be ensured that no one causes offence. The issue must be dealt with sensitively without criticism, as many people do not even see these invisible walls, possibly due to their upbringing and background. Expect to see changes in behaviour and be prepared to talk about them:</p> <ul style="list-style-type: none"> <li>- Some young people will want to focus on "discovering" their own label - remind them that this is not the purpose of the exercise.</li> <li>- Others will change their own behaviour in order to demonstrate to someone else what their label is - for example, behave in a stupid way to demonstrate that someone else is clever - discuss this.</li> <li>- Some may begin to behave in an unpleasant way because someone else has a negative label - discuss why we often find ourselves treating people less kindly because of a label.</li> </ul>	



ACTIVITY TITLE: CO-OPERATIVE SQUARES		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To experience and analyse some of the elements of co-operation; for individuals to look at their own behaviour when working in a group.</p>		
<p><b>METHOD</b> 1. Prepare sets of cards - five cards in each set. Group members into sets of five people and prepare as many sets of cards as there are groups. It helps if each group has a different colour card. For each group, cut their five squares exactly as shown on sheet 1 and put into an envelope marked with their colour e.g. "Pink Team". <b>It is essential that you measure and cut accurately.</b> 2. Start the exercise by explaining that this exercise allows us to look at what is essential for group cooperation. Ask the participants to form groups of five and sit around a table or in a circle. 3. Read the instructions to the whole group: "Each of you will have an envelope which has pieces of cardboard for forming squares. When I give the signal to begin, the task of each group is to form five squares of equal size. There are two important rules: i) no-one must speak or signal - the task must be done in silence. ii) no-one may take or ask for a piece from any other person, but they may give pieces to others." 4. The task is completed when each individual has before him or her a perfect square of the same size as those in front of the other group members.</p>		
<p><b>OUTCOME</b> Participants come to realise that their individual desire to produce one square is secondary to the group task of completing five squares. Personal success does not always equal group success and may actually be impeding the group goal.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b></p>		

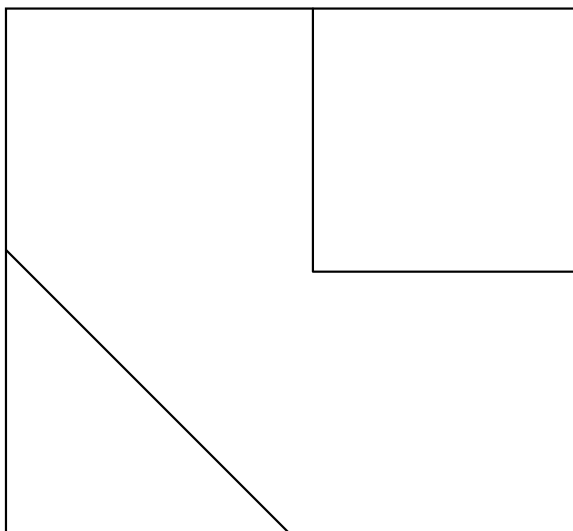
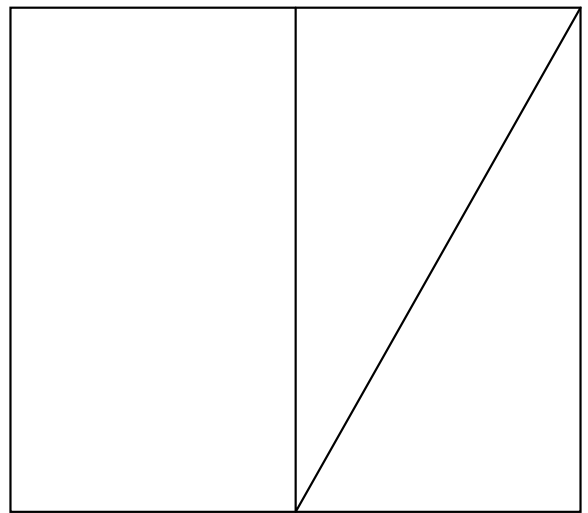
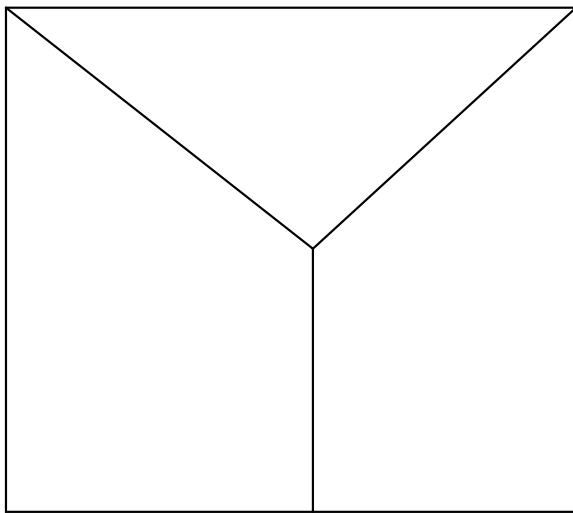
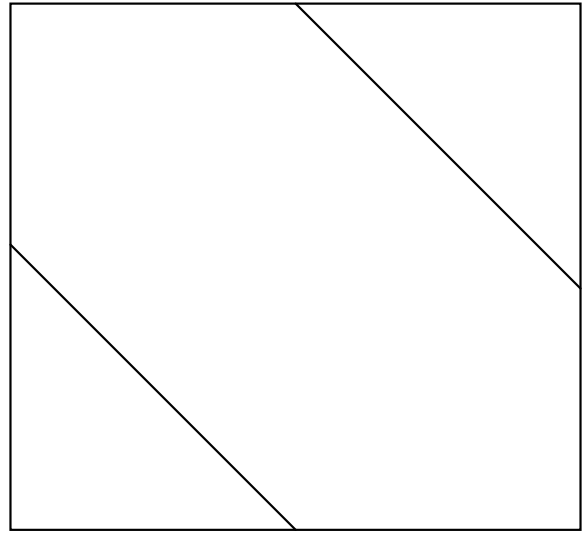
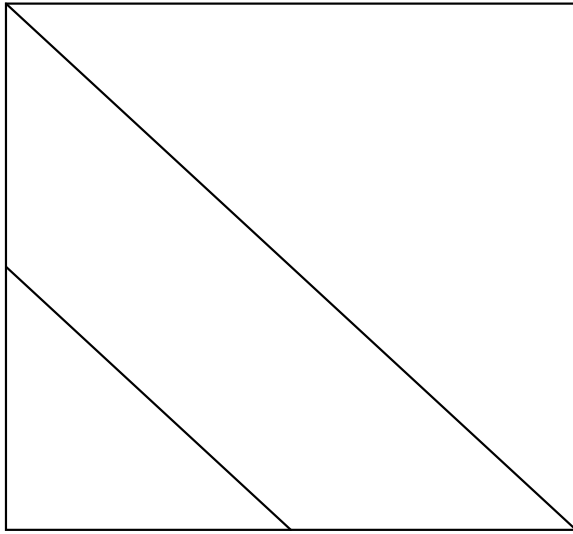
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<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p> <p>You could record this activity in an activity book. You could share with other groups or use this activity on another occasion.</p>	<p><b>AGE RANGE</b> All ages but very young members may find the task difficult - use pictures from a magazine instead.</p>
<p><b>NOTES</b> It is important to spend some time on feedback from this exercise. Ask:</p> <ul style="list-style-type: none"><li>- What happened? Was the task achieved quickly? Why not?</li><li>- Did the group co-operate? Would increased co-operation have speeded things up?</li><li>- What roles did different people in the group play?</li><li>- Did anyone feel frustrated? How did they deal with this?</li><li>- Did anyone break the rules? How?</li><li>- What did the observers notice?</li></ul>	



Note that all the cuts should be either from a corner or the middle of a side.



## ACTIVITY TITLE: HELPING OTHERS HELP THEMSELVES

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

### PURPOSE

To analyse the ways in which we try to help others and to encourage us to think about how to make such help appropriate; to show everyone that working together constructively requires mutual consent.

### METHOD

1. Identify seven members of your Unit who are willing to act in front of the group. One person should have one leg tied to a "rock" by a chain. As the acting begins, this person should be sitting alone, looking helpless.
2. The other people involved should each have one of the following items: 1. Identity card; 2. A religious book; 3. A book or pen; 4. Money; 5. A national flag; 6. A needle and thread.
3. Each person comes in turn to the person sitting with their leg tied. S/he wakes up, smiles, receives the present, tries to break the chains (in vain), drops the present and goes back to her previous position. The same procedure is followed for all the presents. The play ends.
4. After the play, discuss:
  - what happened?
  - who did the person in chains represent?
  - who did the people bringing a present represent?
  - what did each present represent
  - how does this represent real life?
  - what effect does all this have on the person in chains?

Note that the items are symbols of intervention - political, religious, educational, nationalistic, income-generating.

### OUTCOME

The exercise should help people think about basic needs and self-help. The bigger the audience, the more people will be encouraged to think about personal empowerment. You could end the play by giving examples of how inappropriate, although well intentioned, help can actually not help in the long term.

### PARTNER IDEAS and PUBLICITY

This play could be performed before an audience.

### RECORDING IDEAS

Keep a Triennial Theme personal record sheet or notebook to record your achievements.  
You could make a video of the play.

### AGE RANGE

Suitable for older members.

### NOTES

People enjoy plays but it is important to get the point across in this one - some "actors" explaining how this sort of thing happened to them at the end of the play would strengthen the message. Some groups may find that members are uncomfortable with role play. Try to think of other ways in which the message could be given.



<b>ACTIVITY TITLE: PARTICIPATION IN SOCIETY</b>		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To raise awareness of the importance of tolerance and how we can only work well together if we respect the rights of others as well as looking to secure our own rights.</p>		
<p><b>METHOD</b> 1. Explain to the group that all citizens have rights and responsibilities. Sometimes, however, one person's rights can clash with another person's right. This exercise explores how far each of us can exercise our right without depriving another person of theirs. 2. Split the members into groups of three. In these groups list some of the everyday things that you think you have a right to. Person A chooses a right. Person B chooses a right that could clash with A's right. C is the mediator. A and B invent a situation where their rights may conflict, and then they put forward their points of view while C tries to help them to find a fair solution. For example: Person A may say: "I have the right to recreation and leisure - playing music is part of that for me." Person B may say: "I have the right to recreation and leisure - reading in peace is part of that for me." Person A may say: "I have the right to express my views, even if I disagree with you." Person B may say: "I have the right not to be humiliated."</p>		
<p><b>OUTCOME</b> Members will come to understand that one of the most important challenges in life is developing an ability to recognise other points of view. From this, we can learn to live together in a way that promotes peace and harmony, and respects everyone's rights.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Your group could develop a series of five short plays and act these out for a local school or youth group. One play could have optional endings - a) person A wins, b) person B wins, c) they reach a compromise - and the audience could be asked to vote for the most appropriate outcome. Encourage the group you visit to devise short plays of their own and invite you back to be the audience.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>		<p><b>AGE RANGE</b> This activity will require a good deal of maturity and will probably be better suited to the over tens.</p>
<p><b>NOTES</b> This is a great activity for stimulating everyday tolerance by making young people always think about other people's views - but also by nurturing in the individual a sense of personal empowerment gained from developing an ability to keep the peace without necessarily relinquishing rights.</p>		



<b>ACTIVITY TITLE: INTERNATIONAL CONFERENCE</b>		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To give young people an opportunity to represent a particular point of view, which is supported by some and opposed by others, in a formal setting.</p>		
<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>1. Explain to the group that your Unit is going to organise a Conference about an issue of international concern, and that different members will be asked to research and represent the views of a particular country or stakeholder (explain that 'stakeholder' is a term used to mean an interested individual or group).</li> <li>2. Select an issue for your International Conference e.g. <ul style="list-style-type: none"> <li>- The responsibility of all governments to provide primary education for all children</li> <li>- Global warming</li> <li>- The fight against HIV/AIDS</li> </ul> </li> <li>3. Set a date for the Conference and explain to everyone that in the intervening period they should: <ul style="list-style-type: none"> <li>- research the issue</li> <li>- research the position held by the country/stakeholder they represent</li> <li>- think about their allies and opposition in preparation for a debate</li> </ul> </li> <li>4. Assign some members the task of establishing the agenda and rules for the Conference and for acting as impartial facilitators.</li> <li>5. Hold the Conference in as formal a setting as possible. Encourage the development of a three-phase agenda: <ul style="list-style-type: none"> <li>- Presentation</li> <li>- Debate</li> <li>- Joint resolution</li> </ul> </li> <li>6. Review the experience</li> </ol>		
<p><b>OUTCOME</b> Members will recognise that securing rights and acting responsibly is facilitated by knowing who to talk to, and by having sufficient skill to debate, speak publicly, negotiate, resolve conflicts, compromise, co-operate and build consensus.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b></p>		

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<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p> <p>You could produce a formal written statement or resolution and display it on a wall or notice board.</p>	<p><b>AGE RANGE</b> All ages but select the issue to suit the age range.</p>
<p><b>NOTES</b> Remind participants that it is not their own opinion they are expounding but that of the stakeholder they represent. Remind everyone that negotiation and compromise will be just as important as having a view if a resolution is to be reached. Congratulate everyone for taking part!</p>	



ACTIVITY TITLE: COMMUNITY PLANNING		
INDIVIDUAL WORK	GROUP WORK	DEEPEN UNDERSTANDING
		SECURE OWN RIGHTS
		INFORM OTHERS
LOCAL COMMUNITY	GLOBAL COMMUNITY	INFLUENCE OTHERS
		SECURE RIGHTS FOR OTHERS
		OTHER
<p><b>PURPOSE</b> To get young people to think about their own communities and their members; to work together to create improvements in this community.</p>		
<p><b>METHOD</b>  <b>Part 1</b>                      Ask each member to think about where they live and to draw a map of their own community or village. They should start with their own home and put in all the landmarks, the routes in and out of the area and all the resources such as shops, parks, etc. They should then include all the things that are unpleasant, such as waste tips or dangerous areas. In small groups ask members to discuss and compare their maps or communities, thinking about which are the most important features and what they consider to be the best thing about living in their own community. Get them thinking about common resources and how everyone uses them and how they would feel (or do feel) if they were/are excluded from any of them. This activity should enable the group to pool ideas ready for part two of this activity.  <b>Part 2</b>                      Ask members to identify one feature within one of the communities which they think could be changed. Plan a campaign to create change. The change may only be a small one, e.g. to reduce the litter in the local school grounds, or may be more significant, e.g. to encourage households to recycle rubbish or to raise funds for a local toddler group. A range of activities may make up the campaign e.g. posters, talks, visits to other groups, fundraising events.</p>		
<p><b>OUTCOME</b> At the very least, the group will raise local awareness about an issue of concern to young people. They may even succeed in bringing about lasting change.</p>		
<p><b>PARTNER IDEAS and PUBLICITY</b> Members could interview a range of people in the community with different needs - shopkeepers, old people, disabled people, young people - to ask about their requirements in the community. Once the project has been identified, the group could involve a range of other groups and individuals either to help with the campaign or as a campaign target.</p>		
<p><b>RECORDING IDEAS</b> Keep a Triennial Theme personal record sheet or notebook to record your achievements. Let us know about your achievements so that they can be shared with the wider WAGGGS membership.</p>		<p><b>AGE RANGE</b> All ages can contribute to such a project; tasks need to be allocated appropriately.</p>
<p><b>NOTES</b> Make sure that a good cross section of the community is interviewed to get a broad range of ideas if interviewing is included in the process. You will need to ensure that the change project selected is achievable and appropriate and will elicit support from the wider community.</p>		

