

# GB's Raising Hope Advocacy Toolkit

the girls' brigade  
international



## Introduction

On International Day of the Girl – 11 October 2018 – Girls' Brigade International launched this free resource for local Girls' Brigade leaders called **GB's 'Raising Hope' Advocacy Toolkit**.

## Why did Girls' Brigade create an advocacy resource?

Over the last few years, GB International (GBI) has been developing its advocacy emphasis along with its missional and evangelistic ethos. GBI's advocacy development is about equipping girls and young women to turn up the volume of Gospel hope for girls in communities across the world. Girls' Brigade cares for girls because God cares for girls. GB wants to celebrate the value and potential of girls and women across the world as they're made in God's image. After all, that's what Jesus did.'

## What is the purpose of the toolkit?

The Advocacy Toolkit is part of GB International's on-going advocacy strategy to enable girls and young women to turn up the volume of hope in their own communities. The toolkit has two specific aims:

1. To equip GB leaders (particularly at local level) to be strategic and intentional about advocacy
2. To empower girls and young women to be at the centre of leading social action initiatives which will transform their own communities and have lasting impact.

Girls' Brigade members across the world are transformers, generations-shapers and hope-bringers! This resource will enable them to challenge injustices in their own community in creative ways and transform lives.

## Who is it for?

It can be used by leaders to facilitate young women in the local sphere to develop advocacy initiatives to transform their own communities. The resource is suitable to work with young women aged 10-18. Child and youth development is diverse across the world so please adapt the activity for the needs of your group.

## What is advocacy?

The word 'advocacy' has different meanings for different people in different contexts. People understand 'advocacy' in alignment with their experiences, their worldview, their language and their culture.

**GB's definition can be defined: as 'bringing God's hope to people (particularly girls and women) who are experiencing injustice in order to bring about transformation in lives and communities.'**

Advocacy is never just about raising awareness of an issue. It is always about trying to seek change in the policies, practices, systems, structures, decisions and attitudes that cause injustice.

## What is injustice?

Girls' Brigade believes all human beings have equal value and deserve equal respect as they are created in the image of God (Genesis Ch.1:26-28). When God put his image upon us, we became beings of infinite, inestimable value. It is an injustice, therefore, when God's people are robbed of their God-given worth through inequality and oppression.

## Why is GB called to be an Advocate?

Five reasons that GB is called to be an advocate in local, national and international spheres:

1. **It's in our DNA** - When Margaret Lyttle established GB in 1893, she was advocating with and for girls. In other words, she was helping shape a different and more hope-filled future for girls. Advocacy – raising hope for girls – is in our DNA. For example in GB's principles, it states that we believe in 'a just society where all people are created equal.' And today, GB is already an Advocate (see pp 23-24 for some key examples).
2. **State of global girlhood** - Statistics from global research suggests that we do not live in a just society. Unfortunately in many places, it is very challenging to be born a girl. A world where anyone is silenced, coerced, murdered, limited or forgotten simply because of their gender is not OK. Gender injustice needs to be tackled and challenged.
3. **Who else will be that global Christian voice for girls?** Girls' Brigade is the largest and oldest Christian global girls' movement – who will else will speak up for and with girls if we don't? We have also had 5 generations of women investing in the next generation of girls through GB. We have experience and wisdom to offer on girl issues.
4. **The voice of The Gathering 2013 & 2017** - At The Gathering 2013 and The Gathering 2017, our emerging leaders shared a deep desire to see Girls' Brigade use our international, national and local platforms to advocate with and for girls across the world on issues that are impacting their lives.
5. **Biblical call** - The Bible (both the Old Testament and the New Testament) demonstrates that God is concerned with the restoration of justice in His broken creation. Justice reflects the character of God who identifies with the powerless and calls himself their defender (Deut Ch.19:17-18). The Bible gives us everything we need – motivation, guidance, inner joy and power – to live a just life. Micah Ch.6:8 shows us that to walk with God, we must do justice (action) out of merciful love (attitude). As we are called to join in with His mission of restoration, we identify with His heart for justice for the voiceless and powerless. One of the greatest advocates that ever lived was Jesus. When He advocated with and for others, Jesus: gave dignity, hope and value to the marginalised and those who lived on the edge of society, particularly women (John Ch.4), valued children by welcoming the children that others 'shunned' or felt were not important (Mark Ch.10:13-16) and mentored, equipped and released others to be agents of transformation. In His words and actions, Jesus modelled how He wanted society to be and signposted others to fulfil their own responsibility of rebuilding a just world.

## How is the resource structured?

The structure of the Advocacy Toolkit is designed to be flexible – it can be used for a one-off GB group meeting (pick and choose the most relevant activity) but it will be most effective when used over a course of six sessions or a residential. This amount of time will empower the young women to understand the issues impacting their community and will enable them to plan to make a real difference.

Here's an overview of the six session programme:

Session 1	<b>Understanding Advocacy</b> <i>Aim: To explore a common understanding of advocacy and injustice through interactive activities.</i>
Session 2	<b>Being Advocates of Hope</b> <i>Aim: To explore how Girls' Brigade members are and can be advocates of God's hope and light in our world today.</i>
Session 3	<b>Raising Hope in your community</b> <i>Aim: To explore where the deficit of hope is in local communities and to help young people decide on one key injustice that they want to transform.</i>
Session 4	<b>Turning problems into opportunities</b> <i>Aim: To explore the root causes of injustice and demonstrate how problems can be turned into opportunities for change.</i>
Session 5	<b>Planning for Transformation</b> <i>Aim: To plan an advocacy initiative by considering what is the most important messages, who you need to advocate to and the best method of doing it.</i>
Session 6	<b>Let's do it: turning up the volume of hope!</b> <i>Aim: To evaluate the impact of the advocacy initiative and to understand that God calls us to 'live justly' every single day.</i>

Please note that depending on the advocacy initiative which is planned, Session 5 & 6 will probably take longer than a one hour session. We encourage you to take as much time as you need to plan and deliver it – we want your action to have a long-term impact in your community.

Each session contains creative activities with a Biblical focus including games, craft, team-building, discussions and creative prayers. You know your group best so please adapt the material provided to make it work in your setting. For example:

- **Timing:** Each activity in the track has been given an approximate time scale. Estimate how much time to allocate to each activity based on the time you have each week, the size of your group and their interests.
- **Resources:** If you cannot access the resources adapt the session or use the alternative approaches suggested in the text.
- **Flexibility:** If there is an activity which does not make sense to you, or which you are not comfortable with then adapt it. Beware, however, of changing something just because you do not like it – consider the young people's likely response as well as your own.
- **Cultural relevance:** Remember that this resource has been written for a global audience. Please adapt examples and activities to be culturally relevant.

## **Mission, Evangelism and Advocacy**

Through this resource, young people will gain an understanding that advocacy is not just a one-off initiative or campaign – it is part of our rhythm of discipleship with Jesus who calls us to 'live justly' every day. Following Jesus is a whole-life adventure.

Mission, evangelism and advocacy are all inter-connected. Research has shown that many young people today have a desire to make a difference; they are socially aware and have motivation and perseverance to advocate for long lasting change. However please be conscious that social action and advocacy initiatives without sharing the Good News of the Gospel is a missed opportunity

We need to equip girls and young women to get better at talking about **why** Christian faith motivates us to show the love of Christ in the world through social action and advocacy. We pray that this resource will help Girls' Brigade be more effective at explaining why we do what we do. It's all about Jesus!

This resource will also challenge our perception of real change and transformation. The brokenness in the world can only be restored by Jesus but He calls us to partner with Him to renovate reality. Each of us has an important role to play in transforming our communities. Use the Bible studies, discussions and creative prayer activities in this resource to challenge the young women with this question: **do they know the transforming power of Jesus in their own life?**

### **Do I need to do any advance preparation?**

Yes. Please check each session's activities to see what resources you may need.

### **Thank you!**

Thank you in advance for using this resource and helping Girls' Brigade members to be transformers and hope-bringers in their communities.

# SESSION 1: Understanding advocacy

This session explores the meaning of advocacy and helps young people understand injustice through interactive activities.

## **The egg-justice challenge (15 mins)**

**Aim:** To understand what injustice and inequality is.

**You'll need:** An egg, marker pens, paper cup, sticky tape, scissors, kitchen roll, straws etc. Divide the materials into bags unequally – ensure that one bag has every item and another bag only has one item. Ensure there is one bag for every team.

*Instructions:* Divide the group into teams of three or four. Give each team an egg and marker pen and ask them to name their egg (with a funny name) and draw a face on it. Then give each team a bag of materials. They have five minutes to use the resources provided in the bag to enable their egg to be dropped from a first floor window without breaking (you could also drop it from a stage or get a leader to stand on a chair/ladder carefully). After five minutes, test the effectiveness of each team's creation by dropping it from a height. After the challenge is completed, ask the group a few questions. Was the challenge fair? Why? Why not? How did it make them feel when they realised that they were being treated differently? How could we have made the challenge fair?

*Explain:* This challenge wasn't fair, sometimes the world we live in is unfair and unjust. Injustice is when we treat people differently.

## **The price is right (15 mins)**

**Aim:** To demonstrate that God values everyone equally.

**You'll need:** Various objects or photos of objects of varying value, individual photos of a boy/girl/older woman/person with a different skin colour/homeless person, pens, and paper.

*Instructions:* Gather a number of different objects or photos of objects together and split the group into three or four. Give them each paper and pen. Show each group an object and ask them to write down how much they think it's worth. You can throw some tricky ones in – perhaps an object which looks old but is valued highly or a fake diamond. The closest team to the actual monetary value of the item gets the point. At the end, show the teams photos of a girl, a boy, an old woman, a person with a different skin colour, and a homeless person etc. Ask how much are they worth?

*Explain:* In God's eyes, every person has equal value. However, we still live in a world where some people are treated better than others. Read Genesis Ch.1:26-28. Explain that God created every single person on earth. This Bible passage also demonstrates that we were made in the image of God and, as a result, we have incredible worth and value. Our worth and value comes from God and it doesn't depend on whether we're a girl or a boy, young or old, or what colour of skin we have etc. Because of our worth in God's eyes, we should treat each other with dignity, value and respect. Injustice is when people are robbed of their God-given value and treated like they are worthless. But call us to be advocates of justice – what does this actually mean?

### **What is advocacy? (10 mins)**

**Aim:** To explore a common understanding of advocacy.

**You'll need:** a large sheet of paper per group, felt tip pens

*Instructions:* Divide the group into smaller teams of 3/4s and give each group a large sheet of paper and some felt-tip pens. Invite them to write the word – ADVOCACY – across the middle of the sheet. Give them 5 mins to write all the words that they can think of in association with advocacy. The team who records the most words win!

*If they need some help, here's some ideas of words which they may stimulate discussion:* Campaigning, Speaking out, Lobbying. Social justice, Petitions, Social action, Speeches, Government lobbying, Education, Transformation, Marches, Gender issues, Discrimination, Equality, Hope, Bringing change, Legal person, Empowerment, Transformation.

*Explain:* The word 'advocacy' has different meanings for different people in different places around the world. So how does Girls' Brigade define advocacy? Advocacy is bringing God's **hope** to people (particularly girls and women) who are experiencing **injustice** to bring about **transformation** in lives and communities.' Advocacy is never just about raising awareness of an issue, a problem or a situation. It is always about trying to seek change in the policies, practices, systems, structures, decisions and attitudes that cause injustice.

### **Transforming your world (25 mins)**

**Aim:** Helping each person see that they have an important role in re-creating the future

**You'll need:** Paper and a variety of different craft materials like pens/crayons/chalk/scrap paper, old magazines, old newspapers, and paint.

*Instructions:* What do you think the world would look like if everyone was equally valued and treated fairly like God intended? Give the group some time to reflect on this. Invite them to create the world that they want to see as a piece of art – a drawing, painting or even collage. You could display the art in your church or building where you meet and invite others to look and pray over them.

### **Equality prayer (5 mins)**

**You'll need:** one piece of A4 paper and pen.

*Explain:* Everyone has equal worth and deserves to be treated the same. This also means that everyone has an equal voice and a unique contribution to make. Let's create a prayer together which uses all of our voices.

*Instructions:* Sit the group in a circle and send a piece of paper and pen around. Ask everyone to write one sentence of the prayer each. At the end, invite everyone to read out the whole prayer.

## SESSION 2: Being Advocates of Hope

This week's session explores how Girls' Brigade members are and can be advocates of God's hope and life in our world today.

### **Obstacle race (10 mins)**

**Aim:** To demonstrate the need of helping one another.

**You'll need:** Blindfolds and a simple obstacle course.

*Instructions:* Line up the girls in two teams, all but one blindfolded. The first blindfolded girl is to walk through the obstacle course assisted by the seeing team member. The seeing team member stands at the end of the course, calling instructions to help the blindfolded girl navigate the course. Once she reaches the end of the course she removes her blindfold and calls instructions for the next blindfolded girl.

*Explain:* Ask what would have happened if the girls who could see (who weren't blindfolded) decided that she was not going to help direct her partner through the course? If this was so, most likely some of the girls would have stayed where they were - not venturing out, some of the girls would have stumbled upon an obstacle unsuccessfully while trying to make it on their own, and only a couple would be courageous enough and lucky to manage to navigate the course by themselves despite their disadvantage of being blindfolded. The girl without a blindfold was working on behalf of the blindfolded girl to ensure her safety during the course. Explain that in a similar way there are people within our countries who endeavour to create a safer (whether that be physically, mentally or spiritually) environment for those challenged. In fact in order to create a fairer society, we all need to play our part, work together, and care about one another. We all need to be advocates for one another.

### **Transforming advocates (15 mins)**

**Aim:** To be inspired by transforming advocates.

**You'll need:** Photos of world-changers and influencers.

*Explain:* Over the next few weeks, we'll explore issues of injustice which impact people in your community. Some of these issues are vast and sometimes we feel that we can't do anything to change the status quo. That's not true. We all have influence and the power to transform our world. God call us to be transforming advocates – people who inject His light and hope into dark situations.

*Instructions:* Ask your group if they can think of people who have stood up against injustice. Give them five minutes in small groups to make a list. Encourage them to think of people who have also made a difference in their local community. Allow some time for discussion. You can share some photos of world-changers such as:

- Malala Yousafzai – activist and educationalist who stood up for girls' education and as a result was shot by the Taliban when she was 15 years old
- Julia Immonen – CEO of Sport for Freedom who rowed the Atlantic Ocean to raise awareness of human trafficking
- Margaret Lyttle – founder of Girls' Brigade in 1893, a mission movement which invested in girls at a time where girls were considered second class citizens.
- Nelson Mandela – peace and reconciliation activist and former President of South Africa.



Allow time for some discussion:

1. Why do you find these advocates inspiring?
2. What can we learn from them about the qualities that make an advocate? [Courage, persistence, determination, passion, faith].

### **GB the Advocate (10 mins)**

**Aim:** To understand how Girls' Brigade is already an advocate with and for girls around the world.

**You'll need:** Print out of Resource Sheet A

*Explain:* Since 1883, Girls' Brigade has been an advocate with and for girls in over 50 countries and many GB members across the world are raising hope for girls. Read Resource Sheet A which shows examples of GB's advocacy initiatives and answer the following questions:

- What is your favourite GB advocacy initiative example? Why?
- How does each initiative turn up the volume of hope for girls?

*If you have time:* Girls and young women in GB Africa, Asia, Caribbean-Americas, Europe and Pacific are raising hope for girls in many different ways. If you have time, get the young people to do some research on the internet and find examples of more GB social action initiatives that are making a difference. This could also be a good 'homework' task for next week.

### **Be An Esther (15 mins)**

**Aim:** To discover more about a transforming advocates in the Bible, Esther.

**You'll need:** Bibles.

*Explain:* Esther is a fantastic example of a young woman who despite being in a difficult situation found courage to speak God's truth and light into a dark situation. Give a quick overview of the book of Esther. Raised by her cousin Mordecai, Esther was a Jew who married King Xerxes. Mordecai was an official who worked at the court of the King. Hamman disliked Mordecai and plotted against him by tricking the king to decree the death of all Jews. Mordecai went to Queen Esther to see if she could persuade the king to save her own race from genocide, a massive injustice. Used to being valued for being silent and passive, Esther initially refused to help - feeling fearful for her own life. Esther was upset about this and thought it was unjust but Esther knew she could be killed if she went and spoke to the king without being invited. However she did find her voice and, using her intelligence and courage, Esther helped to save a nation. God had really placed her in the king's court 'for such a time as this'. Because Esther used her voice to speak up for what she believed was right she saved many, many people from an unfair death.

*Instructions:* Read Esther Ch.4 and discuss:

- Why do you think Esther initially said no? Have you ever refused to do something that was difficult even though they knew it was right?
- How do you think Esther must have felt when she approached the king?
- What are the injustices that surround you in your local community?
- Where do you think God has placed you 'for such a time as this'?

## **Be a Light (5 mins)**

**Aim:** To inspire young women to be the 'light in the darkness.'

**You'll need:** Glow sticks/tealights/candles, Bible

*Instructions:* Give each person a glow stick, battery operated tea light or a candle (fire safety precautions apply). Read Matthew Ch.5:14-16 from The Message: 'You're here to be light, bringing out the God-colours in the world. God is not a secret to be kept. We're going public with this, as public as a city on a hill. If I make you light-bearers, you don't think I'm going to hide you under a bucket, do you? I'm putting you on a light stand. Now that I've put you there on a hilltop, on a light stand—shine! Keep open house; be generous with your lives. By opening up to others, you'll prompt people to open up with God, this generous Father in heaven.'

In a circle, invite each person to crack open their glow stick/ light their candle as you pray that each one of them would bring out the God-colours in the world.

## SESSION 3: Raising hope in your community

This week's session explores where the deficit (lack) of hope is in local communities and helps young people decide on one key injustice that they want to transform.

### **Bad News! (20 mins)**

**Aim:** To help young women understand justice issues.

**You'll need:** National newspapers.

*Instructions:* Divide the group into smaller groups and give each group a set of national newspapers or some print outs from websites. Alternatively if there is easy internet access, ask them to search the internet. Give the group 10 mins to find examples of three injustices in the world today – examples of where God's people are treated unfairly or robbed of their God-given values. Invite them to share and discuss with the rest of the group.

*Explain:* Unfortunately the world is not as God intended it. There are a number of groups of people who are treated unjustly every single day. [Please amend the list below according to your cultural context].

- The homeless: many people are shamed and looked down upon when they sleep on the streets yet homelessness is a vicious cycle.
- The hungry: many people across the world are suffering from hunger (perhaps even in our community) yet supermarkets throw away huge amount of food and we even waste food.
- The environment: God's creation is dying yet we are using more plastic than ever!
- The survivors of sexual violence: the #metoo and #timesup campaigns demonstrate that many people have experience sexual violence yet there is still stigma and shame surrounding it.
- Young people: girls and boys are experiencing mental health issues and low self-esteem.
- Followers of Jesus: In some countries, Christians face persecution for simply following Jesus.

### **Spot the difference Girl... (15 mins)**

**Aim:** To explore gender justice issues.

**You'll need:** Marker pens and two large pieces of paper per group.

*Instructions:* Split the group into smaller groups of four or five people and ask them to draw an outline of a girl on one piece of paper and an outline of a boy on the other. Give the groups five minutes to discuss and write down how boys and girls are perhaps treated differently in your society and countries around the world. For example, they may be paid different for the same job, boys may be more likely to go to school etc. After group discussion, invite them to share their thoughts with the wider group.

*Explain:* Gender injustice is when girls and boys are treated differently – simply because of their gender. Gender injustice can look different around the world:

- Girls are valued solely for their physical attractiveness while boys are celebrated for their achievements
- Girls are more likely not to have a choice who they marry or when they have their first sexual experience
- Girls are more likely not to be able to get a full education
- Girls are more likely to be in extreme poverty
- Girls are more likely to be paid less for working the same job as a guy.

Note that boys also experience gender injustice too – perhaps people in their culture believe that boys should not show any emotions like crying. This can cause boys to repress their emotions and can lead to mental health issues and an increased suicide rate.

As we've explored, when a person is treated differently because of their sex, this is called gender injustice. Let's explore what the Bible says about injustice. Read Galatians Ch.3: 25-28 (The Message). Explain that Paul in his letter to the Galatians clearly states that we all have equal value and worth in God's family. Through Jesus' death, we all can have a relationship with God. But we also have a responsibility to treat others equally.

### **A hope-filled community? (30 mins)**

**Aim:** To help young women assess where the hope-deficit is in their communities.

**You'll need:** A map of your local community.

*Instructions:* Divide the group into smaller groups but make sure a leader can accompany them. Ask them to walk around their local community with a map and answer the following questions:

- Is there one or two places in your community which are making a positive difference to people's lives?
- Where are the injustices in your community? They can mark their ideas on the map...

OR if you are not able to go for a walk, get the group to draw a map of their local community and answer the same questions.

Please note: This activity can draw out the complexities of injustice as groups may record the same place as making a positive difference to people's lives as well as being a place of injustice. For example, a school building can be a place of hope where children and young people are inspired to make a difference and empowered with skills which gave them future choices. But it can also be a place of injustice – children may experience bullying and perhaps girls are missing from school for a number of different reasons – poverty, cultural attitudes and risk of violence etc.

### **Hope-less? (15 mins)**

**Aim:** To help young women assess where the hope-deficit is in their communities.

**You will need:** A4 papers and pens, music in the background.

*Instructions:* After the group has returned from their walk or completed the mapping activity, invite them to list all the injustices that they saw in their local community. Ask them to write each one on a separate piece of paper. The injustices in your community will look different around the world but here are some examples:

- Girls' don't get to go to school
- Girls' lack access to sanitary products or are embarrassed by the stigma surrounding period taboos
- Young people have poor access to mental health services
- Elderly people are neglected and lonely
- Families don't have enough money to feed themselves
- People with HIV or other health conditions are despised
- People are living in extreme poverty
- Girls' self-worth is undermined by unrealistic images of women in the media
- Girls and boys are restricted by gender stereotypes
- Children are forced into married
- People are being sold into human slavery
- Children and young people are being bullied and intimidated.

Feel free to add these to the lists if the young people are struggling for ideas.

Place each sheet with an injustice written around the room and make sure each young woman has a pen. Explain that there are some serious injustices written on these pieces of paper but God call us to join Him in transforming and restoring the world. We have the power to make a difference. Invite each person to reflect on the top three injustices that they would passionately like to see transformed. Give them time to read all the pieces of paper and mark a dot on the three which they would like to transform!

Please note: the injustice which gets the most dots will be the one that your GB group focuses on transforming in future weeks. Your advocacy initiative will be more effective if it is facilitated and managed by a larger group. If you have a large group of girls, you can divide the group to focus on the top two injustices identified!

### **A prayer of HOPE (5 mins)**

**Aim:** To end the session on a hope-filled note.

**You'll need:** pieces of paper from the 'hope-less' activity.

*Instruction:*

Get the girls and young women to rearrange all the pieces of paper on the floor to read the word – HOPE. Stand in a circle around the word hope. Invite the young people to say short prayers of hope or even write them on slips of paper

*Explain:* Some of us tend to use the word hope a lot. We hope that we get to see our friends this weekend. We hope that we don't miss the bus. For me, hope is not wishy washy optimism. In Scripture, hope is an indication of certainty. It means a confident expectation. Rather than being static or passive, it is dynamic, active and life sustaining. There is only one true source of hope; God. Psalm 62:5 reminds us: 'For my hope is from Him.' And God calls each of us to be hope-bringers. Hope is not just a nice word – it involves action; action that will lead to transformation. Over the next few weeks, we will be planning actions that will lead to real change in our communities. We may only be able to tackle one injustice but God knows and sees all the injustices in our communities; He loves all the people who are impacted. Let's lift up all these situations to God and pray that God will mobilise others to tackle them so they will be transformed.

## **SESSION 4: Transforming problems into opportunities**

---

This week's session explores the root causes of injustice and demonstrates how problems can be turned into opportunities for change.

### **Problem-solving game (10 mins)**

**Aim:** A fun game to introduce the concept of problem solving and working together.

**You'll need:** Several sheets of large paper (A2) - chairs and tables should be available around the room but should not be pointed out to the young people.

*Instructions:* Split the young people into groups of four or five. Place a piece of paper in front of each group and tell them they have five seconds to get off the floor. (group automatically jump onto paper) Then tell the group that you want them to fold the paper in half and they then have another five seconds to get off the floor...repeat this until they have folded the paper 6 or more times. The idea of the game is that the young people will automatically fold the paper and stand on it using each other as supports when all they actually had to do was fold the paper as instructed then get off the floor (they could have sat on a chair or table in the room!!!)

*Explain:* This was a problem solving activity to get your thinking caps on. Today we're going to tackle the injustice that you want to transform. Let's see this injustice as an opportunity for transformation! Let's work together to transform it.

### **Creative Tree (15 mins)**

**You'll need:** Two large pieces of paper, paints/colouring pencils/pens

*Instructions:* Split the young people into two groups. Invite the young people to draw/paint a large tree on a piece of paper. Please make sure that the tree has:

- Roots under the ground
- A tree trunk
- Branches.

### **Problem Tree (15 mins)**

**Aim:** A creative activity which will help young people explore the root causes of injustice.

**You'll need:** A large piece of paper with a tree drawn on it, paints/colouring pencils/pens, post-it notes/pieces of paper, glue.

*Explain:* The group has identified a problem and an injustice that needs to be transformed in your community. A problem tree is a simple way of showing the root causes that lead to this injustice. The benefits of the problem tree are:

- It helps break down and understand the injustice in a greater detail.
- It helps identify possible areas where change could be advocated for.
- If a problem is understood in a deeper way, then a solution will be shaped which does not simply address the symptoms but the underlying power structures that support the problem too.

Different elements of the tree represent different things: the trunk describes the injustice; the roots represent the causes of the main cause of the injustice; and the branches represent the effects of the injustice.

*Instructions:* On one of the tree paintings, get the group to write the injustice in their community that they want to transform on the trunk. (They can write it on the tree trunk or on a piece of paper to glue to the tree trunk). Then ask the group to discuss these questions:

1. What are the effects of this injustice? Get the group to write the effects on the branches of the tree or on pieces of paper to glue to the branches of the tree).
2. What are the main causes of this injustice? Get the group to write the causes on the root of the tree or on pieces of paper to glue to the root of the tree).

Please note: exploring the root causes of injustice can be slightly more challenging. Are people's attitudes or the policies of the institution making the situation worse? What are the other political, economic, social or technological factors?

Please see Resource Sheet B for some examples of this problem tree activity.

### **Solution Tree (15 mins)**

**Aim:** A creative activity to help young people turn problems into solutions.

**You'll need:** A large piece of paper with a tree drawn on it, paints/colouring pencils/pens, post-it notes/pieces of paper, glue.

*Explain:* Girls' Brigade is all about turning up the volume of hope. We don't want to focus on the problem; we want to transform this problem into a solution and encourage people to take action to change things. So let's turn this problem tree into a solution tree.

Different elements of the tree represent different things: the trunk describes the change you want to see; the roots represent the causes of the change; and the branches represent the effects of the change.

*Instructions:* On the other tree painting, get the group to write the change that they want to see in their community on the trunk. (They can write it on the tree trunk or on a piece of paper to glue to the tree trunk). Then ask them to discuss these questions:

1. What are the effects of this change? Get the group to write the effects on the branches of the tree or on a piece of paper to glue to the branches of the tree).
  - a. Tip – simply add words 'more' or 'increase' to create a positive sentence from the effects that are written on the problem tree
2. What are the main causes of this transformation? Get the group to write the causes on the root of the tree or on a piece of paper to glue to the root of the tree).
  - a. Tip – simply add words like 'less' and 'decline'

Please see Resource Sheet C for some examples of this Solution Tree activity.

After the group has completed the Solution Tree, get them to choose one of the roots (causes of change) to focus their advocacy initiative on. By focussing on the root causes of transformation, the advocacy activity will have a more long-lasting impact.

## **Smashing the Stereotypes (30mins)**

**Aim:** To understand how gender stereotypes can limit boys and girls.

**You'll need:** Sign with boys and girls written on it.

*Optional activity: Very often cultural attitudes particularly gender stereotypes are one of the biggest causes of gender injustice. If this was identified in the Problem/Solution tree activity, use the interactive activity below to help the group understand gender stereotypes... and shatter them!*

*Explain:* Gender and sex is not the same thing. Someone's sex refers to his or her biological and physical traits that identify him or her as either male or female. Someone's gender refers to ideas in a culture or society about what it means to be masculine or feminine. We learn about ideas about gender as we grow up – from watching moves, reading magazines and observing our families, we gain an understanding about how we're expected to act and behave as girls and boys. These expectations can become stereotypes. A stereotype is a widely held, fixed, simplified belief about a particular type of person or thing. Gender stereotypes are damaging and limiting to both girls and boys. In fact, many stereotypes about expectations about how girls should behave seek to limit and restrict us.

*Instructions:* Put a 'girls' sign on one wall and a 'boys' sign on the opposite wall. Read out the following statements and ask the group to walk to sign which indicates who (girls or boys) is expected to act like this by the culture that surrounds you:

- Do the majority of the housework - girls
- Not show any emotion - boys
- Love playing sports - boys
- Do 'dirty' jobs like construction and mechanics - boys
- Are meant be quieter and speak out less - girls
- Do not cook, sew or make crafts - boys
- Are doctors not nurses - boys
- Are nurses not doctors - girls
- Enjoy outdoor activities like camping, fishing and hiking - boys
- Are supposed to look pretty – girls.

Please note gender stereotypes look different around the world so amend the answer in brackets if is not relevant in your context.

After the exercise is completed, facilitate a discussion around these questions:

- How do these stereotypes impact boys in a negative way?
- How do these stereotypes impact girls in a negative way?
- Can you think of a time when a gender stereotype limited you or made you act a certain way?
- Is there one thing that you can commit to doing this week to shatter a gender stereotype that limits you? For example, speaking out in class, not putting on make-up or choosing to play a sweaty sport?



## **Jesus the Advocate (20 mins)**

**Aim:** To explore how Jesus gave dignity, hope and value to the marginalised and those who lived on the edge of society.

**You'll need:** Bibles.

*Instructions:* Divide the group into smaller teams and assign each of the group one of the following Bible passages to read: John Ch.4, Mark Ch.10:13-16, Mark Ch.5:25–34 and Luke Ch.17:11-19.

Get them to discuss the following questions:

- How were the people in the Bible passage treated by others?
- Imagine that you were these people who approached Jesus. How do you think that you would have felt when Jesus spoke to you and spent time with you?
- How did their encounter with Jesus transform them and turn up the volume of hope in their lives?

*Explain:* One of the greatest advocates that ever lived was Jesus. When He advocated with and for others, Jesus gave dignity and value to the marginalised and those who lived on the edge of society, particularly women. He literally turned up the volume of hope in people's lives by mentoring, equipping and releasing others to be agents of transformation. In his words and actions, Jesus modelled how He wanted society to be. Christians are motivated to show the love of Christ in the world through social action and advocacy. It's why we do what we do. It's all about Jesus! The brokenness in the world can only be restored by Jesus but He calls us to partner with Him to renovate reality. Each of us has an important role to play in transforming our communities.

## SESSION 5: Planning for Transformation

This session will help to plan an advocacy initiative by considering what are the most important messages to be communicated, who you need to advocate to and the best method of doing it.

### The WHO of Advocacy (15 mins)

**Aim:** To decide who needs to be influenced to enable long-lasting change.

**You'll need:** Paper and pens.

*Explain:* Through using the solution trees during the last session, the objective of our advocacy action [insert objective] was decided. The role of advocates is to influence people or organisations that have the power to change things. The first stage in an advocacy plan is to deciding who needs to be influenced to enable long-lasting change.

*Instructions:* Get the group to list all the types of people who may be interested in achieving your objective on a piece of paper. Examples may include:

- The government
- The general public
- Parents or Care-takers
- Children or Young People
- The media
- Businesses

Ask the group to discuss the following questions:

- What would we need them to do?
- How much impact could they have on achieving our objective? (High/Medium/Low)
- How easily can we influence them? (Difficult/Easy)

*Explain:* You can't reach everyone. You'll need to decide on one group who you really easy to influence and will have a high impact!

### The HOW of advocacy (20 mins)

**Aim:** To explore different methods of advocacy and decide which is the most effective to influence the target audience.

**You'll need:** a print out of Resource Sheet D – The How of Advocacy and Resource Sheet E – This GB Girl Can.

*Instructions:* Divide the group into teams of three or four and give each team a print out of Resource Sheet D. Make sure that the list of advocacy methods and the advantages which corresponds to each is cut up and mixed up. Get each team to match the advocacy method with the advantages. After they have completed the task, give the group time to discuss what is the best advocacy method to influence the group of people which they need to influence? Once they have chosen their advocacy method, get the group to research some of the best examples of this method on the internet (if available).

Here's some links to good examples of creative advocacy:

#### Film clips:

- **The Girl Declaration** – A powerful declaration for girls across the world.  
<http://www.girleffect.org/2015-beyond/the-declaration/the-videos/girl-declaration-film/>
- **The Girl Effect** - A video showing that an educated girl can help be part of the solution to the world's problems:  
<https://www.youtube.com/watch?v=1e8xgF0JtVg>
- **This Girl Can** - A film showing girls defying gender stereotypes in sports:  
<https://www.youtube.com/watch?v=jsP0W7-tEOc>
- **Pretty Curious** - A film showing girls defying gender stereotypes in STEM subjects: [https://www.youtube.com/results?search\\_query=pretty+curious+edf](https://www.youtube.com/results?search_query=pretty+curious+edf)

#### Visual photos/adverts:

- **Plan's 'Face Up To Violence' campaign** – A poster campaign which saw celebrities have their faces adorned with the words of real girls who have experienced child marriage and female genital mutilation: <https://plan-uk.org/blogs/stars-back-face-up-campaign>
- **PPS advert campaign in South Africa to shatter gender stereotypes** - <https://www.pps.co.za/SUCCESS>

#### Lobbying government

- **Cards of Hope campaign** – see p.21.

#### Poems & song lyrics

- **Dangerous Women Creed by Lynne Hybels** - <http://www.willowcreek.com/docs/pdf/dangerouswomencreed.pdf>
- **27 Million by Matt Redman and LZ7** - <https://www.youtube.com/watch?v=K0L7NH48BWE>
- **This GB Girl Can poem** – see p.28.

### The DO of advocacy (20 mins)

**Aim:** To use SMART goals to plan for change.

**You'll need:** Paper and pens.

*Instructions:* Get the group to answer the following questions (depending on your group, it may be best writing the questions on a piece of paper):

- What is the change that we want to see in our community? (Recap from Solution Tree activity)
- How are we going to see this change happen? (Recap from Solution Tree activity – focus on the root causes of change)
- Who are the people that we need to influence to see this change happen?
- What is the best method of advocacy to influence them?
- What action or initiative are we going to plan? (See some examples of ideas below)

Cause of change	Ideas for advocacy initiative or action
Decline in poverty	<ul style="list-style-type: none"> <li>• Campaigning and lobbying for better government policies &amp; initiatives.</li> <li>• Campaigning for supermarkets to commit to zero-waste of food and donate surplus food to foodbanks.</li> <li>• Fundraising initiative.</li> </ul>
Shatter gender stereotypes	<ul style="list-style-type: none"> <li>• Creating positive media (photos, magazines, films) which portrays girls and women with worth and value (not just focuses on their physical attractiveness).</li> <li>• Hosting a concert or public event featuring the creative gifts of young women (not focussing on physical appearance).</li> <li>• Organise a rally on International Day of the Girl to demonstrate the power and strength of girls.</li> </ul>
Decrease in climate change	<ul style="list-style-type: none"> <li>• Online social activism initiative to raise awareness.</li> <li>• Creating a vegan/vegetarian recipe book to promote a more ethical, low carbon emission lifestyle.</li> <li>• Creating visual media which promotes the importance of committing to a zero waste lifestyle.</li> </ul>

- Create three SMART goals (Specific, Measured, Attainable, Realistic, Targeted) for how they are going to make the change in their advocacy initiative happen
- If it is an event, where and when is it going to be held? What needs to be organised? What are the different tasks that need to be done to complete it?
- If it is an initiative, when is it going to launch? What needs to be organised? What are the different tasks that need to be done to complete it?

### **Butterfly prayers**

**Aim:** To give our plans for transformation to God.

**You'll need:** Shapes of butterflies on foam/card or cut out the outline of a butterfly on paper (one for each person).

*Explain: Caterpillars transform into butterflies. Did you know it takes around 15 days for this transformation to take place? Real change takes time. Seeing real change in our community will also take time too. Individually write a prayer of transformation for God to bless the plans for transformation.*

## SESSION 6: Let's do it – Turning up the volume of Hope

---

Well done. Thank you for being hope-bringers in your community!

We hope that you had an amazing time launching your own Girls' Brigade advocacy initiative and transforming your community through turning up the volume of Gospel Hope.

### Share the Good News! (15 mins)

**Aim:** To share and celebrate the impact of advocacy.

**You'll need:** cameras, (optional), pens, paper.

*Instructions:* Girls' Brigade International would love to build a picture of how GB members and groups are transforming their communities around the world – please share some photos and transformation stories with us. This could be done in creative ways like making a short film featuring the young women sharing what they did and how it impacted the community or getting them to write a sentence each about how they were inspired to be advocates. The more creative the better – send your stories to [home@gbworldwide.org](mailto:home@gbworldwide.org).

### Café Review (25 mins)

**Aim:** To help the group review their advocacy action.

**You'll need:** four large sheets of A2 paper and some pens.

*Instructions:* On 4 large sheets of A2 paper, write the following questions:

1. What inspired you about the advocacy challenge?
2. What were some the challenges that needed to be overcome?
3. What was achieved individually and as a group through the advocacy initiative?
4. Do you have any ideas about how we can continue to turn up the volume of Hope in our community on this issue?

Sit your group around tables (equally spread out) with one sheet of paper on it. Invite them to discuss the question and write any ideas down on the large sheet of paper. After 5 mins, they change to a different table. Complete this until all four questions are completed. At the end, sum up some key thoughts from each question.

### Jesus; the ultimate hope-bringer (30 mins)

**Aim:** To understand that knowing Jesus brings true hope.

**You'll need:** two or three Christian women to volunteer to share their faith stories.

*Explain:* Over the last few weeks, there has been passion to make a difference in our community; the team has worked together to see transformation happen. As we've discussed, our world is broken but only one person can bring true transformation – Jesus. It's amazing that Jesus chooses to use us to renovate reality and to make the world a better place for all of God's people. There is even brokenness in our lives too – Jesus is the only one who can restore us.

Invite two or three Christian women to volunteer to share their faith stories and how Jesus has transformed their lives.

- What's the difference that knowing Him has made?
- How has He restored what was broken in your life?
- How has He gave you hope?

This is a great opportunity to challenge the group to explore if they know Jesus and the transformation that He can bring in their lives personally.

### **Change starts with us (10 mins)**

**Aim:** To encourage a rhythm of discipleship (living justly) in our everyday life

**You'll need:** A copy of the dice in Resource Sheet F.

Print out the dice on Resource Sheet F which has different conversation starters on it. Sitting in a circle the dice is rolled between each young woman. When an individual receives the dice, she reads out what conversation starter it lands on and makes an 'I' statement. For example, if it lands on 'Who am I a role model for?', the young woman says 'I am a role model for...'. This activity encourages young women to think that transformation starts with us and the choices we make in our daily lives – how we choose to treat others, how we choose to spend our money, and how we choose to use our words.

*Explain:* Being an advocate of God's hope and light is not about only organising a one-off campaign or event. God calls us to be advocates of hope and light every day in our words and actions. God wants us to pursue justice. He calls us to live justly by choosing our words and actions wisely. Each of us make choices every day. Our choices can help other people or hurt other people – sometimes we don't even realise. God wants us to make choices that help to bring out the God-colours in the world. This week, let's decide to make good choices like using encouraging words, choosing not to waste food or resources, spending our money on ethical products etc.

### **This GB Girl Can (10 mins)**

**Aim:** To celebrate each person's unique contribution to this advocacy task.

**You'll need:** A coloured sheet of paper per person, colouring pens, and marker pens.

*Instructions:* Ask each person to write their name in the middle of the sheet and place it on the floor around the room. Give the group 5-10 minutes to move around the room and write positive things on each other's sheets, such as what they like about the person or what they're good at.

*Explain:* Jesus shows that how we treat each other is important. We're part of God's family and we should do our best to encourage and champion each other. Let's spend some time sharing positive things about each other.

- What giftings and talents have you seen God use in other people to help achieve this task?
- Has a team member grown in confidence?
- Did a team member do something courageous?

Let's cheer each other on and celebrate our God-given potential.

## Resource Sheet A – GB the Advocate

Since 1883, Girls' Brigade has been an advocate with and for girls in over 50 countries. Read on to discover how GB members across the world are raising hope for girls.

### #iamgb film



Launched on UN's International Day of the Girl on Tuesday 11 October 2016, the #iamgb (I am Girls' Brigade) video harnesses the transformational impact of Girls' Brigade across the world. Because of being part of the Girls'

Brigade family, girls have shared that they feel confident, courageous, loved and accepted. By sharing this film on social media, GB members were turning up the volume of hope for girls on digital media on this important global day. GB members also joined in by sharing their own #iamgb stories. You can find out more here: <https://gbworldwide.org/resources/iamgb/>

### Cards of Hope for Chibok girls & Nigeria



Over the last 5 years, Girls' Brigade members have been raising hope for the 219 girls who were abducted from their school in Nigeria on the night of 14/15 April 2014. This has included sending many messages of hope and support to the parents of the schoolgirls via Open Doors and also encouraging prayer activism via #GBHopeEndures campaign. GB members also sent over 5000 Cards of Hope to governments across the world reminding them that the girls have not been forgotten. This has

included a delegation from GB England & Wales presenting Cards of Hope to Number 10 Downing Street, the home of the UK Prime Minister and a delegation from GB Australia presenting them to the Foreign Minister). You can find out more here: <https://gbworldwide.org/bring-back-our-girls/>

### GB Nigeria rallies against child marriage



On International Day of the Girl 2017, GB Nigeria organised rallies and awareness camps advocating against early child marriage and visited local communities, churches and schools. Over 500 young people participated and Miriam, one of the participants shared: *'We carried plaque cards saying 'educate the girl child' and 'we are girls not mothers.' Our aim was to advocate for girls' right to decide who they marry, educate people on the dangers of child marriage and how it impacts families, communities and the whole country. Girls should be educated in school rather than*

*forced into early marriage. A girl should be able to decide when to marry and who to marry. Girls should not be forced into slavery in the name of marriage.'*

## GB Singapore supports LENS



Created by GB Singapore, GB Friendship Day is an annual event where GB girls and leaders serve and befriend Lonely, Elderly, Needy and those with Special Needs (LENS). The first event in 2011 saw around two thousand people involved, with GB girls and leaders managing to feed over 1,000 local community people in just one day. Girls are being helped to see how they can be involved in transforming other people's lives through their own actions. For example choosing to sometimes give their own lunch money to the project will enable rice and other food to be bought to feed others at the next friendship day. You can find out more here: <https://gbworldwide.org/project/friendship-day/>

## GB Europe shatters period taboo!



In April 2018, Girls' Brigade Europe hosted an event for emerging leaders called the Europe Gathering GB125. Challenged to be advocates of hope for girls, a group of young women at the Europe Gathering GB125 from the UK and Ireland decided to create a short film which shatters stigma around periods. This was a result of discovering that 1 in 10 girls in the UK are embarrassed to talk about their periods; a natural bodily function which occurs monthly for half of the world's population. In fact, 84% of young women at Europe Gathering GB125 were also ashamed to talk about their period. The short film helps to break the silence and urges GB leaders to help facilitate conversations that normalise menstruation. The group said: 'Let's stop periods being a taboo subject!'

## 1000s of GB leaders around the world are advocates



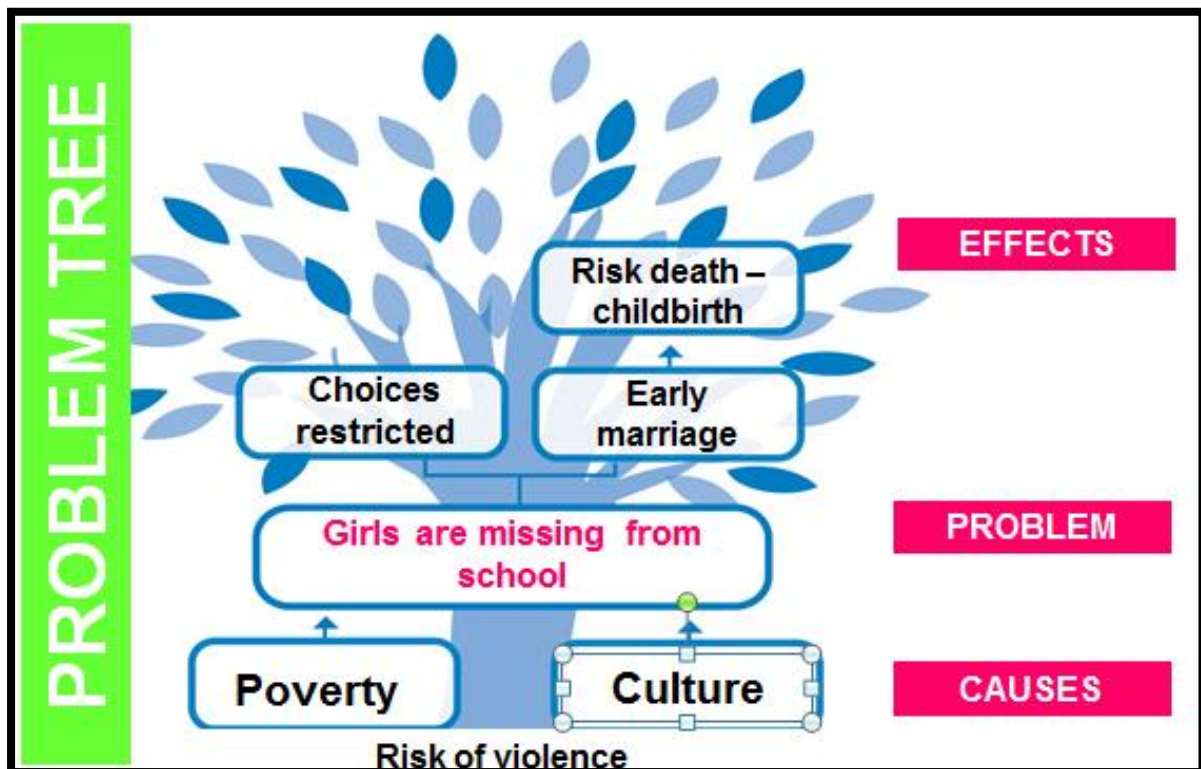
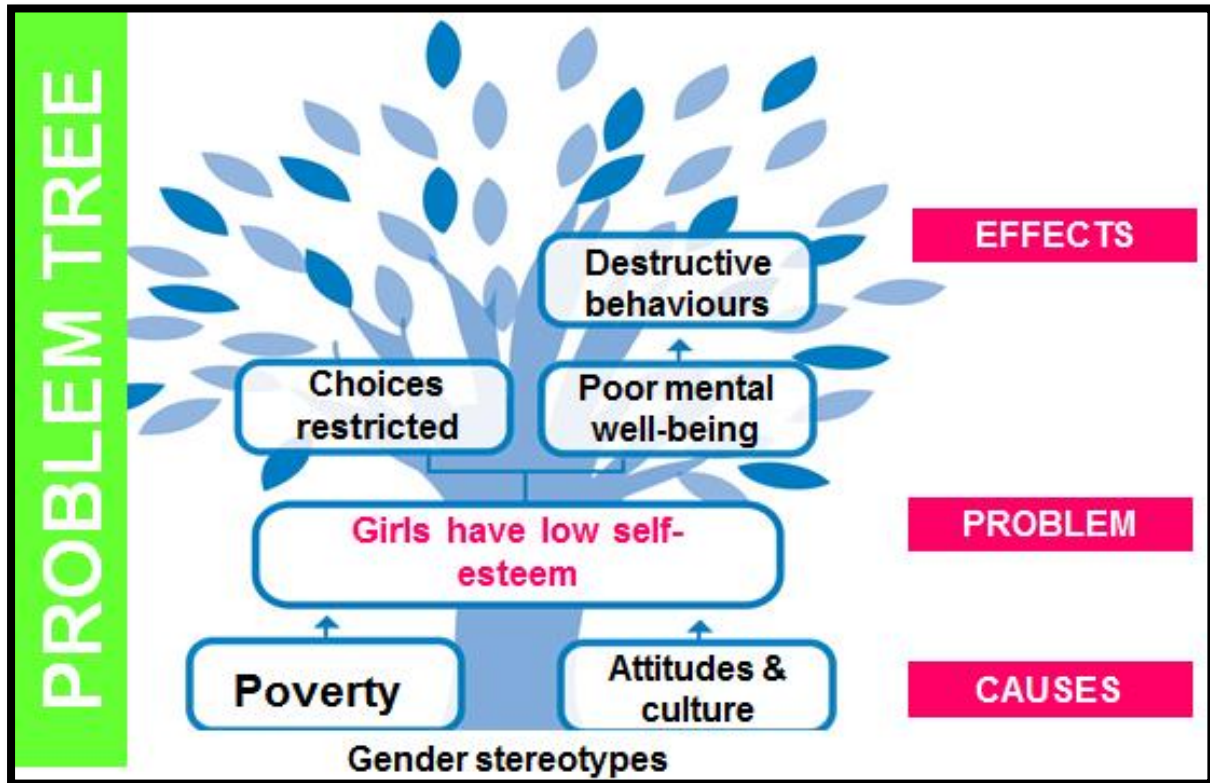
Sometimes it is perceived that advocacy is a one-off campaign or initiative or it is a new element of Girls' Brigade. In fact, advocacy has been in GB's DNA since it was created in 1883. When Margaret Lyttle established GB in 1893, she was advocating with and for girls. In other words, she was helping shape a different and more hope-filled future for girls. Today, over six generations of women in 50 countries have helped to invest and mentor the next emerging generation of girls – what a hope-filled image. 1000s of GB leaders are advocates of hope for girls by creating safe spaces for girls to gather, develop their gifts and skills and flourish as God created to be.

**Girls and young women in GB Africa, Asia, Caribbean-Americas, Europe and Pacific are raising hope for girls in many different ways. Why don't you do some research on the internet and find some examples of other GB social action initiatives that are making a difference?**



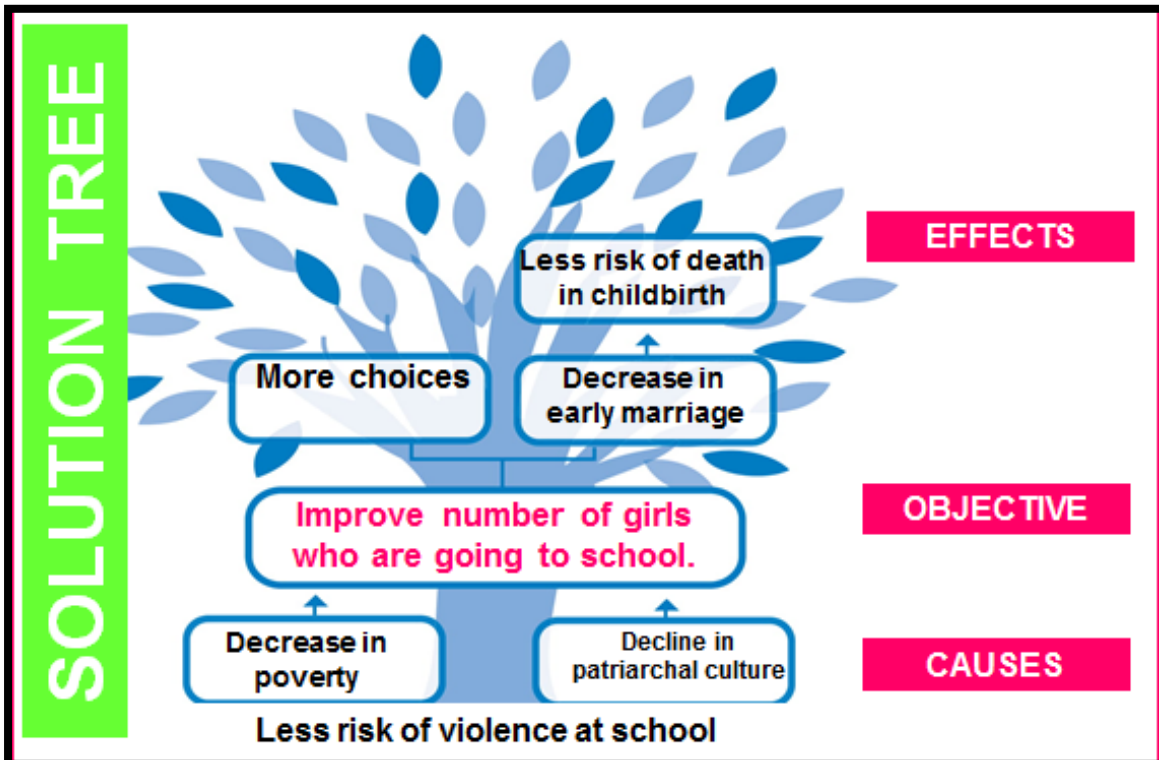
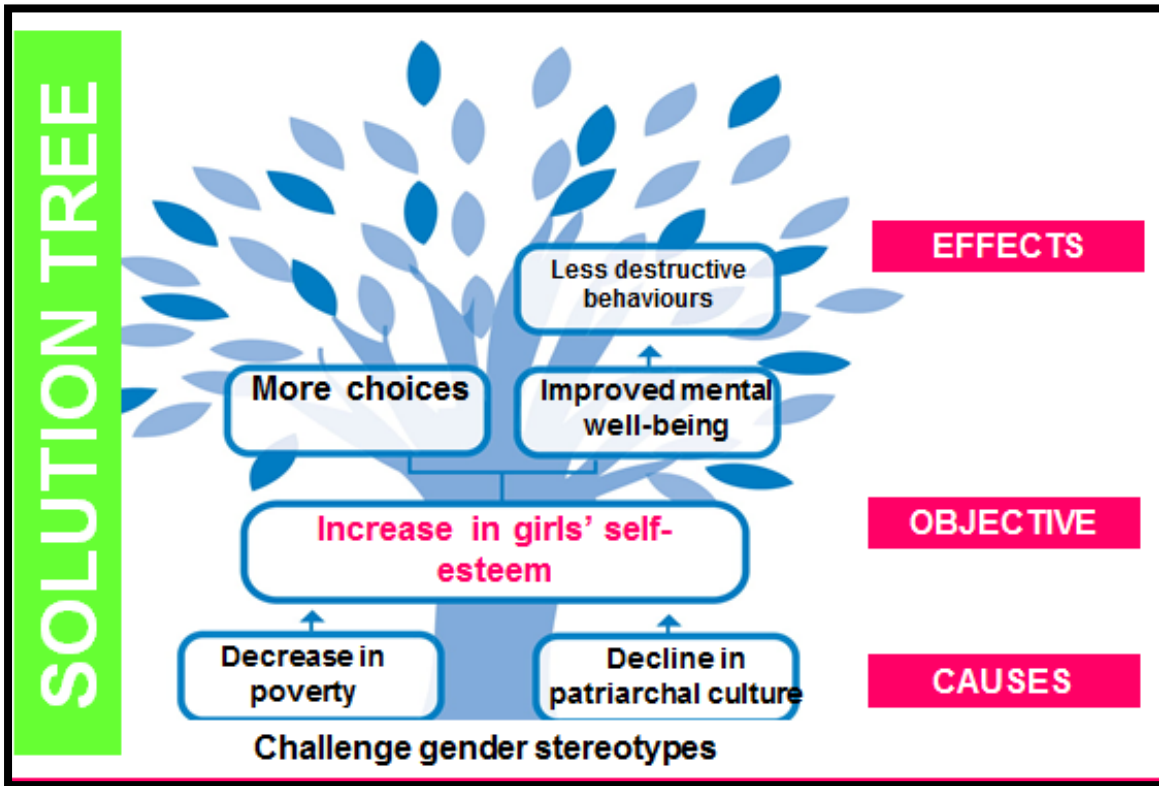
## Resource Sheet B – Problem Tree

Below is an example of the Problem Tree activity exploring the causes and effects of girls being missing from school and girls experiencing low self-esteem.



## Resource Sheet C – Solution Tree

Below is an example of the Problem Tree activity exploring the causes and effects of more girls being in school and more increase in girls' self-esteem.



## Resource Sheet D – The HOW of Advocacy

<b>Rallies and marches</b>	<b>Advantages are getting noticed in public, showing strength, bringing groups together, motivating supporters.</b>
<b>Public stalls &amp; exhibitions</b>	<b>Advantages are raising awareness, building support locally, getting people to take action.</b>
<b>High profile stunts (like flash mobs)</b>	<b>Advantages are getting media coverage, raising awareness, having fun.</b>
<b>Performances – music, theatre, comedy</b>	<b>Advantages are outreach to new audiences, being creative, raising awareness and understanding, giving a voice to the voiceless.</b>
<b>Petitions</b>	<b>Advantages are putting pressure on decision-makers by showing evidence of support, giving large numbers of supporters a way to contribute easily.</b>
<b>Creative art or photography</b>	<b>Advantages are reaching new audience and raising awareness in a visually stimulating way.</b>
<b>Lobbying</b>	<b>Advantages are accessing key influencers like members of government directly.</b>

**Resource Sheet E – This GB Girl Can**

**by Bethany Kinderman (member of GBEW)**

A girl is useless  
It is wrong to think  
That God made girls to be strong.  
Everybody should know  
That some jobs are just for men.  
You shouldn't think that  
A girl can do anything.  
Girls cannot be leaders  
And it would be absurd to think  
God created us equals.  
It is clear that a girl is less than a boy  
I don't want to hear  
This GB Girl Can.

[Now read each line from the bottom up!]

## Resource Sheet F – Change Starts with Us

Who am I a role model for?

How can I increase my knowledge on global justice issues?

What are the skills that God has given me?

What global justice issue am I passionate about?

How can I choose to treat people better this week?

How can I be more generous this week?