

GSME Toolkit: International Day of the Girl

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Table of Contents

Introduction.....	3
International Day of the Girl Information.....	4
Activity Planning	5
Start-Up Activities	6
International Day of the Girl Activities	7
Activity 1: It's a Man's Job! But We Can Change That!.....	7
Activity 2: What Difference Does a Name Make?.....	8
Activity 3: Change the World	9
Activity 4: Girls' Rights	10
Activity 5: Because She is a Girl	11
Activity 6 Flower Petal Personality Traits.....	13
Activity 7: Group Story	14
Activity 8: Hear Her Voice	15
Activity 9: In the News	16
Activity 10: Equibingo	17
Activity 11: Your Voice, My Equal Future.....	18
Activity 12: Because I am a Girl - I'll Take It From Here.....	20
Closing Activities.....	21
Additional Resources & Appendices	22
Appendix 1: Occupation Pictures, Activity 1.....	23
Appendix 2: Gender Specific Word List, Activity 2.....	26
Appendix 3: Change the World Song Lyrics, Activity 3.....	27
Appendix 4: Girls' Rights, Activity 4	28
Appendix 5: Because She is a Girl Story, Activity 5.....	29
Appendix 6: Flower Petal Personality Traits, Activity 6.....	30
Appendix 7: Group Story, Activity 7	31
Appendix 8: Equibingo Cards, Activity 10	32
Appendix 9: Your Voice, Your Equal Future, Activity 11	34

This toolkit has been a compilation of ideas and resources, and we are thankful for the following groups:

- GSUSA: Global Action Days Toolkit
www.girlscouts.org/content/dam/gsus/forms-and-documents/members/global/GSUSA_Global-Action-Days-Toolkit.pdf
- GSME Global Action Team
www.girlscoutsofmaine.org/en/about-girl-scouts/our-program/global-girl-scouts.html



Introduction

In this kit, you will find suggested activities to make planning a successful International Day of the Girl event or troop meeting. The goal is to help you plan hands-on activities that will get the girls excited for International Day of the Girl.

In this kit, you will find:

- Selected activities for each level. Each of the activities has a suggested level. You know your troop/group the best, so you may find some of these activities can be used for any Girl Scout level with little or no modifications.
- Activity instructions to help streamline your planning process.
- Materials lists for each activity to take the guess work out of what you need.





International Day of the Girl Information

What is International Day of the Girl?

International Day of the Girl is held annually on October 11th. On this day, the global community comes together to celebrate the power of girls. International Day of the Girl increases awareness of issues faced by girls around the world, while promoting girls’ empowerment and the fulfillment of their human rights. It is a time to take action to advance the rights of and opportunities for girls everywhere.

Why do Girl Scouts celebrate International Day of the Girl?

Girl Scouts make the world a better place every day by taking action on issues they care about and dedicating many hours of service to their communities. Each girl has the power to reach her fullest potential. By supporting and investing in girls, all of us can make the world a better place, especially by recognizing the power of girls everywhere as they inspire, break boundaries and take charge of their own future.

History of International Day of the Girl:

On December 19, 2011, the United Nations General Assembly passed a resolution which declared October 11 as a day to honor the girls. And this is how it all started:

- At the 1995 World Conference on Women in Beijing, countries adopted an action plan to support women’s rights and to safeguard the future of young girls internationally.
- In 2007, Plan International began a campaign called, “Because I am a Girl.” Plan International is a non-government organization which works in around 70 countries worldwide, and its’ campaign was to spread awareness on the need of nurturing girls globally and especially in developing countries where conditions are poorer. International Day of the Girl was developed as an idea during the campaign.

With the initiative of Plan International, and other organizations also raising their voices in support of girls’ and women’s protection, International Day of the Girl gained greater traction. A delegation of women and girls made presentations in support of the initiative at the 55th United Nations Commission on the Status of Women. It was then formally proposed by Canada as a resolution in the United Nations General Assembly, adopted on December 19, 2011 and recognizing October 11, 2012 as the inaugural day of International Day of the Girl Child.

Since then, this day has been celebrated around the world on October 11th. Different initiatives for girl empowerment have gained momentum, and each year’s theme highlights issues girls face worldwide.

International Day of the Girl Themes	
2012	Ending Child Marriage
2013	Innovating For Girls' Education
2014	Empowering Adolescent Girls: Ending The Cycle of Violence
2015	The Power of Adolescent Girls: Vision For 2030
2016	Girls’ Progress = Goals’ Progress: What Counts for Girls
2017	Empower Girls: Before, During and After Crises
2018	With Her: A Skilled Girl Force
2019	Girl Force: Unscripted And Unstoppable
2020	My Voice, Our Equal Future
2021	Digital Generation. Our Generation.
2022	Our Time is Now—Our Rights, Our Future

Theme of International Day of the Girl:

The United Nations and UNICEF set the theme for International Day of the Girl and it changes each year. The new theme is usually released in mid-August. The activities in this toolkit are applicable for any year. Check for this year's theme at the United Nations International Day of the Girl webpage (www.un.org/en/observances/girl-child-day)

Annual Activities:

Starting on October 1, Girl Scouts of USA participates in 11 Days of Action with the Day of the Girl Summit in advance of International Day of the Girl. The Day of The Girl Summit (<https://dayofthegirlsummit.org/>) is held at United Nations headquarters in New York City annually, with the aim to bring together organizations that serve girls and to further the advancement of human rights for girls.



Activity Planning

Behind every amazing event/troop meeting is great planning. Take the time to recognize and celebrate International Day of the Girl by utilizing some of the following activities in these next few pages. Each activity has a suggested Girl Scout level. Remember these are only suggested levels for each activity. Your girls may decide to do activities from other levels or even other resources – it is 'Girl Led' and what interests the girls.

To facilitate planning for an event, we suggest the committee selects at least:

- One Start-up Activity
- One activity per level of girls attending the event, such as one Daisy activity, one Brownie activity and so on.
- One Closing Activity

To facilitate planning for a troop meeting, we suggest the girls choose:

- One Start-up Activity
- At least one activity for their level, and/or modify any other activity which may work for their troop.
- One Closing Activity



Some activities require access to the Internet for online videos and resources and will be designated with this icon for easy recognition. If your group has access to the internet, consider including these at your event or troop meeting. If your group does not have access to the Internet, consider including a virtual session for your event or hold a virtual troop meeting to complete some of these activities.



Start-Up Activities

As girls arrive, encourage them to work on a start-up activity. Start-up activities are designed to introduce girls to International Day of the Girl, its' purpose and to celebrate being a girl.

Start-Up #1 – ABC Game

The goal of this activity to have the girls start to think about girls, their needs and rights.

Materials:

- None

Instructions:

1. Explain to the girls you will name a topic, and they will take turns naming things that fit into the topic going through the alphabet. Example: Girls' Rights
 - a. Access to Information
 - b. Basic Needs
 - c. Clean Water...
2. Go until they cannot think of an item beginning with the next letter, such as q or x. Then start a new topic.
3. Suggested topics include:
 - a. Things related to girls
 - b. Toys normally associated with girls
 - c. Girl names

Start-Up #2 – The Convention on the Rights of the Child

The goal of this activity to introduce the girls to the rights of children as defined by the Convention on the Rights of the Child. This is an activity book developed by UNICEF which contains 10 pages of easy coloring and puzzle pages.

Materials:

- Crayons
- Pages printed from <https://weshare.unicef.org/archive/-2AMZIFHT8IHG.html>

Note: The pages from this website will need to be downloaded to be printed. Click on the link above or copy into your browser. To download to your computer, click on Download. Open the file and print the pages needed for your event/meeting.

Instructions:

1. Prior to the event/meeting, print out a selection of the pages from the Activity Book.
2. Explain to the girls that every child around the world has these same rights as shown on each of their sheets.
3. After they complete their page, ask them to share the child rights on their page with the other girls.



International Day of the Girl Activities

Girls are leaders. Girls are change-makers – agents of change. Girls are making amazing impacts around the world.

“Today’s more than 1.1 billion girls are poised to take on the future. Every day, girls are breaking boundaries and barriers to lead and foster a safer, healthier and more prosperous world for all. They are tackling issues like child marriage, education inequality, violence, climate justice, and inequitable access to healthcare. Girls are proving they are unstoppable...” A New Era for Girls: Taking Stock of 25 Years of Progress, a report by United Nations Children’s Fund, UN Women and Plan International. (www.unicef.org/media/65586/file/A-new-era-for-girls-2020.pdf)

The activities in this toolkit seek to reinforce to Girl Scouts that they too are part of this change.

Activity 1: It’s a Man’s Job! But We Can Change That!

All Levels

Introduction

Are there occupations that are strictly for women or strictly for men or can either one do this job? Let’s look at some occupations, and you make the decision. Is it strictly a man’s job or woman’s job or can either one do this job? The goal of this activity is for the girls to realize that women and men can have the same jobs, and it is up to them to change the concept of separate jobs for women and men.

Materials

- Occupation Pictures from the Appendix

Instructions

1. Prior to the event or meeting, print and cut apart the pictures from the Appendix.
2. Arrange the occupation pictures in a random order so the girls can easily see all the pictures.
3. Ask the girls to rearrange the pictures/words in the following categories:
 - a. Which occupations they think both women and men can do
 - b. Which occupations they think are strictly for a man
 - c. Which occupations they think are strictly for a woman
4. Discuss these questions with the girls:
 - a. Are there any occupations more suited for men? And ones more suited for women? Which ones? Why?
 - b. Why do you think more women are not doing some of these occupations?
 - c. Why do you think some jobs are traditionally gender designated?
 - d. How and where do we learn our perception of male-only and female-only occupations?
 - e. Do these perceived gender occupations affect girls’ ambitions to be who they want to be?
 - f. Can you think of women in your community/country who work in professions dominated by men? What does she do?

(From: https://education.alaska.gov/tls/cte/docs/nto/gender_equity.pdf; Modified for this toolkit)

Activity 2: What Difference Does a Name Make?

All Levels

Introduction

Jobs are often identified by titles that cause us to think in terms of gender. For many years, certain jobs were only performed by men or by women. But as more women have entered the workforce, jobs once reserved for a certain gender have changed. For example, policemen and firemen, were once male dominated fields, and housewife, nurse, teacher were once female dominated fields.

New titles, such as Homemaker, Police Officer, Fire Crew are replacing the former gender specific job titles, changing to reflect the changing workforce and to be more inclusive. Some titles are harder to change. Foreman is still used to describe the person in charge of a worksite, and we're surprised when our nurse is a male.

Gender based labels reflect our past, and some will try and tell us that some titles are "inclusive" and can be used for both men and women. As careers change, more men and women are crossing over the "gender" line to work in these jobs and we need to consider new titles.

Let's consider the words we use to describe jobs.

Materials

- Gender Specific Word List from Appendix
- Index cards (3x5)
- Marker

Instructions

1. Prior to the event or meeting, make Gender Specific Flashcards (3x5 index cards) with suggested words from the Appendix or come up with other occupations.
2. Divide the girls into groups of 3-4 girls per group.
3. Divide the Gender Specific Flashcards according to the number of groups, then give each group their flashcards.
4. Ask the girls to come up with terms that are gender neutral for the job title or words on their Gender Specific Flashcards, such as:
 - a. Flashcard: Policeman – new term could be Police Officer
 - b. Flashcard: Fireman – new term could be Fire Crew
5. When the groups are done, ask each group to share:
 - a. What was on their Gender Specific Flashcards?
 - b. What is their gender neutral suggestions?
6. Discuss the following with the girls:
 - a. Was it hard coming up with gender neutral suggestions? Which ones were hard?
 - b. Ask if they were in one of these jobs, how would they feel being referred to in the 'gender specific' term, such as Fireman?
 - c. Why do they think the 'gender neutral' term is more empowering?

(From: https://education.alaska.gov/tls/cte/docs/nto/gender_equity.pdf; Modified for this toolkit)

Activity 3: Change the World

D

Introduction



The Sesame Street Muppets sing “Change the World,” a song to empower girls. Through song, it shows girls that they can do anything and be anything – Just dream big!

Materials

- Access to Internet and youtube
- Sesame Street: Change The World video on youtube (<https://www.youtube.com/watch?v=d9rxoHL9WbA>)
- Laptop, Projector, Screen (if possible)
- Change the World song lyrics (located in the Appendix)

Instructions

1. Prior to the event or meeting:
 - a. View the youtube video: Sesame Street: Change The World (<https://www.youtube.com/watch?v=d9rxoHL9WbA>)
 - b. Set up the location so the girls can view the video together. Ideal set up is laptop with projector and screen, but if not available consider what can be used for your location.
2. At the event or meeting, introduce the youtube video: Sesame Street: Change The World, such as:
 - a. We know girls can do anything and be anything they want. Let’s watch a video by Sesame Street, called Change the World
3. After viewing the video, ask the girls:
 - a. What did you think of the video and song?
 - b. What was your favorite part?
 - c. Shall we learn the song? (Play the video again as the girls learn the song.)
 - d. If time: Add dance moves to the song.
4. Discuss these questions with the girls:
 - a. So now that you have seen the video, learned the song, and learned you can do anything, what you want to become when you grow up?
 - b. How can you make your dreams come true?



Activity 4: Girls' Rights

D/B

Introduction

Most girls have played a Memory game. This is the same, except the cards contain some rights of girl worldwide. The goal of the game is for the girls to learn about Girls' Rights in a fun, interactive way.

Materials

- Girls' Rights Memory Cards (in the Appendix)

Instructions

1. Prior to the event or meeting:
 - a. Print the Girls' Rights cards from the Appendix on card stock. Print at least one deck for every two – four girls. (2 copies make a deck)
 - b. Cut the cards apart and shuffle each deck.
2. At the event or meeting, introduce the game by asking the girls:
 - a. How many of you have played the Memory game, where you match cards with the same picture or words?
That is what we are going to play today, only our game is about the rights of girls around the world.
 - b. What do you think might be a girls' right? (give the girls time to answer before giving them suggestions)
Maybe the right to education – to go to school? Maybe the right to health care – see a doctor for checkups and when she is sick?
 - c. You will learn about these rights and others as you play the game.
3. Playing Girls' Rights:
 - a. Set-up to play the game, by shuffling the cards up and placing each card face down (can be in a square).
 - b. When a girl turns a card over, have her say "A Girl Has the Right to...", then read her card. She may need help reading her card. She needs to do this for both cards she turns over.
 - c. If the cards match, remove the cards from the table. If they do not match, turn them back face down.
 - d. Play continues until all cards are gone.
4. After playing the game, ask the girls:
 - a. What did you think of these girls' rights?
 - b. Shall we play again?
5. Discuss these questions with the girls:
 - a. So now that you played the game and learned about Girls' Rights, do you think girls have these rights ever where in the world? Why or why not?
 - b. Which rights do you think we need to help make other people aware of? How could we do that?

Activity 5: Because She is a Girl

D/B

Introduction

In 1997, former Plan International Germany Director Marianne Raven was in Nepal discussing the challenges faced by a rural community. She met a girl named Sharmila who didn't have enough clothes on to keep her warm. When Marianne asked her mother why she wasn't being cared for, the mother replied, "Because she is a girl" and the idea for a campaign, focusing on girls, was born. (<https://plan-international.org/how-we-work/because-i-am-a-girl/>)

In 2003, Plan International Germany was the first office to start a campaign dedicated to girls. Plan International was instrumental in the United Nations adopting October 11th as International Day of the Girl.

Not everywhere in the world do girls have the same rights or are treated the same as the girls in the United States. The goal of this activity is for the girls to understand how a girl around the world may be treated just because she is a girl. The story used in this activity is not a true story, just based on Marianne and the one girl she met in Nepal. The story was created just for this activity.

Materials

- "Because She is a Girl" story (in the Appendix)
- Props for the story (optional)
- Paper & Crayons for each girl

Instructions

1. Prior to the event or meeting:
 - a. Read over the "Because She is a Girl" story, located in the Appendix. Determine if you want any props to help tell the story.
2. At the event or meeting, ask the girls:
 - a. Do you think girls are treated the same all over the world? If not, how might they be treated different?
 - b. Do you think girls have the same rights all over the world, such as the right to go to school?
3. Explain to the girls:
 - a. This is not a true story, just one put together for this activity, but the first part is based on Marianne Raven's visit to Nepal in 1997, which led to the first campaign dedicated to girls at Plan International and eventually to the United Nation's adopting October 11th as International Day of the Girl.
4. Ask them to listen to this story about Marianne and her adventures. Read the "Because She is a Girl" story.
5. After reading the story, ask the girls:
 - a. Marianne met seven girls who did not have the same rights as their brothers or others.
 - What was the reason the mothers gave?
 - What were some of the rights the girls did not have?
 - b. When Marianne grows up, what do you think she will become?
 - c. What do you think she will do for all the girls in the world?
 - d. Explain: Marianne met seven girls on her adventures. Each girl was named after the day she was born. This is a cultural practice in some parts of the world. These examples are from of the Akan people of Ghana and the Ivory Coast of Western Africa.
 - Tell the girls each of the name, day of the week and the traits for the name.
 - Ask each girl which name she likes. If she knows the day of the week she was born, what does she think of that name and traits?
6. Here is paper and crayons. Let's draw a picture to let people know about girls' rights as we learned about in the story, "Because She is a Girl.

Instructions continued:

7. After the girls are done with their pictures, discuss these questions with the girls:
- What did you think of the story?
 - Do you think this actually happens in the world?
 - How can we make others aware of girls' rights?

Note: The meaning of the girls' names in the story from the Akan people of Ghana.

- **Akosua: (Ah-ko-see-ah)** Female child born on Sunday, females named Akosua are supposed to be agile.
- **Adwoa: (Ad-woa)** Female child born on Monday, females named Adwoa are supposed to be peaceful.
- **Abena: (aa-BIY-Naa)** Female child born on Tuesday, females named Abena are supposed to be friendly.
- **Akua: (ey-kwee-yah)** Female child born on Wednesday, females named Akua are champions of the cause of others but can be mean-spirited and never giving up.
- **Yaa: (YAA-aa)** Female child born on Thursday, females named Yaa are supposed to be brave.
- **Efua: (E-fu-a)** Female child born on Friday, females named Efua are supposed to be sensitive and emotional, and eager to please.
- **Ama: (aa-MAA)** Female child born on Saturday, females named Ama are associated with creation or grace.



Activity 6: Flower Petal Personality Traits

D/B/J

Introduction

This flower activity helps girls think about personality traits in the women in their family and what traits they want to have in the future.

Materials

- Crayons, Markers or Colored Pencils
- 2 Flowers per girl (template in Appendix)

Instructions

1. Prior to the event/meeting:
 - a. Print and cut out enough flowers so each girl has two flowers (template in Appendix).
2. Ask the girls:
 - a. Do you know the difference between personality traits and physical traits? Explain the difference – physical you can see, such as color of hair, being pretty...personality is how you act/handle situations, such being curious, friendly, confident...
3. Explain to the girls:
 - a. In the center of one flower, write their last name
 - b. In the center of the other flower, write their first name
 - c. On the flower with your last name – On each petal, write different personality traits that women and girls in your family are known for, such as smart, curious, bright, capable, etc. Avoid physical traits such as pretty or nice smile
 - d. On the flower with your first name – On each petal, write personality traits you want to project when you grow up, such as curiosity, strength, confidence, etc.
4. Ask the girls to share their flowers with their names with the group

(From: www.familyeducation.com/holidays/international-womens-day-activities-for-kids; Modified for this toolkit)



Activity 7: Group Story

J

Introduction

In 2020, the theme for International Day of the Girl was “My Voice, Our Equal Future”, focusing on how girls can advocate for change around the world. The first step in advocacy is listening. This activity allows girls to practice their listening skills, collaborate with the group to complete their story, reflect on their individual and group powers and practice bravery by sharing personal thoughts with the group.

Materials

- Suggested Story Starters (in the Appendix)

Instructions

1. Prior to the event or meeting:
 - a. Print the suggested Story Starters from the appendix or come up with some of your own.
 - b. Cut apart and fold.
2. Explain to the girls that in this activity they will be telling a story about being an advocate. What is advocacy?
 - a. Advocacy in Girl Guiding and Girl Scouting is influencing decision-makers to make decisions that will create an equal world where all girls can thrive.
 - b. Girl-led advocacy happens when girls are the ones choosing the issues they want to advocate on, defining the change they want to see, and influencing the decision-makers they have identified, to improve their lives and the lives of others.
3. Explain to the girls how to do this activity:
 - a. One girl will start by choosing one of the folded story starters, and reading it to the group. Then she will add one or two sentences of her own to continue the story.
 - b. The next girl will continue the story by saying one or two sentences based on the last girl's idea. This means all girls will need to listen, so they can continue the story and not repeat any parts of the story. The point is not to for each girl to say whatever she wants, but to build on the previous comments to make a coherent story.
 - c. Continue until all girls have had a turn and agreed the story is complete.
 - d. Remind the girls this is a story about being advocates.
4. After the story is complete, discuss these questions with the girls:
 - a. What title would you give the group's story?
 - b. What were the characters advocating for in the story?
 - c. How did it feel being listened to when you told your part of the story?
 - d. In what other circumstances do you wish people listened to you more?
 - e. What do you think the world would be like if girls were listened to more?

(From: www.waggs.org/en/resources/hear-me-now-international-day-girl-2020/; Modified for this toolkit)

Activity 8: Hear Her Voice

J

Introduction

International Day of the Girl is a reminder to take action for girls everywhere. Girls around the world face many barriers due to inequality, lack of access or being denied opportunity just because they are female. Too often a girl's voice goes unheard. In this activity, the girls will role play trying to have their voice be heard.

Materials

- Bandana (one per group)

Instructions

1. Introduce the activity, such as:
 - a. Celebrating International Day of the Girl gives girls an opportunity to raise their voices and demand equality of rights, education, and health. By raising their voices, they will grow and be free of this inequality.
 - b. We are going to do some role playing today about raising your voice - what it would be like for girls with dreams in a world where their voices are muted?
2. Ask the girls: "How do you get your voice heard?" Go over the following tips (from www.mindtools.com/pages/article/how-to-get-your-voice-heard-in-meetings.htm)
 - a. Have Confidence - You're wanted and valued – so be confident!
 - b. Ask Questions - Show that you're attentive, engaged and interested.
 - c. Speak up for Others - When you become confident about speaking up for others, you'll feel less self conscious about speaking up for yourself.
 - d. Be One of the First to Speak - Get your idea out there in the first few minutes, establishing yourself as an active participant.
 - e. Embrace Your Skills - Use your active listening skills, summarize what's being said, show that you value others' opinions, and offer your own consider point of view.
 - f. Keep It Short to the Point - Start and end with conviction.
3. Role Playing Activity
 - a. Divide the girls into groups of four, giving each group a bandana.
 - b. Have the girls decide who will be each of the following:
 - Dominant Boy Voice
 - Supportive Boy Voice
 - Confident Girl Voice
 - Mute Girl with a Great Idea
 - c. Have a group member tie the bandana around the Mute Girl's mouth so she cannot talk.
 - d. Explain each group will have 1 minute to agree on the following:
 - We want to sing a song, but can't agree on what it will be.
 - e. Ask the group members to rotate which role they are playing, and repeat the process for 1 minute until all girls have been each role. Other suggestions for issues to resolve:
 - We want to play a game, but which one?
 - We are going to take a walk. Where shall we go?
 - What badge should we do next?
 - What should we have as snack?
 - f. Ask all the girls to come back together as one large group.
4. Discuss these questions with the girls:
 - a. How were you heard when your voice was muted? Was it hard to get your point across to the others?
 - b. Did you have any supporters?
 - c. How were the other roles – Dominant Boy, Supportive Boy, Confident Girl? How did they influence the decisions?
 - d. How could you have made things more equal so everyone had a voice?

Activity 9: In the News

C/S/A

Introduction



How are young women and girls portrayed in the news? Are they interviewed differently than their male counterparts? This activity will look at an interview with Sarah Fuller, the first young woman to play and score in a Division 1, Power 5 football game for Vanderbilt.

Materials

- Access to Internet and youtube
- SportsCenter Interview with Sarah Fuller on youtube (www.youtube.com/watch?v=2aOF94SRuno)
- Laptop, Projector, Screen (if possible)

Instructions

1. Prior to the event or meeting:
 - a. View the SportsCenter Interview with Sarah Fuller on youtube (www.youtube.com/watch?v=2aOF94SRuno)
 - b. Set up the location so the girls can view the video together. Ideal set up is laptop with projector and screen, but if not available consider what can be used for your location.
2. At the event or meeting, introduce the youtube video: SportsCenter Interview with Sarah Fuller, such as:
 - a. Sarah Fuller became the first woman to play for a Division 1, Power 5 football team when she kicked off for Vanderbilt on November 28, 2020 against Missouri. Two weeks later she then became the first woman to score in a Power 5 game with a pair of extra points against Tennessee.
3. After viewing the video, ask the girls:
 - a. What type of questions are being asked? How do they compare to questions that would be asked to a male counterpart?
 - b. Is the focus of the interview on what Sarah accomplished or that she is a female that accomplished something?
 - c. Should we be hearing more news like this or not? Why or why not?
 - d. Do you think young girls find these type stories inspirational? Why or Why not?
 - e. How do you feel about the subject of this news story? Is there anything you would like to change?

(From: www.waggs.org/en/resources/write-her-story-international-day-girl-2021/; Modified for this toolkit)



Activity 10: Equibingo

C/S/A

Introduction

This activity explores the girls' existing ideas and knowledge about the status of women, and the degree to which they think women and men have achieved equality.

Materials

- Equibingo Card in Appendix, one for each girl
- Pen/Pencil for each girl
- Open space for activity

Instructions

1. Prior to the event/meeting print out enough Equibingo Cards for each girl, and ensure you have enough pens/pencils for each girl.
2. Give each girl an Equibingo Card. Explain:
 - a. The girls are to move around and talk to each other.
 - b. Each girl should collect a different girl's name in response to each question and record the girl's name and response on their sheet.
 - c. The key is to complete the entire sheet as quickly as possible!
 - d. The winner is the girl who completes all questions on their sheet in the fastest time.
3. Give the girls 10 minutes or so to play the game. If no one has answered all the questions in the specified time, then the winner is the girl with the most number of answers.
4. Ask the winner to share the responses on her Equibingo Card.
 - a. Ask the girls what other responses they have for each question on their cards.
 - b. Ask the girls if they have heard of any of the women listed on the suggested answer sheet in the Appendix.
5. Discuss these questions with the girls:
 - a. Was it easier to think of men's or women's names in response to any of the questions?
 - b. Do you think life is equal for women and men, and boys and girls – in your community? In the US? Globally? Why or Why not?
 - c. Historically men and women have not been equal, and many inequalities persist even today. Can you name some – in your community? In the US? Globally?

Note: See Appendix for some suggested answers for the questions in Equibingo.

(From: <https://policy-practice.oxfam.org/resources/international-womens-day-2022-a-teaching-resource-for-ages-9-14-621355/>; Modified for this toolkit)



Activity 11: Your Voice, My Equal Future

C/S/A

Introduction

You likely know all about international activist Malala Yousafzai, the incredible women's rights campaigner who already has a Nobel Peace Prize. Her rise to global prominence has been a great advancement in the fight for girls around the world and brought attention to education inequality, one of the biggest issues facing girls worldwide today. But there are countless other young women who are making a difference across the world.

As we know, around the world girls and young women are calling for and driving change. They have become activists and advocates for social and racial equality, urgent climate action and demanding their voice be heard in decision-making. The theme for International Day of the Girl in 2020 was "Your Voice, My Equal Future" and UN Women highlighted eight young women to know who are already leading the way for change. "Girls everywhere are leading the way in creating the world we all want and deserve. Girls - their rights, voices, talent and dreams - are the foundation of the world we want."



(www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know)

This activity will introduce you to these eight young women, who you may already have heard of, and explore their stories.

Materials

- Poster Board (2 or more if large group)
- Scrap Paper & Pens
- Markers/Colored Pencils
- Glue/Tape
- Scissors

Instructions

1. Prior to the event or meeting:
 - a. Print the bios on the young women leading the way for change (found in the Appendix) or come up with some of your own.
 - b. Be sure to include the pictures.
 - c. Cut the pages so that each bio is on a slip of paper by itself.
2. At the event or meeting, ask the girls:
 - a. Do you know of any young women who are leading the way for change and making a difference in the world? Who? What are they doing?
3. Explain to the girls:
 - a. In 2020, the theme for International Day of the Girl was "Your Voice, My Equal Future" and UN Women highlighted eight young women we should know who are already leading the way for change. Today, you are going to introduce each other to these eight young women.
4. Ask the girls to:
 - a. Buddy up and select a bio of one of the eight young women.
 - b. Explain that is group is to:
 - Read the bio of the young woman they selected
 - Determine how she is leading the way for change and making a difference in the world
 - List some powerful words describing her and her actions, taking notes to share and for the poster later
5. Making the poster (one poster for a group of 6-8 girls):
 - a. Explain the purpose of the poster is to educate others about these young women who are leading the way for change and making a difference in the world.
 - b. Have the girls decide on a title for the poster. Examples could be: "Leading the Way for Change", "Celebrating Young Women", "One Change, Makes a Difference", so on.

Instructions continued:

- c. Have the girls start designing the poster. The group should agree on the design before they start to write or glue/tape anything on the poster. Suggest designs and techniques such as:
 - Word Cloud(s)
 - Eye catching phrases and picture placement
 - Picking a color scheme
 - Be creative
 - Leave empty space also
 - d. Be sure to include the following:
 - Title
 - Pictures and names of the young women
 - Powerful words for each young women
6. Ask the groups to share their posters.
 7. Discuss these questions with the girls:
 - a. What did you learn about these eight women who are leading the way for change in the world?
 - b. Where there similar powerful words for each young woman? What were some examples of these words?
 - c. Did you see a common message or theme among the young women? What was it?

(Pictures and Bios from: www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know;
Modified for this toolkit)



Activity 12: Because I am a Girl - I'll Take It From Here

S/A

Introduction



The theme for the first International Day of the Girl in 2012 was 'Ending Child Marriage', and in 2013, the theme was 'Innovating For Girls' Education.' From 2012 to 2018, Plan International ran a campaign called "Because I am a Girl" which also focused on these topics. Both are still relevant even today. In this activity, the girls will view and discuss one of the videos Plan International used for their campaign.

Materials

- Access to Internet and youtube
- Plan International's "Because I am a Girl - I'll Take It From Here" campaign (2012-2018) (www.youtube.com/watch?v=F-ZZeE7C7uM)
- Laptop, Projector, Screen (if possible)

Instructions

1. Prior to the event or meeting:
 - a. View Plan International's "Because I am a Girl - I'll Take It From Here" on youtube (www.youtube.com/watch?v=F-ZZeE7C7uM)
 - b. Set up the location so the girls can view the video together. Ideal set up is laptop with projector and screen, but if not available consider what can be used for your location.
2. Discuss with the girls:
 - a. Think of a time when you felt like you were part of a group. Why did you feel included? How did it make you feel to be included?
 - b. Think of a time when you felt like you were excluded from a group. How did you feel to be outside or excluded from a group? How do you think others might feel if they were excluded?
 - c. This is a form of discrimination. Discrimination is when a certain person or a group of people is treated unfairly. Sometimes the reason they are being treated unfairly is because of their age, gender, religion, or race.
 - d. In this activity, we are going to look at gender discrimination and education
3. At the event or meeting, introduce the youtube video:
 - a. This video ran from 2012 to 2018 as part of Plan International's "Because I am a Girl" campaign. It was also used for 2012 and 2013 International Day of the Girl for Ending Child Marriage and Girls' Education.
4. After viewing the video, ask the girls:
 - a. What was do you think was the main message of the film?
 - b. What were some of the issues faced by the girl in the film?
 - c. How did she think she could overcome these challenges?
 - d. The film focused on the way gender discrimination can impact on girls, but do you think boys can experience gender discrimination too? Is gender equality an issue only for girls and women?
 - e. What role can men and boys play in tackling gender inequality?

(From: worldslargestlesson.globalgoals.org/resource/mission-gender-equality/; Modified for this toolkit)



Closing Activities

A closing activity is designed to summarize what the girls have learned, experienced and accomplished in recognition of International Day of the Girl. Here are some suggested closing activities.

Closing #1 – Gender Words

The goal of this quick activity is to summarize and reinforce what the girls have learned about gender neutral terms.

Materials:

- List of Gender Specific Words (from the word list in the Appendix)

Instructions:

1. Have the girls form a closing circle.
2. Explain that you are going to say a Gender Specific Word and the girls need to reply with a Gender Neutral option.
 - a. Start with simple ones, such as policeman, fireman... and continue for about 10 words.
3. Then close with a normal Girl Scout closing circle.

Closing #2 – I am a Girl...

The goal of this quick activity is to summarize and reinforce what the girls have learned about today, such as about being a girl, girls' rights, gender equality, and so on.

Materials:

- None

Instructions:

1. Have the girls form a closing circle.
2. Explain you are going to go around the circle, and say “I am a Girl, ...” and each person needs to finish the sentence with something they learned today. Examples could be: “...I can be anything I want.”; “...I have a right to education” and so on.
3. Then close with a normal Girl Scout closing circle.





Additional Resources & Appendices

GSUSA: Global Action Days Toolkit:

www.girlscouts.org/content/dam/gsusa/forms-and-documents/members/global/GSUSA_Global-Action-Days-Toolkit.pdf

GSME Global Action Team Webpage:

www.girlscoutsofmaine.org/en/about-girl-scouts/our-program/global-girl-scouts.html

United Nations:

www.un.org/en/observances/girl-child-day

UN Women:

www.unwomen.org/en/news/in-focus/girl-child

UNESCO:

www.unesco.org/en/days/girl-child-day

Day of the Girl Summit:

dayofthegirlsummit.org/

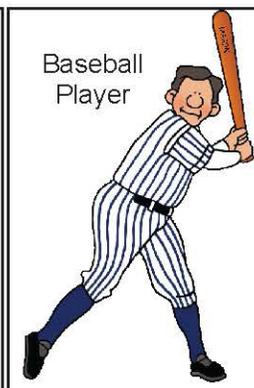
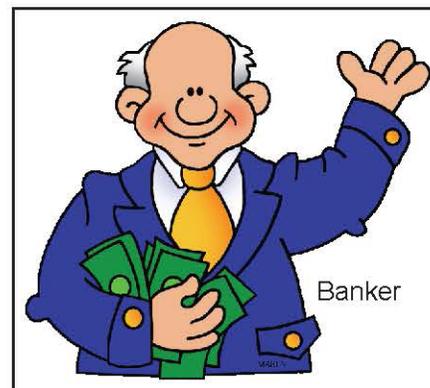
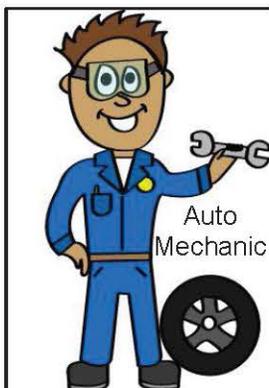
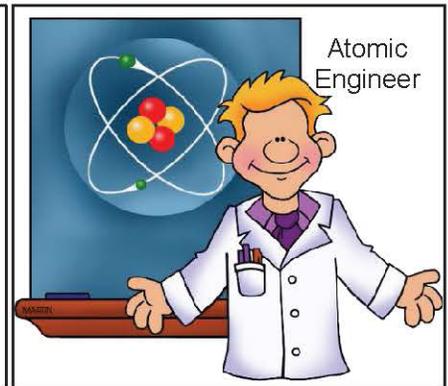
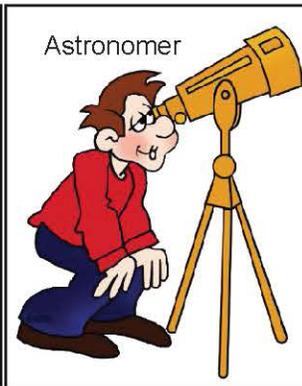
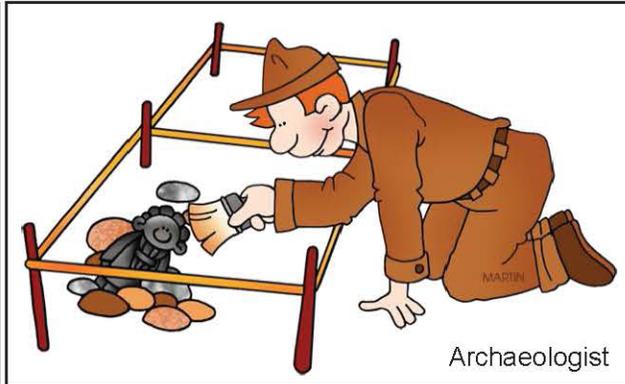
World Association of Girl Guides and Girl Scouts (WAGGGS):

www.wagggs.org/en/what-we-do/day-of-the-girl/



Appendix 1: Occupation Pictures, Activity 1

Print on card stock for the It's A Man's Job! But We Can Change That! activity.

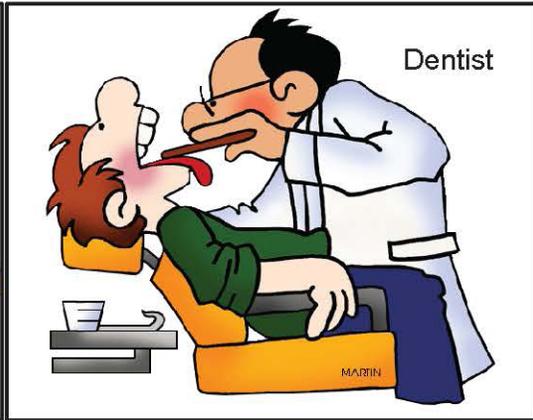




Custodian



Daycare Attendant



Dentist



Doctor



Draftsman



Farmer

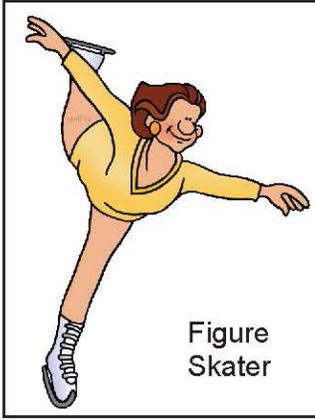
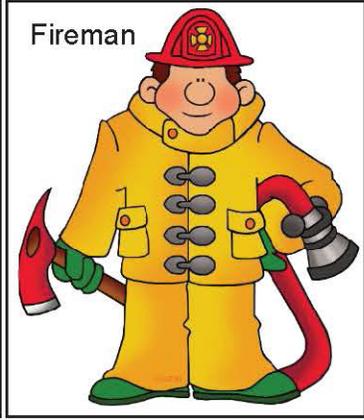


Figure Skater



Fireman



Football Player



Judge



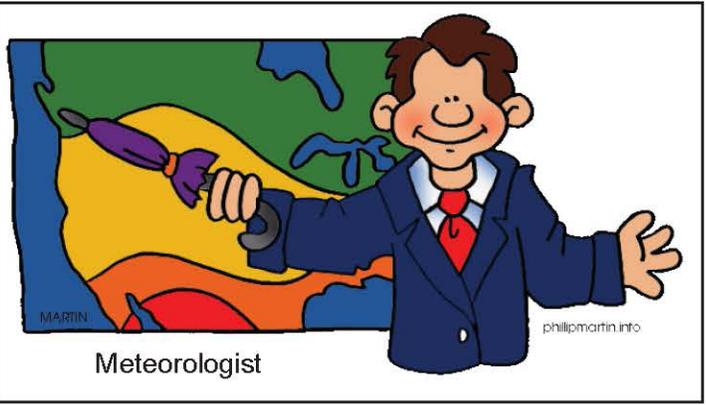
Geologist



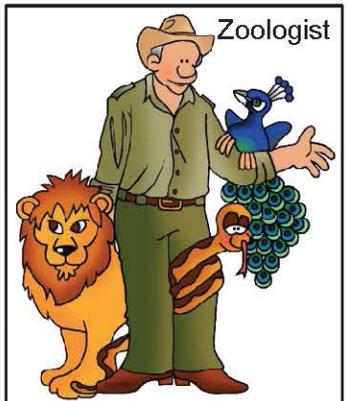
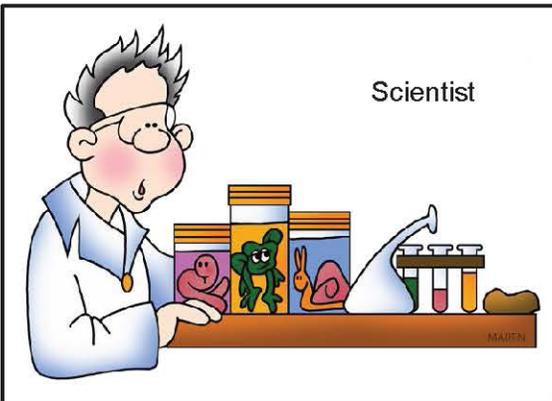
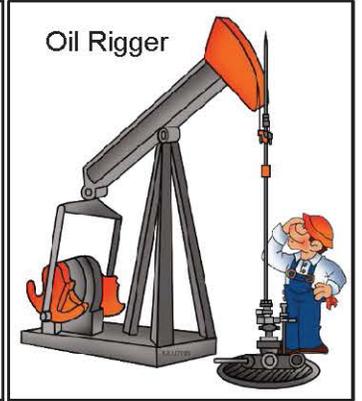
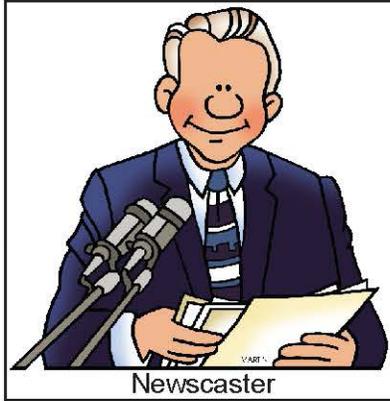
Lumberjack



Lawyer



Meteorologist





Appendix 2: Gender Specific Word List, Activity 2

Use some of these words to create Gender Specific Flashcards or come up some words of your own.

“You Guys”

Anchorman

Bachelor’s Degree

Chairman

Cleaning Lady

Congressman

Dear Sir

Fisherman

Foreman

Freshman

Gentleman’s Agreement

Housewife

Lady Luck

Maiden Voyage

Mailman

Manhole – Manhole Cover

Mankind

Man-made

Man-on-man Defense

Manpower

Men Working Ahead

Meter Maid

No Man’s Land

Old Wives’ Tale

Policeman

Repairman

Salesman

Sportsmanship

Tomboy

Upperclassmen

Weatherman

Where No Man Has Gone Before

Woman’s Intuition

Workmanship





Appendix 3: Change the World Song Lyrics, Activity 3

Here are the song lyrics from Sesame Street's **Change the World** Song. Use these to help the girls learn the song.

You know I'm a girl who's gonna change the world.

She's gonna change the world,

She's gonna make the world a better world.

When I grow up, oh, what can I be?

Well take a look and see.

I'm gonna be that best me that I can be.

You know I'm gonna change the world.

You know she's the girl who's gonna change the world,

She's gonna change the world,

She's gonna make the world a better world.

Can I be a doctor?

Oh, absolutely I can be an M.D.

And help the sick become healthy.

You know she's the girl who's gonna change the world,

She's gonna change the world,

She's gonna make the world a better world.

Can I be a judge?

Well, my answer is sure.

Yes I'm happy to report I can be a judge

That serves the court.

You know she's the girl who's gonna change the world,

She's gonna change the world,

She's gonna make the world a better world.

Can I be an astronaut who travels so far?

Yes, I reach for the stars.

I'm gonna be the first person on Mars.

You know she's the girl who's gonna change the world,

She's gonna change the world,

She's gonna make the world a better world.

Nothing's gonna stop me.

Nothing's gonna get in my way.

I'm going to make a difference.

Gonna start today!

Can I be the president?

Yeah, I'm positive.

If in the White House I live,

I'd make an awesome chief executive.

You know she's the girl who's gonna change the world,

She's gonna change the world,

She's gonna make the world a better world.

I can be anything.

You know that it's true.

I can be anything.

Well, how about you?

You can be anything.

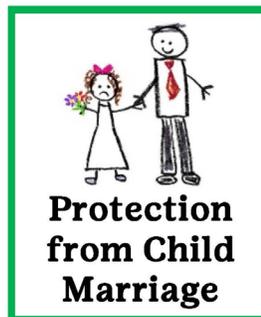
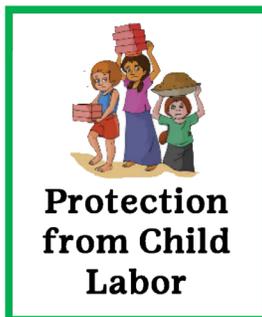
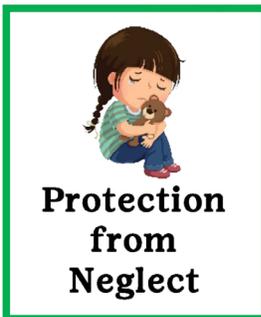
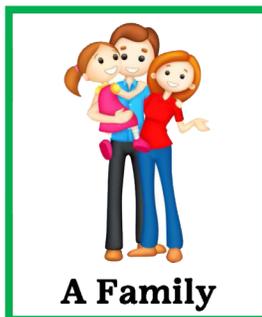
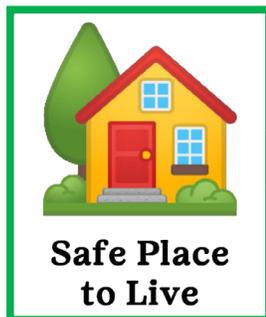
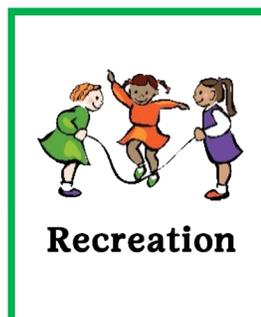
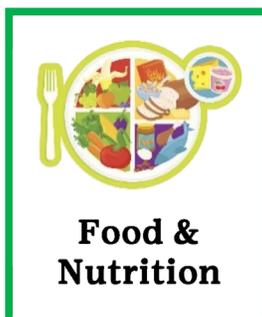
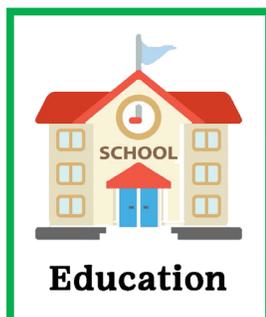
Can you make this world a better world?



Appendix 4: Girls' Rights, Activity 4

Print two copies card stock and cut out for the Girls' Rights activity.

A girl has the right to:





Appendix 5: Because She is a Girl Story, Activity 5

Read the following story to the girls. Optional: Use props while telling the story.

Somewhere in the world...

Marianne saw a girl called Akosua who didn't have enough clothes on to keep her warm. When Marianne asked her mother why she did not have more clothes on, the mother replied, "Because she is a girl."

Marianne saw a family eating and noticed a girl called Adwoa only had a teaspoon of rice on her plate. When Marianne asked the family why she did not have a full meal like the rest of the family, the mother replied, "Because she is a girl."

Marianne saw a girl called Abena standing, watching her brothers prepare to go to school. When Marianne asked her mother why she wasn't going to school, the mother replied, "Because she is a girl."

Marianne saw a girl called Akua who was very sick just sitting outside in the cold. When Marianne asked her mother why she did not go to the doctor, the mother replied, "Because she is a girl."

Marianne saw a girl called Yaa just watching her brothers play with their friends. When Marianne asked her mother why she did not have friends to play with, the mother replied, "Because she is a girl."

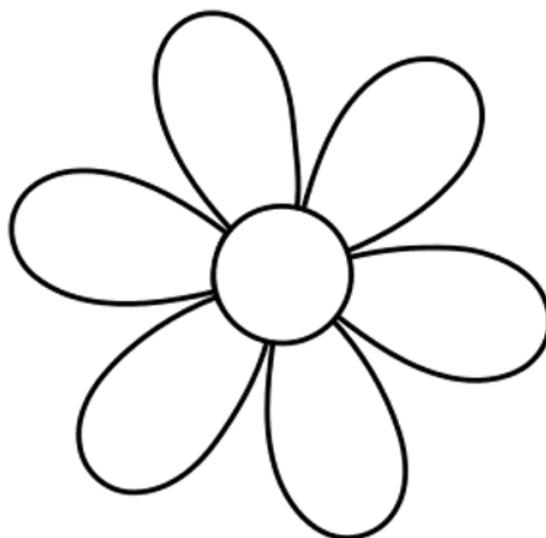
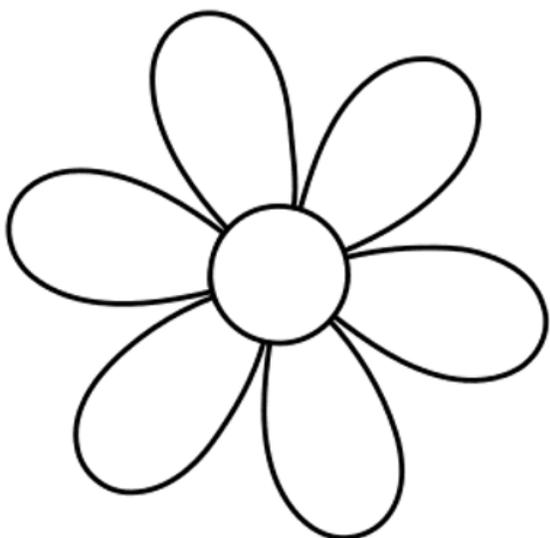
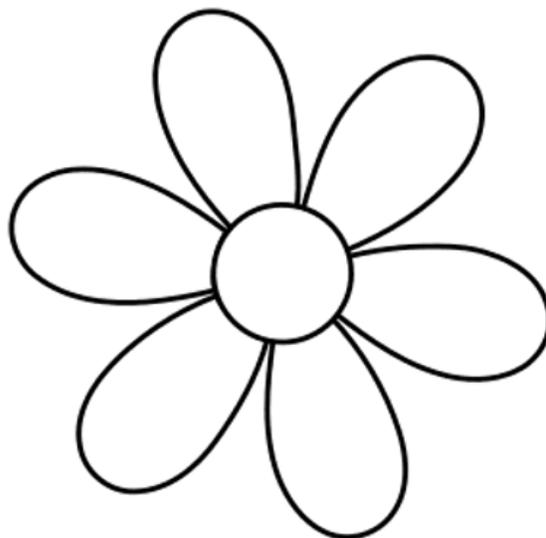
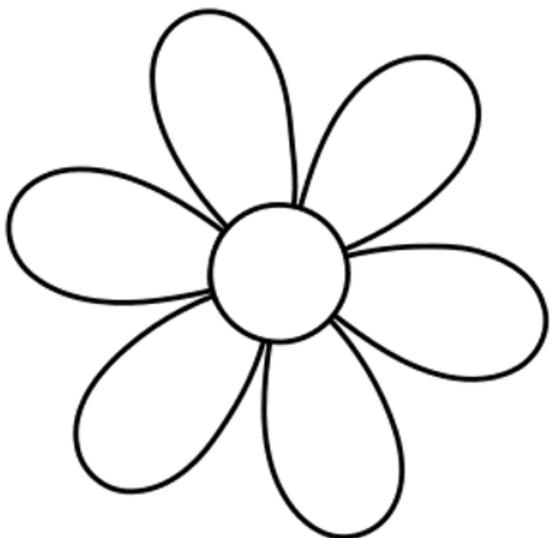
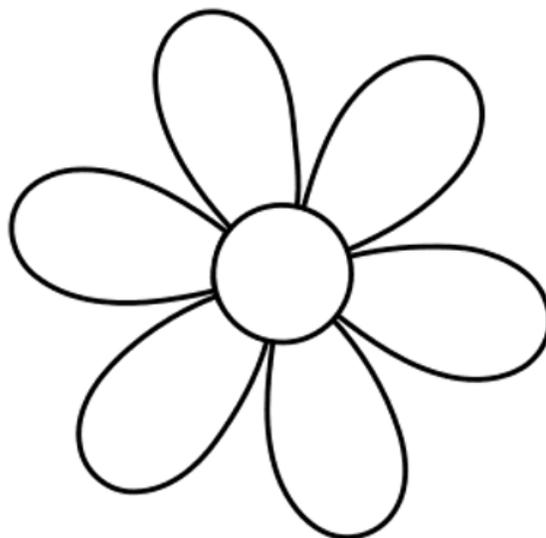
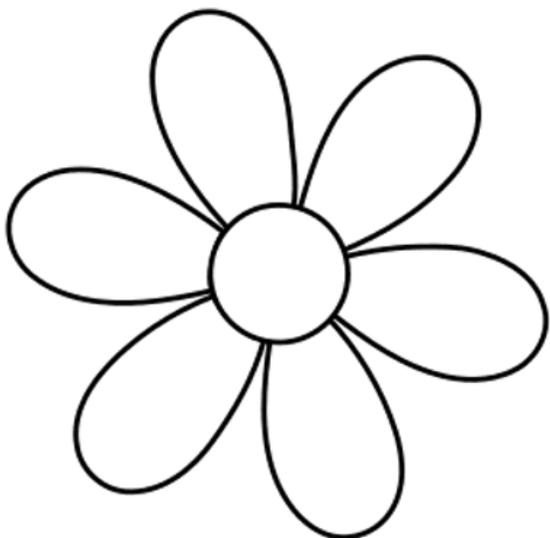
Marianne saw a girl called Efua sleeping in the dirt outside the door. When Marianne asked her mother why she was not sleeping inside like her brothers, the mother replied, "Because she is a girl."

Marianne saw a girl called Ama carrying two huge containers of water in the middle of the hot day. When Marianne asked her mother why she was carrying water in the heat of the day instead of resting like her brother, the mother replied, "Because she is a girl."

Marianne looked in a mirror and saw a girl called Marianne. She turned to her mother and said, "Because I am a girl, I need to help all the other girls who do not have what I have."



Appendix 6: Flower Petal Personality Traits, Activity 6





Appendix 7: Group Story, Activity 7

Here are some suggested story starters for the Group Story Activity.

<p>Rosa and her best friend, Jillian, enjoy walking on the beach every day, but recently they have noticed all the trash while on their walks...</p>	<p>Katelyn loves math, but is not enjoying her math class at school. She has noticed that Mr. Marks seems to only call on the boys during class...</p>	<p>Liz and her family live in a small house on the corner of two busy streets. She wished there was place nearby where her dog could run and play with other dogs...</p>
<p>Lila loves butterflies, but she just heard that monarch butterflies were placed on the endangered list...</p>	<p>Addie heard about a little girl in a homeless shelter who did not get a cake or present for her birthday. She just found out that none of the children in the shelter celebrate their birthdays...</p>	<p>Megan enjoys visiting the local animal shelter, but lately it seems to be very over crowded with new dogs, cats and rabbits...</p>
<p>Josie has a passion for books and reading. She recently noticed that most of the preschool children in her neighborhood do not have any books...</p>	<p>Madeline visits her grandmother every Saturday in the nursing home. She always brings new drawings and crafts to hang on her grandmother's door, but noticed that the other residents do not have any decorations...</p>	<p>Annie and her Girl Scout troop like to hike the trails at the local nature preserve, but noticed the trails are not marked very well...</p>





Appendix 8: Equibingo Cards, Activity 10

Find someone who:

<p>Can name a famous female soccer player.</p> <p>Answered by:</p> <p>Their Answer:</p>	<p>Can name a current female Senator or Representative.</p> <p>Answered by:</p> <p>Their Answer:</p>	<p>Can name a global business or brand started, led, or owned by a woman.</p> <p>Answered by:</p> <p>Their Answer:</p>
<p>Can name a famous female scientist.</p> <p>Answered by:</p> <p>Their Answer:</p>	<p>Can name a female NASA astronaut.</p> <p>Answered by:</p> <p>Their Answer:</p>	<p>Can name a female superhero from a film or comic.</p> <p>Answered by:</p> <p>Their Answer:</p>
<p>Can name an important invention by a woman.</p> <p>Answered by:</p> <p>Their Answer:</p>	<p>Can name a prominent campaigner for gender equality.</p> <p>Answered by:</p> <p>Their Answer:</p>	<p>Can name a young (25 years old or younger) female activist.</p> <p>Answered by:</p> <p>Their Answer:</p>
<p>Can name the year in which women first won the right to vote in the US.</p> <p>Answered by:</p> <p>Their Answer:</p>	<p>Can name the Chief Executive Officer of Girl Scouts of Maine.</p> <p>Answered by:</p> <p>Their Answer:</p>	<p>Can name the date of International Day of the Girl.</p> <p>Answered by:</p> <p>Their Answer:</p>



Equibingo Cards (Example Answers), Activity 10

Find someone who:

<p>Can name a famous female soccer player.</p> <p>Possible Answers: <i>Marta Vieira da Silva (Brazil), Mia Hamm (USA), Megan Rapinoe (USA), Abby Wambach (USA), Alex Morgan (USA)</i></p>	<p>Can name a current female Senator or Representative.</p> <p>Possible Answers: <i>Women Serving in the 117th Congress (2021-2023)</i> https://cawp.rutgers.edu/facts/levels-office/congress/women-serving-117th-congress-2021-2023</p>	<p>Can name a global business or brand started, led or owned by a woman.</p> <p>Possible Answers : <i>Katie Sturino (Megababe; body issues), Cherie Hoeger (Saalt; period care products), Jackie Ferrari (Simply Threads)</i></p>
<p>Can name a famous female scientist.</p> <p>Possible Answers: <i>Marie Curie (radioactivity), Jane Goodall (primates), Rachel Carson (environment), Sara Seager (discovered 751 planets), Rosalind Franklin (DNA), Katherine Johnson (NASA Computers)</i></p>	<p>Can name a female NASA astronaut.</p> <p>Possible Answers: <i>Jessica Meir, Christina Koch, Christa McAuliffe, Sally Ride (1st female in space), Kathryn Sullivan (1st female to walk in space), Mae Jemison (1st African American female in space)</i></p>	<p>Can name a female superhero from a film or comic.</p> <p>Possible Answers: <i>Wonder Woman, Batgirl, Invisible Woman, Captain Marvel, Black Widow, Elastigirl</i></p>
<p>Can name an important invention by a woman.</p> <p>Possible Answers: <i>Computer Algorithm: Ada Lovelace (1843), Bullet-Proof Fabric: Stephanie Kwolek (1966), Laser Cataract Surgery: Patricia Bath, (1986), Home Security System: Marie Van Brittan Brown (1969), Caller ID & Call-Waiting: Shirley Ann Jackson, (1970)</i></p>	<p>Can name a prominent campaigner for gender equality.</p> <p>Possible Answers: <i>Julieta Martinez (Chile, on UN Women's Generation Equality Youth Task Force), Ruth Bader-Ginsburg (past US Supreme Court Justice), Michelle Obama (Founder, Global Girls Alliance), Emma Watson (UK, HeForShe campaign, G7 Gender Equality Advisory Council)</i></p>	<p>Can name a young (25 years old or less) female activist.</p> <p>Possible Answers: <i>Malala Yousafzai (girls' education), Emma Gonzalez (gun control), Greta Thunberg (climate change), Shamma bint Suhail Faris Mazrui (Minister of State for Youth Affairs in the United Arab Emirates), Amariyanna "Mari" Copeny (Flint/clean water), Yara Shahidi (actress)</i></p>
<p>Can name the year in which women first won the right to vote in the US.</p> <p>Answer: 1920</p>	<p>Can name the Chief Executive Officer of Girl Scouts of Maine.</p> <p>Answer: Mara Moorhead</p>	<p>Can name the date of International Day of the Girl.</p> <p>Answer: October 11th</p>



Appendix 9: Your Voice, Your Equal Future, Activity 11

Here are just eight young women who are leading the way for change around the world.

“

One of the things that frustrates me most is the slowness with which solutions sometimes come up to address issues that directly affect girls. The lack of urgency and the obstacles of partisan politics generate distrust in people and solutions become distant. This is why solutions should not be simply FOR girls, they should be created WITH girls. We want to be protagonists of change, not spectators.”

Julieta Martinez,
Chile

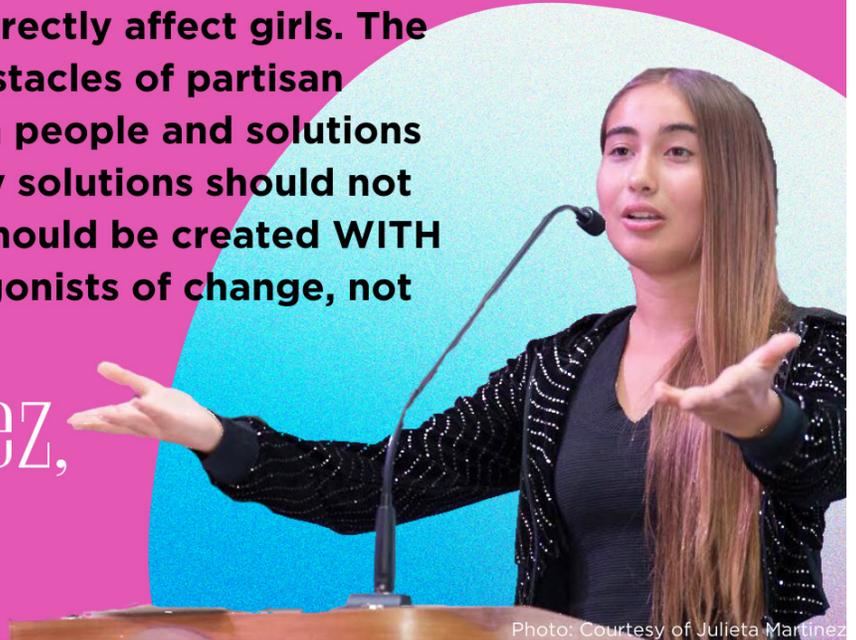


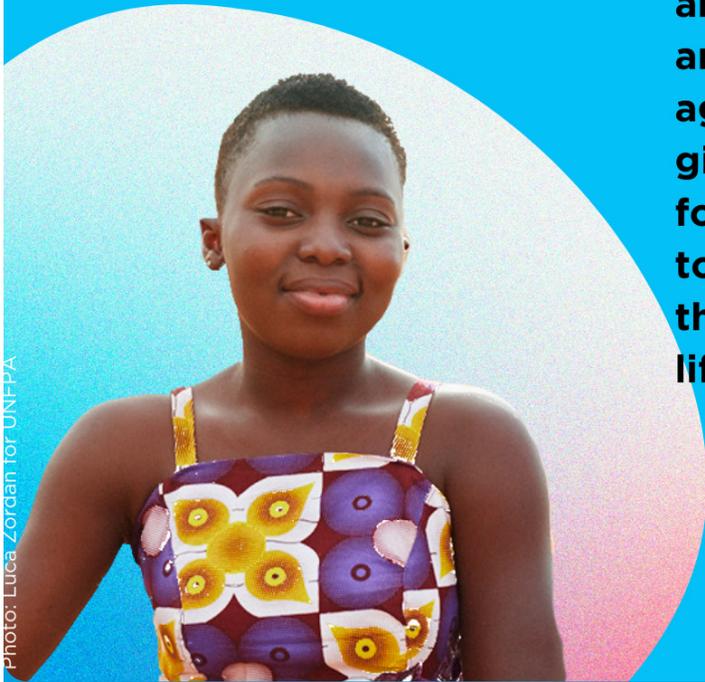
Photo: Courtesy of Julieta Martinez

Julieta Martinez is a climate and gender equity activist and founder of several climate and women's rights groups to empower girls and young people. Though she only 19 years old (born July 7, 2003), Julieta has been working in climate activism for years. When she was just 14, she founded the activism platform, Tremendas, now in 18 countries with nearly 2,000 members. It works to encourage young people's social impact within their communities and engages young people in major global and community issues including the environment, inclusion, gender, education and health and welfare. Tremendas's mission is to connect young activists with one another so that they can realize their full power for change as a group. But on her own, Julieta is still quite a force. She speaks often to raise awareness about climate and women's rights and has helped start the activist group, Latinas For Climate and the educational academy, Climáticas. These two groups are aimed at giving women in Latin America a space to work on both climate change and feminism. In UNO Magazine (November 2020), Julieta wrote about the importance of youth activists to not only the future, but today.

"We [young people] are the present because we understand that we are not simply spectators, but rather the protagonists [central characters] in a story of change. We're bringers of social transformation, an active part of society. We want to be heard and taken into account."

(Picture and bio compiled from:

www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know
and <https://owlconnected.com/archives/chilean-activist-julieta-martinez>)



“There are a lot of young girls who are victims of FGM every year. It’s an atrocious practice that girls my age have experienced. These young girls suffer greatly and are marked for the rest of their lives. Let’s fight together to end FGM. It is a cause that I will defend throughout my life.”

Latifatou Compaoré,
Burkina Faso

Latifatou Compaoré, 15, learned the spirit of resistance from her mother. Her mother was subjected to female genital mutilation (FGM) as a child in Burkina Faso and watched as because of it. Latty’s mother committed to never compromising her own daughters’ safety and health. After hearing her mother’s story at age 10, Latty took up her activism and demands an end to the practice of FGM. As talented singer, Latty uses her voice to spread the word about how harmful FGM can be, and has even recorded a song about it, called “Excision,” which drew attention throughout Burkina Faso, even getting air time on national television and radio stations. On a Facebook page she created about eliminating FGM, her videos have been viewed hundreds of thousands of times. But she has also faced backlash. “There are some who congratulate me and encourage me to go forward, but there are others who bother me a lot,” she said. “I also receive messages that ask me to stop, to mind my own business.” The opposition does not discourage her, though. “It is a cause that I will defend throughout my life,” Latty said.

(Picture and bio compiled from: www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know and www.unfpa.org/es/news/%E2%80%9Ci-refused%E2%80%9D-brave-women-and-girls-take-stand-against-fgm)



“You all come to us young people for hope. How dare you? You have stolen my dreams and my childhood with your empty words, and yet, I’m one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing.”

Greta Thunberg,
Sweden

Greta Thunberg, 19 (born January 3, 2003), became the face of a global movement for climate change in 2019. Greta’s movement started with her skipping school and camping out in front of the Swedish Parliament, demanding action to protect the planet for future generations, and grew to a global strike. By December 2018, more than 20,000 students - from the UK to Japan - had joined her Fridays For Future school strikes. A year later at age 16, she received the first of three Nobel Peace Prize nominations for climate activism. In September 2019, Thunberg sailed across the Atlantic on an emissions-free boat to speak at the UN Climate Summit in New York, where she delivering what is probably her most famous speech, condemning world leaders for their lack of action. She angrily told world leaders they were not doing enough. “You all come to us young people for hope. How dare you? You have stolen my dreams and my childhood with your empty words,” she said. Having gone with a simple appeal to listen to the science, Greta is now being driven by a different message: “Listen to the most vulnerable — and help them build the fair future they demand.”

(Picture and bio compiled from: www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know and www.bbc.com/news/world-europe-49918719)



“We’re seeing that more and more people are starting to become advocates for gender equality, and if we all come together as a whole, we’ll be able to make a greater impact. My entire generation and the generations to come have a really important role in these conversations, because we have new perspectives and new ideas. If we make all voices heard, who knows what incredible possibilities lie ahead.”

Samaira Mehta,
United States

At only 11 years old, **Samaira Mehta** (now 14) was already the founder and CEO of Coderbunnyz and Codermindz, two board games that introduce kids to the concepts of computer programming and artificial intelligence. Coderbunnyz combined her love of bunnies and coding into a board game, while Codermindz is a board game that simplifies the intricacies of how artificial intelligence works. Samaira also created CoderMarz, which brings together her love for coding and artificial intelligence with her interest in outer space and Mars. She’s also the creator of the “Yes, One Billion Kids Can Code” initiative, which aims to help one billion children gain access to STEM and coding tools by 2030. For UN Women’s 2020 ‘I am Generation Equality...’ campaign, Samaira stated, “My entire generation and the generations to come have a really important role in these conversations (gender equality), because we have new perspectives and new ideas.” Her passion is apparent when she speaks about her goal to get more girls into tech and the need to bridge the gender gap in tech.

(Picture and bio compiled from: www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know and www.unwomen.org/en/news/stories/2020/4/i-am-generation-equality-samaira-mehta-champion-for-girls-in-technology)

“

Somewhere in the world today — right now — a teenage girl is being bullied online. She’s scared. She’s vulnerable. She feels alone. My message to her is this: you are not alone. There are people who care about you. There are people who will listen if you reach out for help. You have rights.”

Millie Bobby Brown,
United Kingdom

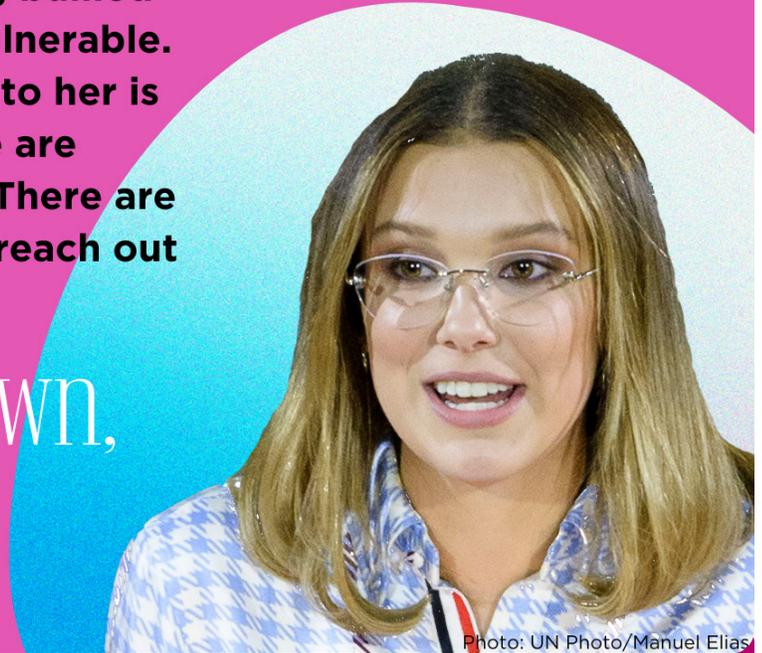
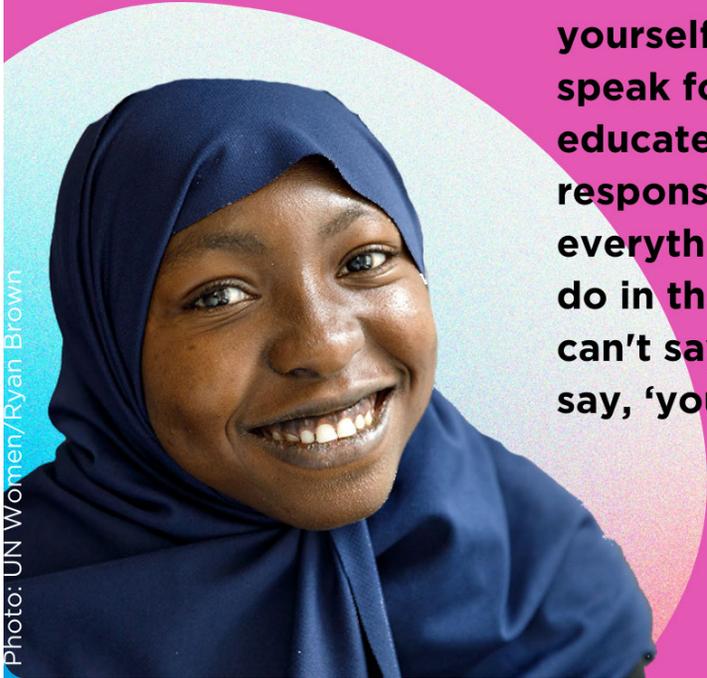


Photo: UN Photo/Manuel Elias

Millie Bobby Brown, best-known for her role as “Eleven” in the hit series *Stranger Things*, is also a strong advocate for children’s rights. In November 2018, UNICEF announced Millie as their newest Goodwill Ambassador, the youngest-ever Goodwill Ambassador at age 14 (February 19, 2004). As a UNICEF Goodwill Ambassador, the actor uses her voice to call attention to issues children are facing around the world, including lack of education and safe spaces, and the impact of violence, bullying and poverty. During her speech at UNICEF’s Summit for Universal Children’s Day on November 20, 2019, Millie urged global leaders to listen to the voices of children and to take action for those who do not have one. She also added, “I’m joined by tens of thousands of other young people from every part of the world demanding to be heard.”

(Picture and bio compiled from: www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know and www.unicef.org/press-releases/remarks-unicef-goodwill-ambassador-millie-bobby-brown-world-childrens-day-2019)



“ Education is important, especially to a girl. It allows you to develop confidence in yourself, showcase your talents, and—speak for your rights. If we’re not educated, we will not know our rights and responsibilities. It’s the teachers that start everything. They ask, what do you want to do in the future? If you say a doctor, they can’t say, ‘but you’re a girl.’ They need to say, ‘you can do it’.”

Jakomba Jabbie
The Gambia

Jakomba Jabbie, 18, is a vocal advocate for the education of all girls in the Gambia, especially when it comes to science and technology skills. In school, Jakomba was told that girls should choose traditional educational fields. This set her activism in motion. After seeing that girls were not being encouraged to pursue technology and innovation courses and careers, she founded a robotics club within her own school. As an aspiring aerospace engineer, Jakomba serves as a major inspiration to all girls who want to pursue STEM studies, and emphasizes the importance of giving girls space to excel in the fields where they are underrepresented. To emphasize the need to empower young girls across the world to choose fields where they might be underrepresented, she has partnered with organizations like the United Nations and UN Women.

(Picture and bio compiled from: www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know and www.unwomen.org/en/news/stories/2019/4/from-where-i-stand-jakomba-jabbiechildrens-day-2019)

“As International Day of the Girl is coming, there are many girls facing online harassment. A child may not be able to cook their own food, but they know how to set up a social media account. We need stronger reporting mechanisms so if we are harassed online, social media companies will take action. Social media platforms need to be safe for me and other girls. We need to make as much noise as possible and reach other youth.”

**Neha,
Nepal**



Photo courtesy of Plan International

Neha, Girls' rights and gender equality activist, grew up in a slum of Kathmandu, Nepal and is known globally just by her first name. She began her activism in community clubs where she tackled issues from child trafficking to gender-based violence. As a Plan International Global Young Influencer, she is an inspirational grassroots campaigner the Kathmandu-based Mahila Ekta Samaj Girls Network which unites girl activists from the 10 major slums of the Kathmandu valley. Neha raises awareness as a program presenter on Nepal's radio program #CoolKids.com, where she talks about the rising online harassment and sexual exploitation faced by young girls.

(Picture and bio compiled from:

www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know



“ I am inspired by the many young people I have seen mobilizing in my country, gaining confidence in their ideas and in their desire to change the communities they grew up in. A lot of us were told to set our expectations low, but despite that I think we’ve begun to realize that changes happen because of us and that we can have a big impact with limited resources.”

**Sofia Scarlat,
Romania**

Sofia Scarlat, 20, founded Girl Up, Romania’s first-ever gender equality organization for teenagers. The organization works to advance gender equality through the prevention of domestic violence, sexual violence and trafficking in persons. She is an advocate for comprehensive sexual education and promotes legal assistance for underage victims of gender-based violence. Sofia is currently attending Stanford University in the class of 2024. After graduation, her plans are to return to Romania and continue the advocacy work of fighting for the rights of women and girls across Romania.

(Picture and bio compiled from: www.unwomen.org/en/news/stories/2020/10/compilation-girls-to-know and <https://hercircle.in/engage/get-inspired/achievers/7-young-activists-working-to-uphold-the-rights-of-the-girl-child-1401.html>)