



**Activity Guide
for Cadettes, Seniors,
and Ambassadors**



World Thinking Day

In Girl Scouts®, you are part of a special group of girls that stretches across the world. On February 22 of each year, Girl Scouts and Girl Guides from 150 countries celebrate World Thinking Day. (That’s one big celebration!) World Thinking Day is a way to celebrate with girls all over the world by doing the same activities around a shared theme.

The 2021 World Thinking Day theme is “Peacebuilding.”

To earn your World Thinking Day award, you will find out what Peacebuilding means for you, your Girl Scout community, and the world.

World Thinking Day Award Activities

There are five steps to earning your World Thinking Day award.

1. Explore World Thinking Day.
2. Explore peacebuilding.
3. Find peace inside.
4. Find out what peacebuilding means.
5. Put peace into action: Create a peace pledge.

The first four steps have choices that will help you explore peacebuilding and connect to your Girl Scout sisters! In step five, you’ll create a peace pledge in honor of World Thinking Day.

Let’s get started!



STEP 1.

Explore World Thinking Day

Choice 1: Interview each other.

The Girl Scout Movement is made up of many different cultures. Across the world, and within the United States, people come from and celebrate many cultures.

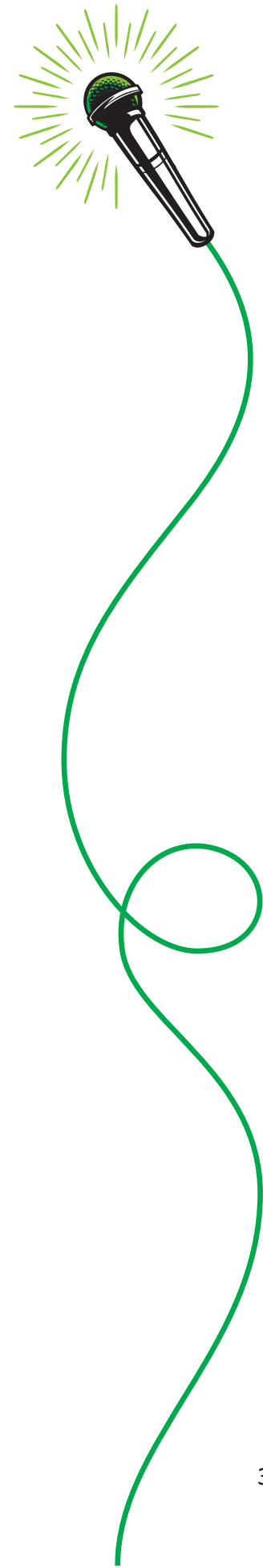
Team up to interview another girl with a focus on culture. This can be about a different culture you experience directly in your own life or a culture you've observed in family, friends, or your community. Food, fashion, and traditions might be a place to start, but also ask each other about communication styles, values, and relationship patterns across different generations.

You can also talk about different cultures within the United States. What differences might exist between the East and West coasts? The Midwest and the South? Or talk about your family cultures. Family culture means the values, rules, and traditions that shape a family's life and routine. Maybe you gather together with your extended family every weekend, but someone else might go to a reunion once a year. Discuss the differences and similarities.

Some questions to ask might be:

- *How does culture impact your daily life and traditions?*
- *What are some foods you eat that connect you to your family or culture?*
- *Do you or anyone in your family speak another language?*
- *Do you have any holidays or rituals that are specific to your culture or background?*
- *What is considered disrespectful in your culture? Respectful?*
- *What other cultures have you observed in your neighborhood or community? Is it through your schools, neighborhoods, restaurants, markets, community centers, or places of worship? What are some of your observations about their world?*
- *Have you ever traveled to another country? What did you learn most about the people and culture in that country?*
- *What cultures do you want to explore and why?*

Take notes, then introduce each other to your Girl Scout group. What are ways that your troop or group can honor each person's cultures and traditions? What about in your school or your larger community?



Choice 2: Get inspired by your sisters.

Just like Girl Scouts in the United States complete Take Action projects and awards, Girl Guides and Girl Scouts make a difference all over the world. They are doing things like raising awareness about HIV and AIDS in Bangladesh and finding ways to get girls back into school in Zambia.

For this activity, team up to learn about a WAGGGS advocacy champion from the stories in the handouts at the end of this packet called “Get Inspired by Your Sisters: WAGGGS Advocacy Champions.” Then share what they’ve done to change the world with the group. Afterwards, talk about each story. What stood out to you the most? Do any of the stories inspire you to think about a project you could do in your own community? How can we learn from and celebrate our global sisterhood?

Choice 3: Share the World Thinking Day story.

Read through the story called “World Thinking Day History in Three Parts” at the end of this packet and create a fourth part of the story to share about this year’s theme of peacebuilding. Then, come up with a way to share the full story with a group of younger Girl Scouts. You might want to create a skit, video, or booklet about the story.



STEP 2

Find Out What Peacebuilding Means

Choice 1: Play Cross the Line.

For this activity—see the handouts at the end of this packet for “Cross the Line”—from the United States Institute of Peace you will need a partner and someone to observe your interaction. Each of you will have one scenario with a task to accomplish. Your partner will also have a scenario with a task. Each of you can use any strategy except physical violence to accomplish your task.

The observer will tell you when to start and keep time, then after three minutes, you will stop and discuss.

Questions to answer are:

- *How many of you were “saved” at the end of three minutes?*
- *What strategies did you use to try to solve the problem?*
- *Why were some groups unable to solve the problem? What could you have done differently?*
- *How many of you shared your problem with the other person?*
- *What did you notice about the two scenarios?*
- *How would sharing your scenario and knowing you had the same situation have changed how you approached the conflict?*
- *How important was it to trust the person on the other side of the line? Do you think you would share information with someone you don’t trust?*
- *How might the activity have gone differently if you had tried to work together to find a solution agreeable to both of you (a win-win solution)?*
- *What did the activity show you about cooperating versus competing?*



Choice 2: Practice negotiation.

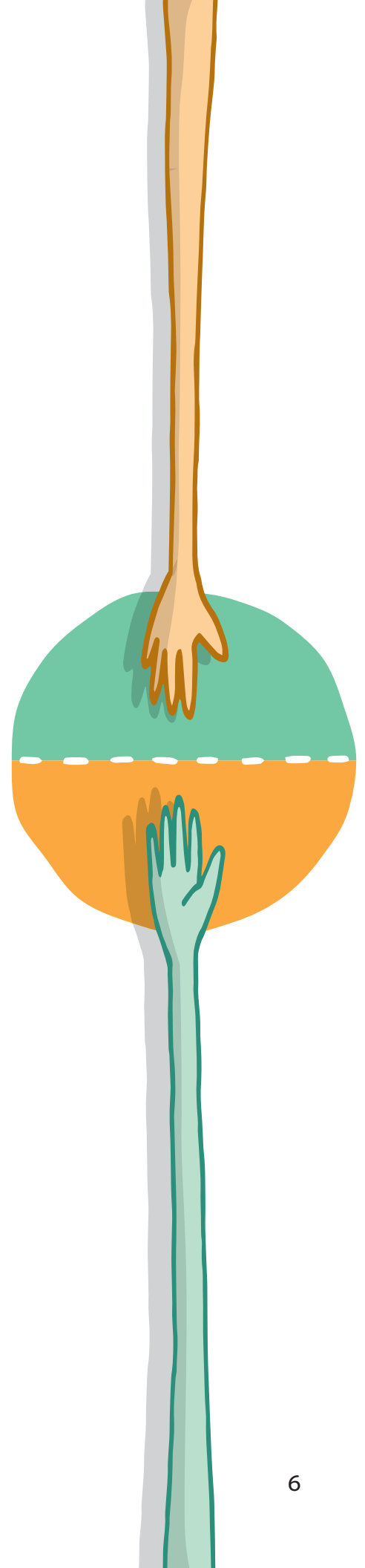
Divide into pairs and give each person a scenario from the handout section at the end of this packet for “Practice Negotiation.” Make sure each girl sees only her role in the scenario. Take ten minutes to negotiate

After ten minutes, discuss the results of your negotiations. Some questions you might want to use to get started include:

- *What strategies did you use? Did you end up with a win-win?*
- *How could you have done a better job negotiating?*
- *What tips did you learn about negotiating?*
- *What did you learn from the role-play that will help you in future negotiations?*

Afterward, quiz each other and see if you agree about these statements:

- *A printed contract is never negotiable. (False. Contracts are always negotiable.)*
- *Do your homework before you negotiate. (True. Always learn as much as you can about the other side.)*
- *Always be respectful. (True. If you can't be, you should walk away from the negotiation.)*
- *If you make an offer and the other person doesn't accept it, you should make another offer. (False. You should stay quiet and wait for the other party to make you a counter offer.)*
- *A deal can always be made where both sides benefit. (True.)*



Choice 3: Discover your conflict style.

Try this activity from the United States Institute of Peace to learn about your personal conflict style.

Set out stations around your room or meeting space, then have all girls walk around the room and make sure they understand what each station means. The stations are:

- A. Confront.** Address the problem directly, try to convince someone of your point, and stand up for what you believe.
- B. Avoid.** Walk away from the situation, ignore it, or deny that there is a problem.
- C. Accommodate.** Do what others want even if you disagree or it's not what you want.
- D. Compromise.** Make a quick compromise.
- E. Problem-solve.** Find a solution that makes everyone happy.

Then, take a copy of the United States Institute of Peace worksheet "What Do You Do When...?" (in the handouts at the end of this packet) and answer the prompts.

Have someone read each prompt out loud, and consider your answer. Go to the station that best represents how you would respond. Be sure to note on your worksheet which station you choose. Don't think about what other girls choose, just answer for yourself.

When you are finished, look at the pattern on your paper. See if you have one dominant style in response to conflict.



STEP 3

Explore Peacebuilding in Girl Scouts

Choice 1: Practice compassion meditation.

Cultivating compassion in yourself and sharing that compassion with others can help you feel more peaceful. Practice a compassion meditation to learn more. This is an activity you can try by yourself or with your family or Girl Scout friends.

Start by sitting comfortably and taking a deep breath in through your nose and out through your mouth.

Then close your eyes and think of a person close to you. It could be a parent, sibling, friend, or anyone who is special to you. Imagine that person standing on your right side, sending you their wishes for your safety and health. Feel the warmth of their wishes inside you.

Now imagine another person close to you wishing you peace and happiness standing on your left side. Feel the warmth of their wishes inside you.

Then silently repeat to yourself: “May I be safe and healthy. May I be happy and peaceful.”

Next, imagine the person you love on your right side. Silently wish them these thoughts: “May you be safe and healthy; may you be happy and peaceful.”

Next, imagine the person you love on your left side. Silently wish them these thoughts: “May you be safe and healthy; may you be happy and peaceful.”

Next imagine a friend. Extend these wishes to your friend.

Then imagine someone you feel neutral about. This can be an acquaintance, someone you don’t know well like a neighbor or a girl in school. Send them good wishes: “May you be safe and healthy; may you be happy and peaceful.”

Now, extend your wishes to all living beings everywhere. Send warm wishes to all living beings on the planet.

May all beings be safe and healthy. May all beings be happy and peaceful.

End by taking a couple of deep breaths in and out before you open your eyes.

It’s a good idea to reflect on your experience any time you try new things. You might write or journal about how this meditation felt, or you could talk with your friends or family about how you felt. Some questions you might ask are:

- How did you feel once you opened your eyes after this meditation?
- How do you think meditation can help with peaceful negotiation?
- How do you think a group peaceful meditation might help a bad situation?

There are no right or wrong answers here, just like there are no right or wrong ways to feel during the meditation.



Choice 2: Practice your peace skills.

Sit in a circle with your friends or family so that you can see everyone. Make sure everyone has a few pieces of paper and a pen or pencil. Then read aloud the statements in the sidebar and write down the emotion you feel after hearing each statement, like happy, sad, mad, afraid, worried, unsure, or don't care. Then hold up your paper and see how others responded.

After you finish responding to each statement, discuss your reactions. You might use some of these questions to get started:

- *What statements did you immediately have an emotion for?*
- *Were there any statements where you had to think for a minute?*
- *Did all the girls on the side you were observing hold up the same reactions? If not, what was different?*
- *Peacebuilding doesn't mean always agreeing or going along with what someone else wants, but how we respond and treat others. Let's say your sibling does something that annoys you. What could be a peaceful response?*
- *Does everyone feel exactly the same way about things?*
- *Why should you respect the way someone else feels?*
- *What does respect mean to you?*
- *When two sides are arguing and you want to make peace, how does being respectful help?*
- *How do you think observing and listening to people will help you be a better peacebuilder?*



You lose at a game.



Your sister calls you a name.



Your mom bakes your favorite cookies.



You see something funny on TV.



Your friend isn't sharing.



Your sneaker shoelace breaks.



You were picked last for a game.



You woke up thinking it was a school day and realize it's a Saturday.



You're sleeping at a friend's house and find out they have different rules and do things differently from your family.



You eat something you would never eat before and find out you actually like it.



You tell your friend a secret but now think she might tell someone else.



Choice 3: Find out what makes you peaceful.

Stress and anxiety can get in the way of promoting peace. So, it's important to find something that will help you feel focused and calm when you are angry, sad, or stressed. With your Girl Scout sister or other friends brainstorm activities or practices that make you feel peaceful. Write down everyone's responses on a large paper or whiteboard. Answers might be things like listening to calming or fun music, meditating, going for a run, lighting a candle, taking a walk in nature, reading a book, talking with friends, laughing out loud, taking a bath, petting an animal, drawing, and lots of other ways.

If there's anything on the list that you can try out now, do so. Also look for ideas from other girls that you haven't tried before. Maybe your friend goes for a walk to find peace, but you listen to music. Think about a time you might want to try your friend's idea.



STEP 4

Find Out What Peacebuilding Means

Choice 1: Invite a peace advocate to speak.

Invite a speaker to your troop or group meeting to talk about what it means to be a peacebuilder. This could be a mediator, a coach or counselor at school, a college professor, a local activist, or someone who works for a human rights group. You could also choose to talk to a former Peace Corps volunteer about the ways they have promoted peace in different parts of the world.

Afterward, talk about what you heard from your guest speaker. Did they have any advice or tips about being a good peacebuilder? Brainstorm ways that you can build peace in your home, school, community, or world.

Choice 2: Spotlight a female peace activist.

Find a peacebuilder on a local, national, or global level, then share her information with your Girl Scout sisters or your family. Be prepared to share with the group who she is, where she's from, what her goal is, how she's meeting her goal, and why she inspires you.

If you need some ideas, try looking at female Nobel Peace Prize winners, such as **Malala Yousafzai** from Pakistan, the youngest prizewinner, who works to get education for girls in her country. Liberian peace activist **Leymah Gbowee** helped put an end to the civil war in Liberia. **Rigoberta Menchú Tum** is a Guatemalan peace activist who fights for the rights of indigenous people. **Wangari Maathai** from Kenya was the first African woman to receive the Nobel Peace Prize; she worked on environmental conservation and women's rights. Jody Williams, an American peace activist, works for human rights and banning land mines.

Another example of a peacebuilder is **Samantha Smith** who became famous when she sent a letter to a Russian leader during the Cold War. Research shows that when women are part of the peace process anywhere in the world it results in more durable and sustainable peace.* Why do you think that is? Discuss why women need to have a key role in peacebuilding.



Malala Yousafzai



Rigoberta Menchú Tum



Wangari Maathai



Jody Williams



Samantha Smith

* Jana Krause, Werner Krause, and Pila Bränfors, "Women's Participation in Peace Negotiations and the Durability of Peace," *International Interactions* 44, no. 6 (2018): 985-1016, DOI: 10.1080/03050629.2018.1492386.

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Choice 3: Find a career in activism.

Start by writing down different careers, like lawyer, computer engineer, veterinarian, and others, on slips of paper and putting the papers into a hat or a bowl. Then, draw one career from the hat.

Imagine that you are a job recruiter. Find out how the job you drew can support or connect to activism.

Almost any career choice has an element of activism. For example, as a doctor or nurse, you can offer medical services. As a lawyer, you can take on human rights cases. As a teacher, you can spread education. As a government policy advisor, you can lobby local or international governments to make changes in laws and regulations.

Find out more about the career choice you selected:

1. Education or training needed
2. Required skills and competencies, such as those involving problem-solving, good communication, collaboration, math, and computers
3. Job responsibilities
4. Salary you might expect to earn

Be sure to connect the job to some form of activism.

When you're finished, present the job you researched to the group, sharing how it connects to activism. Then discuss all of the careers as a group:

- *What surprised you most about the career you researched?*
- *In what ways did it link to activism?*
- *Was the career something you would be interested in pursuing?*
- *Were there any careers you heard about that you would be interested in?*



Step 5

Put Peace into Action—Create a peace pledge.

Peacebuilding starts with you! One way to do that is by making a peace pledge. A pledge is a promise or agreement you all make together and will agree to keep.

As a group, with your Girl Scout friends or your family, come up with a peace pledge together. Start by thinking about the kinds of things you hope for. What do you want to do or who do you want to help most? For example, you might choose to use kind words, care for our planet, help others, respect other people from all over the world, or work out problems peacefully.

Share what you've thought of, then create a peace pledge using this model:

I am a peacebuilder because _____
_____.

I am making this peace pledge to _____
_____.

I believe we should have _____
_____ in the world.

I want to help make a difference for peace by _____
_____.

It's important to respect and listen to others because _____
_____.

I pledge to be a peacebuilder every day in my home, school, community, and the world.

Signed, _____

Girl Scout Cadettes, Seniors, and Ambassadors World Thinking Day Activity Handouts

Step 1, Choice 2

Get Inspired by Your Sisters: WAGGGS Advocacy



Ines Goncalves
PORTUGAL

“I’m passionate about the role non-formal education plays in building a better society,” Ines says.

“I have witnessed it many times as a leader, through every girl I watched growing

and exploring her capacities, talents, and dreams.”

She is excited about her opportunity to be an advocate for the Movement, which she believes has a key role to play in bringing about a world-wide transformation of women’s lives. Driven by her passion to change the world through advocacy, Ines recently authored a comprehensive advocacy toolkit for WAGGGS that any girl can use to start her own advocacy campaign.

“Guiding has been driving social change for a hundred years”, she says. “As Girl Guides, what affects one of us, affects all of us. I am determined to not be silent until every girl on the planet is safe, empowered, and able to reach her full potential.”



Florence Sibomana
RWANDA

When Florence joined the Guides as a ten-year-old, she found plenty of inspirational role models around her.

She is now a final year medical student at the University of Rwanda and

a district commissioner of the Rwanda Girl Guides Association.

She has been involved in anti-violence campaigns and has undertaken advocacy work for girls’ and women’s rights. She volunteers with the Rwanda Non-

Communicable Disease Alliance and on a campaign to prevent malnutrition and non-communicable diseases.

A peer educator on women’s health issues, in 2015 Florence co-ordinated World AIDS Day events for the Medical Students’ Association of Rwanda. She is also the vice coordinator of the Rwandan Village Community Promoter Team, working to raise living standards in rural areas.



Josmar Tello Maita
VENEZUELA

Josmar cites the Nobel Laureate Leymah Gbowee —whom she met at WAGGGS Young World Women Forum in 2010—as a major inspiration. Following her example, Josmar campaigns

for gender equality and a holistic approach to women’s health issues.

A key area of concern to her is the high rate of teen pregnancy in her home country, and she wants to help young women around the world “to develop their full potential as leaders and active citizens”.

She is currently pursuing a master’s degree in Labour Law and speaks on behalf of the Guias Scouts de Venezuela for its campaigns and about her experiences in the organization.



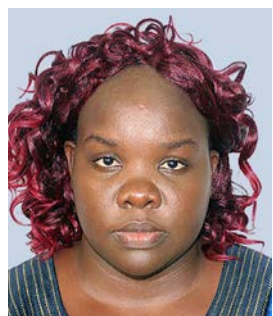
Rachael Graham
UNITED KINGDOM

A committed campaigner for social justice, Rachael works for a UK charity and is a Guide commissioner managing 35 Guide leaders in London. She says her academic background in law

and policy, coupled with experience working closely with parliamentarians in the UK and Ireland, has shown her that even the smallest policy changes can have a big impact on people's lives.

She calls the Guides "a global sisterhood," and says she is grateful for the role the organization played in her upbringing—particularly the way it continually challenged her to try new things.

She believes that WAGGGS has a unique chance to help all girls and young women find their voice.



**Roseline Souebele
Mayinga**
REPUBLIC OF CONGO

Roseline describes her current advocacy role as being "that voice coming out from the crowd, speaking up on behalf of women."

She is a team leader in Brazzaville for the Catholic Association of Scouts and Guides and believes the Guiding movement has a key role to play in the empowerment of women in her home country and around the world.

She is the mother of two young girls, and she says she is bringing them up "to respect and live by the values embodied by the Guides".

Above all she wants them to grow up in a world free of violence and discrimination against women.



Candela González
ARGENTINA

"It brought me on—I found my place in the world through Guiding." Growing up in a small town in Argentina was difficult for Candela, and a change of school when she was six resulted in a loss of

confidence, following which she forgot how to read and found social interaction very hard.

Her worried parents encouraged her to join her local Guide group, and gradually she developed the self-confidence and skills she would later need to succeed in her career. "Looking back I can see how much it

helped me develop and change, and I've seen that since in many other girls."

She started working in the Department of Peacekeeping Operations in Argentina's Ministry of Defense when she was 19.

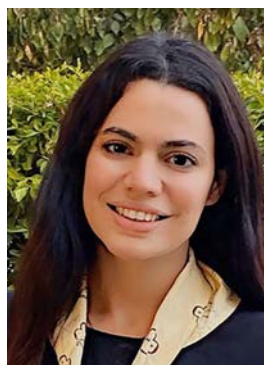
"I was very young, and it was an extremely male environment. I rose through the ranks until I had a senior role. Sadly, many men had difficulty accepting or even understanding that." But she found that her experience as a Guide was really useful. "It gave me the tools and the experience to challenge those attitudes and to stand up for myself."

She's helped plan Argentina's response to natural disasters and has led teams in the field—for example, in Haiti, following the earthquake there.

"You see the best and the worst of people, including yourself," she says. "In Haiti, people were nervous and distressed, and you had to come up with solutions. My experience as a Guide was really helpful with problem solving and working in a team under pressure when it's a matter of life and death."

She believes that Guiding has a vital role in helping her country develop and build better opportunities for women. "Argentina is dealing with some difficult issues, and Guiding can really play an important part in this process," she says. "It's a safe place for girls that teaches them about their rights and about healthy relationships."

And she believes her new international advocacy role offers some exciting challenges. "The Guides has an important role breaking down social barriers by telling the stories of girls and empowering them—we need to educate communities. We work closely with governments and NGOs—we are trusted and respected and people listen to us."



Maria Terzi
CYPRUS

Maria believes that advocacy can "ensure unheard voices are heard," and has the power to shift attitudes, alter behaviors, and influence decision makers.

She currently helps organize events that promote

technological change and inspire children—particularly girls—to pursue degrees in computer science.

She has been a Guide since she was six years old and is now president of the Girl Guides Youth Council in her home country.

Educated in her home country and in England, she holds a PhD in computer sciences and completed a software engineering Internship at Google.

She works at the University of Cyprus as a research associate investigating how drone swarms could be used by emergency responders.



Helga Mutasingwa
TANZANIA

A medical doctor working in a community HIV/AIDS prevention program, Helga was a youth volunteer with the Tanzanian Guides and is now a training commissioner for the organization.

She's been involved in campaigns to promote better nutrition for Tanzanian girls and young women and is excited that her advocacy role now gives her the chance to represent them in an international setting. "I have a global platform to speak out and to be heard."

"It also allows me to learn from other Girl Guides from different countries about strategies for making the world a safe place for girls and young women, one where they need not fear being harassed or belittled."



Christelle El Hayek
LEBANON

Christelle joined her school's Guide group when she was ten years old and has steadily taken on more responsibility within the organization in Lebanon.

She currently leads a mixed group of 630 Guides and Boy Scouts and believes the organization offers a unique blend of opportunities.

"We build the characters of girls bit by bit," she says, "we challenge ourselves and create strong

relationships that last a lifetime."

A chemical engineer by training, Christelle works for a Lebanese NGO that aims to promote transparency and accountability in the country's growing petrochemical industry.

She wants to use her time as an Advocacy Champion to promote equality, fairness, and women's rights in the Middle East and around the world.



Chun Wei Fang
TAIWAN

Chun Wei works with non-profit organizations in Taiwan to promote sustainable international development and, in this capacity, has led field teams in Sri Lanka and the Philippines.

Her background in civic education was both inspired and encouraged by her involvement with the Guiding Movement.

She says that being a Guide has helped her understand and adapt to different ways of working and different cultures in order to achieve common goals.

She wants to use her advocacy role to promote equal rights for women around the world and to help enable all girls to achieve their full potential.



Sarah-Anna Awad
AUSTRIA

"We have a huge amount of expertise about what's really important to girls," Sarah says. "It starts with games when they are younger, but as they grow up we provide them with the right

environment to evolve and develop."

An international commissioner for WAGGGS, she has an academic background in foreign affairs and diplomacy.

She has been involved in initiatives to increase the number of women in senior posts within Austria's universities and in developing gender-neutral language for academics.

She believes the Guiding Movement is uniquely placed to help make the lives of women better. “Girls and women are facing a really hard time being taken seriously or, even worse, are being harmed. It’s a duty to speak up against this injustice.”



Krysta Coyle
CANADA

Krysta believes that while “gender-based discrimination looks different in every country, it still exists in every community and affects the life of every girl and woman.”

A cancer research scientist, she takes a particular interest in women’s health issues and gender in science policy and scientific research.

“The voices of girls and young women often go unheard at decision-making tables,” she says.

“Advocacy and campaigning have the power to raise individual voices into a powerful roar, ensuring that the lived experiences of girls and young women are respected and valued.”

She wants to use her time as an advocate to argue for “the systematic destruction of the social and cultural barriers that girls and women face in every corner of the world.”



Lucia Ruvarashe Ndanga
ZIMBABWE, UGANDA

Guiding has been a central part of Lucia’s life since she was six years old.

“I joined my local group in Zimbabwe just before they all went camping, and I was

hooked,” she says. “It helped me to grow, to develop. There is no better place for girls to find themselves.”

She’s been involved with the organization both in her home country and in Uganda, where she’s now studying law at the University of Kampala. She has recently organized national campaigns against child sexual exploitation and for women’s health rights.

“I want to challenge decision-makers to take action and promote gender equality. Being an advocacy champion offers a platform to be the voice of women in Zimbabwe at a global level.”

Step 1, Choice 3

World Thinking Day History in Three Parts

Part 1

A Special Day

In 1926, Girl Scouts and Girl Guides from around the world met in the United States for the 4th World Conference. At the meeting, they created a special day where Girl Scouts and Girl Guides think of each other and express their thanks for their sisters around the world. They called it Thinking Day. They chose February 22 because it was the birthday of both Lord Baden-Powell, the founder of the Boy Scouts, and his wife Olave Baden-Powell, who founded the Girl Guides.

Part 2

A Birthday Gift

In 1932, at the 7th World Conference in Bucze, Poland, a delegate from Belgium pointed out that since a birthday usually involves gifts, girls could show their appreciation on Thinking Day by offering gifts to support Girl Scouts and Girl Guides around the world. Olive Baden-Powell wrote a letter asking girls to “Send a penny with their thoughts” on Thinking Day.

Part 3

World Thinking Day

In 1999, at the 30th World Conference in Dublin, Ireland, they changed the name from Thinking Day to World Thinking Day. Over the years, World Thinking Day has become a way for girls to learn about issues that affect other girls and young women all over the world. Every year, World Thinking Day has a different theme that Girl Scouts and Girl Guides around the world can learn about and take action on. For 2021, the theme is peacebuilding. Choose to build peace: Be a leader and create a world that includes everyone.



Lord Baden-Powell



Olave Baden-Powell

Photos in the public domain, as follows: Robert: U.S. Library of Congress, Bain News Service, publisher. Olave: U.S. Library of Congress, author unknown.

Step 2, Choice 1

Cross the Line

Print out these two scenarios as separate handouts, enough for each group of girls. (You will see the scenarios are exactly the same, but the girls will need to figure that out during the activity.)



Scenario 1

You will be sentenced to life in prison in exactly three minutes. Your only chance to escape is if you can get your opponent to cross over to your side and stay there before the time is up. Good luck.

Scenario 2

You will be sentenced to life in prison in exactly three minutes. Your only chance to escape is if you can get your opponent to cross over to your side and stay there before the time is up. Good luck.

Step 2, Choice 2

Practice Negotiation

Print scenarios for each team of girls:



Scenario 1

Girl #1: You're at a flea market and want to buy a vintage jacket but you think the seller is asking for too much money. You think it's worth about \$20 and have a maximum of \$30 to spend. Decide how you will negotiate for the jacket.

Scenario 2

Girl #1: You want to spend your troop's hard-earned cookie money on a trip to a theme park. Your group has completed several service and Take Action projects, so you feel everyone deserves some fun.

Scenario 1

Girl #2: You've sold many of the types of jackets the buyer is looking at. You know it's made out of good quality fabric and is well made. You think your price of \$40 is fair. You originally bought the jacket from another seller for \$25 and you need to make a profit.

Scenario 2

Girl #2: You want to spend your troop's cookie money to help support another Take Action project. You feel you can have fun together but find ways to do that for free without using cookie money earnings.

Step Two, Choice 3

What Do You Do When . . . ?

Read the scenarios below and write the letter of the response that most closely matches what you would do in the situation.

- A. Confront.** Address the problem directly, try to convince someone of your point, and stand up for what you believe.
- B. Avoid.** Walk away from the situation, ignore it, or deny that there is a problem.
- C. Accommodate.** Do what others want even if you disagree or it's not what you want.
- D. Compromise.** Make a quick compromise.
- E. Problem-solve.** Find a solution that makes everyone happy.

You may find that none of the responses reflects exactly how you would respond, so pick the one closest to what you would do. You can use each letter as many times as you want.

- _____ 1. Your mother wants you to clean your room on Saturday night and you want to go out with your friends.
- _____ 2. Your best friend always borrows your things and never gives them back.
- _____ 3. Someone is saying bad things about your friend. You're angry because you know what they are saying isn't true.
- _____ 4. You think your teacher has been unfair in grading your test. You think your grade should be higher.
- _____ 5. Your friend always wants to copy your homework and it bothers you because you work hard at your assignments.
- _____ 6. Your friends want to go to the mall instead of going to an event at your school. You really want to go the school event but you don't want to be left out while your friends are hanging out.



Glossary

Activist: Someone who works to help make a change through words or actions

Brainstorm: When you try to solve a problem or come up with new ideas by having a discussion with another person or group of people

Conflict: When you have an argument or a different idea than someone else, such as a conflict with your sibling over what TV show to watch, or when there's a fight, battle, or war

Culture: The norms, practices, arts, traditions, and behaviors of a particular group or society as well as the ideas, beliefs, attitudes, and habits of people in that particular group

Fairness: Treating people in a way that is right or reasonable—not necessarily about everything being equal—but about making it so that people get what they need when they need it

Inclusion: Accepting or taking in others, such as allowing children with disabilities into regular school classes, and not excluding them, which is the opposite

Movement: A group of people or organizations working together to achieve the same goal

Negotiation: Discussion aimed at producing an agreement or settlement

Peacebuilding: A process that resolves conflict or disagreements between two people or groups, without using violence like hitting or yelling and that looks for solutions that are fair for all involved

Peacekeepers: A person or group, such as the United Nations, who helps make sure people, groups, or nations stay peaceful

Protest: When people gather together to show strong disapproval about something

Respect: Admire or look up to someone because that person has done something really great or is talented at something, like a sport or music

Security: When you are free of fear or danger

Violence: When someone or something uses force to cause hurt, pain, or damage

United Nations (UN): An international group made up of countries dedicated to worldwide peace and security

WAGGGS: Stands for World Association of Girl Guides and Girl Scouts

World Thinking Day: February 22 of every year when Girl Scouts and Girl Guides celebrate global sisterhood by giving back to the Movement in honor of World Thinking Day, including doing activities centered around one theme (In 2021, it's peacebuilding.)