



AIDS BADGE CHALLENGE

WAGGGS



Girl Guides
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du Canada

Guides

Before you begin...

- ✓ Ensure you are aware of the particular family and health circumstances of the girls in your Unit prior to doing the badge activities, so you can approach the topics with the necessary sensitivity.
- ✓ Not everyone is comfortable talking about illness and HIV. Feel free to invite an external person to deliver some of your sessions (please see Guidelines: Annex B - Canadian Organizations for a list of possible facilitators). However, be prepared - ensure that any guest coming to your meeting is very familiar with the characteristics of Guide aged girls and is well versed in handling such sensitive topics as HIV and illness at an age-appropriate level.
- ✓ Ensure that you send a letter home to your Guide parents/guardians before starting this badge. A sample letter is found in the Guidelines: Annex A to help you inform them of your intentions.

To earn the badge...

- Guides should complete ONE activity in each section.



SECTION 1 – Understanding HIV

ACTIVITY 1: Drama

Body Works!



Source: WAGGGS AIDS Toolkit 2007; Girl Guiding UK HIV/AIDS Activity Pack for Brownies and Younger Guides, 2008

Preparation:

- Ask the group when was the last time anyone of them said, “I feel sick”.
- Explain that we may feel sick for a few days but we soon get better, and most of the time we feel healthy. This is because our bodies have a special way of fighting off illnesses.

Activity:

- Have one girl sit on a chair in the middle of the room. The girl represents “the body”.
- Explain that the body has an army of special soldiers to keep it protected from illnesses, known as the immune system. Have a small number of girls become the body’s “army” by circling the body and holding hands with each other.
- Explain that the body’s army can be kept strong when we do things to keep us healthy – like washing our hands, eating food that is good for us, getting lots of exercise and making sure we get a good night’s sleep. Demonstrate this by asking ‘the body’ to act out some healthy living (for example: exercising, sleeping, eating nutritious food). Each time the body acts out one of these healthy activities, an extra girl can join the body’s army (the immune system becomes stronger).
- Ask some girls to choose one illness each (for example: cold, chickenpox, tummy ache, headache), In turn, each illness tries to reach the body. The army stops the illness by linking arms tightly and blocking their path. The body stays healthy – perhaps ask for a round of applause for the army!
- Explain that sometimes one of the fighters in the army may not be working properly – demonstrate this by allowing one of the illnesses to reach the body and the body becoming sick.
- Explain that the reason we get better is because the army learns about the illness and fights back. Demonstrate this by the illness being removed from the body and the body getting better.
- Explain that there is an illness called HIV that gradually stops the army from working. Demonstrate this by one girl being the virus and attacking some of the army – who fall to the ground.
- Ask the group what would happen if other illnesses attacked the body now? Get the illnesses to demonstrate the ease with which they can now get to the body, making the person sick.
- Explain that when the whole army has stopped working, which may take many years, the person will become sick with an illness called AIDS. This is when a person cannot fight off illnesses any more and the person becomes very sick and can die.
- Explain that people with HIV can get medicine that will make their army strong for many years to come. Have one girl be “the doctor” and pretend to give the body medicine. The army can now jump up and be strong again!
- Ask the girls if they have ever heard of HIV or AIDS. If so, what have they heard?

ACTIVITY 2: Game



Source: Girl Guiding UK HIV/AIDS Activity Pack for Brownies and Younger Guides, 2008; Girl Guiding UK HIV/AIDS Activity Pack for Older Guides and Senior Section, 2008)

Preparation:

- Have the following questions about HIV/AIDS handy:

√ **Can you contract HIV from kissing someone?**

NO – HIV can only be transmitted through unprotected sex (sex without the use of condoms), sharing needles, contact with some of an infected person’s bodily fluids, and from a mother to her baby (although there are medicines to stop this from happening).

HIV is hard to get. HIV is not spread through casual contact. This means it is OK to play and work together, shake hands, hug or kiss a person who is infected with HIV. You can share the same room, breathe the same air, use the same drinking and eating utensils, use the same washing water and swim in the same water.

√ **Can you tell someone has HIV or AIDS by looking at them?**

NO – Although some people do get very sick when they have HIV, and this can develop into AIDS, there are medicines that can help people with HIV stay healthy.

√ **Does HIV and AIDS only occur in other countries?**

NO – Anyone can contract HIV. Although Africa has the highest rate of infections in the world, there are about 58,000 people with HIV in Canada.

√ **Can I get HIV from a mosquito bite?**

NO – Mosquitoes suck blood, they don’t spit it back out.

- Make two signs – one that says “No” and one that says “Yes”

Activity:

- Read out each question and ask the girls to move and stand beside the “yes” or “no” response. They can stay in the middle of the room if they’re not sure.
- After each statement, share the correct answer and stick the statement under the correct sign.
- Afterwards, have the girls discuss the following points in their patrols:
 - √ Did you learn anything new or interesting about HIV?
 - √ What else do you know about HIV or AIDS?
 - √ Why is it dangerous to pass along information that isn’t true about HIV?
 - √ How do you think HIV can affect children’s lives around the world?

ACTIVITY 3: Game

Taking Risks...



Source: WAGGGS AIDS Toolkit, 2007

Preparation:

- Prepare two small pieces of paper (the size of a Post-It note) with a red dot on them.
- Prepare one small piece of paper with a yellow dot and the phrase “DO NOT TAP YOUR FOOT WITH ANYONE” on it.
- Prepare two small pieces of paper with a blue dot on them.
- For the rest of the Unit, hand out pieces of paper with “Good luck” written on them.

***Feel free to modify the number of papers used based on your Unit size.*

Activity:

- Ask everyone to stand in a circle and place one hand behind their backs. Place one of the pieces of paper in each of the girls’ hands. Some girls will get one of the papers with the dots, while the rest will receive the “good luck” papers. Once finished, ask everybody to look at their paper, but explain that they must not show it to other people.
- All participants now have about five minutes to go around and tap their toes with at least three people in the room. They can refuse to tap toes with one person, but need to tap with at least three people (unless there is the “DO NOT TAP YOUR FOOT WITH ANYONE” message written on their piece of paper). When this is done, ask all participants to sit down.
- Ask the people with the red dot on their paper to stand up.
- Now ask the people who tapped toes with the people with the red dot on their paper to stand up. Ask them to show their piece of paper. If they have a blue dot on their paper, ask them to sit down again. Those without a blue dot on their paper should remain standing.
- Now ask those people who tapped toes with any of the people still standing to stand up. (Once again, those with a blue dot on their paper can sit back down).
- Explain that in this game, the people who had a red dot on their paper are people infected with HIV. Tapping toes meant that you shared a risky act with them, like unprotected sex, and you could be infected with HIV.
- Explain to those still standing that, if they tapped toes after the other person was in contact with a person with a red dot, they might be infected too.
- Explain that those people with a blue dot on their paper used protection (i.e., condoms), and do not have HIV.
- Explain that someone didn’t tap toes with anyone. Have the girl with the “DO NOT TAP YOUR FOOT WITH ANYONE” on her paper stand up. Explain that this message represented the girl who was not taking part in risky behaviours, like having unprotected sex (sex without condoms).
- Explain that all these people standing, in this game, could be HIV positive. Ask what the girls think about this.
- Explain to the girls the different ways they can contract HIV (i.e. drug use, mother to child, unprotected sex). Have the girls discuss other ways they can protect themselves.
- Play the game again, after switching around the papers. Modify the game to show different scenarios (e.g. add in more blue or yellow dots, have only one person with a red dot, etc.)

SECTION 2 – Fighting Discrimination

Activity 1: Drama

Caring and sharing!



Source: Girl Guiding UK HIV/AIDS Activity Pack for Brownies and Younger Guides, 2008)

Preparation:

- Have the girls get into a circle and ask them if they know what bullying is. Why is it wrong to bully someone? How does it feel to be picked on? Why should children not be bullied?
- Explain that sometimes people with HIV are treated badly by others. One way we can change this is by making sure we treat everyone fairly.

Activity:

- Ask the girls to get into their Patrol.
- Give each group a slip of paper with one of the following scenarios (you can make up more if necessary)

- √ Caring and selfishness
- √ Honesty and dishonesty
- √ Friendship and bullying
- √ Fairness and unfairness
- √ Courage and cowardice
- √ Respect and disrespect

- Have each Patrol put on a short skit to demonstrate their topics to the Unit. Tell them they need to keep their topics secret.
- Have the girls get creative with their skit! It could be a mime, song, rap, comedy, scary movie, etc.
- After each skit, have the Unit try to guess what the Patrol's topic was.
- End the activity by asking the girls what we should do when we see people bullying others.

ACTIVITY 2: Game

Odd one out!



Source: WAGGGS AIDS Toolkit, 2007; Girl Guiding UK HIV/AIDS Activity Pack for Brownies and Younger Guides, 2008

Preparation:

- Get some stickers in five different colours.
- Have the girls make a circle. Have everyone close their eyes and keep silent.
- Have the Guider walk around the circle sticking a sticker on each participant's back. Give out equal numbers of four or the colours, but only give one girl the fifth colour.

****WAIT! Make sure to identify the girl who will be the “odd one out” before beginning this activity. The girl should possess a level of emotional maturity strong enough to fully understand the activity and will not be upset at not being placed in a group.**

Activity:

- When each participant has a sticker, ask the group to open their eyes and without talking, they should try to find the other participants who have the same colour sticker as them.
- Ask the girl who is the “Odd one out” how she feels about not being part of a group.
- Ask the girls if they thought the game was fair. Why or why not?
- Ask if they think it’s fair that someone with an illness like HIV should be treated differently. How would this make them feel?
- Thank the girl who was the “Odd one out” and give her a small reward. (e.g. Have her choose the campfire song to end the meeting, be the first one to get snack, etc.)

Activity 3: Game



Source: Girl Guiding UK HIV/AIDS Activity Pack for Brownies and Younger Guides, 2008; UNICEF UK 2008

Preparation:

- Have markers, sticky notes and paper available for each Patrol.
- Have a portable stereo with music (or, simply have a Guider ready to sing a song)

Activity:

- Have each Patrol make two lists under the following headings: “What you do as a child” and “What you do as a parent” and fill them in. The list for children could include “go to school”, “play with friends”, “take swimming lessons”, “ride my bike”, etc. The list for parents could include “feed us”, “take us to school”, “pay for things”, “give us a home”, etc.
- Explain to the girls that because parents do the things on their list, children are able to do the things on their list.
- Ask each girl to pick one of the items on either of the lists, and write it on a sticky note. They should then stick the note to their shirt.
- Play a simple game of musical chairs, with one chair being taken away at a time.
- Whoever is caught out should read their sticky note to the whole group.
- The group should then decide how losing that particular item/action might affect a child. For instance, if the girl has “play with friends” on their sticky note, the girls could talk about how, with no parents around and siblings to take care of, a girl would not have any time to play with their friends.
- The girl who is out sits down on the side, and the game resumes until the end.

Follow Up:

- Have each Patrol read the following case study: Enelise, a 13-year-old ‘mother’

Enelise, age 13, has to look after her three brothers, her three year-old sister and her three year-old cousin, while her older brother makes bricks for a living. Enelise’s mother died of an AIDS related illness in September 2004. The family of three brothers and three sisters (including Enelise) went to live with their aunt and her baby daughter Irene.

A year later, their aunt died, leaving Enelise and the rest of the family to fend for themselves.

“My mother died and my father left us. Sometimes I cry when I remember my mum. She was a very caring mum. She made sure we had decent clothes, food all the time and she made sure we went to school.”

Enelise has taken on the responsibility for running the house and looking after her younger brother, little sister and cousin. She often gives up her own education to work during the day so that she can buy food and clothes for her siblings. Life is hard for the family and the older children work by fetching water for other families, and making bricks on building sites.

“Now I have to take care of my sisters and brothers and do odd jobs so I can get money to buy clothes and food for them. I collect water for people – it’s hard, very hard. I just do it because I have to. The hardest thing is making sure there’s a meal every time.”

UNICEF is helping girls like Enelise by supporting programs like The Children’s Corner which provides a place for the younger children to play, be cared for and learn. Enelise also likes to dance at the UNICEF-supported Children’s Corner. But, she rarely has time. “I go to drop off the kids because I have to work. They say they play and do different things. The Children’s Corner is where I get my inspiration and hope, without it I would have died by now.”

Enelise’s dream is to become a nurse and look after others.

- Afterwards, explain to the girls that 15 million children worldwide have lost one or both parents to HIV. Without anyone to look after them, children have to care for themselves and also care for their brothers and sisters. These children have to take on the responsibilities of an adult and don’t get to do a lot of the fun stuff children do, like going to school, playing, etc.
- Have the girls brainstorm as to how they can help AIDS orphans as a Unit. A great way for them to help out is to pack shoebox gifts for children as Christmas gifts. You can find more information at <http://www.samaritanspurse.ca/occ/shoebox/>
- Another way to help would be to find a local organization that collects school supplies, clothing, or other necessities for international AIDS projects. Why not have the girls knit “Izzy” dolls – little fuzzy friends that organizations can hand out to AIDS affected children in Africa? An easy pattern can be found on the Veterans’ Affairs Web site:
<http://www.vac-acc.gc.ca/youth/sub.cfm?source=activities/kidszone/colour/izzy>
- Remember to ensure that any activities must follow Girl Guides of Canada’s fundraising regulations. They’re located in Girl Guides of Canada’s Bylaws - You can get a copy of them in Member Zone:
https://memberzone.girlguides.ca/Governance/governance_bylaws/bylaws.pdf

Section 3 – Speak Out, Shout Out

**We can
change the
world!**



- With your Unit, develop an event or activity to help your girls speak out on HIV in their community.
- You may wish to invite a member of a HIV/AIDS charity to come and work with you on developing your event (please see Guidelines: Annex B - Canadian Organizations for a list of possible facilitators). For instance, many women, Guiders, and Trefoil Guild members are members of Grandmothers to Grandmothers, an organization that raises money to support grandmothers raising AIDS orphans in sub-Saharan Africa.
- Activities could involve:
 - √ The red ribbon is an international symbol of AIDS awareness that is worn by people to demonstrate care and concern about HIV and AIDS, and to remind others of the need for their support and commitment. Create a giant red ribbon for display. Write your messages about HIV/AIDS on the ribbon, and display it in a public place.
 - √ Have a party! Why not have the girls create red invitations and invite their parents to a special red-themed party with red balloons, decorations, and food? Have the girls decide the admission “price” and donate the money to the Canadian World Friendship Fund, so Canada can help to support HIV activities in other WAGGGS countries.
 - √ Make posters on some of the themes discussed (e.g. germs, friendship). Arrange to have these displayed in a public place.
 - √ Create a play on HIV/AIDS for parents or girls from another Unit. Think about who your audience is and what you want them to learn by watching your play. Create invitations and speak out about HIV/AIDS at your performance.
 - √ Have each girl print and hand out WAGGGS Fact cards on HIV/AIDS to 10 girls, on World AIDS Day (December 1). You can download them from the WAGGGS Web Site at <http://www.wagggsworld.org/en/resources/documents/1895>
 - √ Help out at an event being held by an HIV/AIDS charity. The girls could help to make goodies to sell at a fundraising bake sale, hand out water at an AIDS walk, make red ribbons– it’s up to you!
- Remember to that any activities must follow Girl Guides of Canada’s fundraising regulations. They’re located in Girl Guides of Canada’s Bylaws - You can get a copy of them in Member Zone:
https://memberzone.girlguides.ca/Governance/governance_bylaws/bylaws.pdf