



AIDS BADGE CHALLENGE

WAGGGS



Girl Guides
of Canada

Guides
du Canada

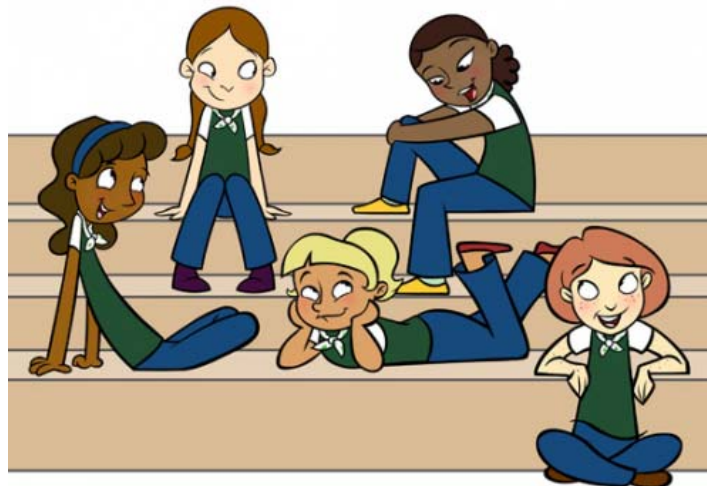
Pathfinders

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 Pathfinder 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 Pathfinder 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, Pathfinders should complete:

- TWO activities in Section 1
- TWO activities in Section 2
- ALL of Section 3



SECTION 1 – Understanding HIV

ACTIVITY 1: Discussion

Smartie pants!



Source: Girl Guiding UK/ActionAid Action on AIDS booklet, 2003

Preparation:

- Have a box of Smarties (or a healthy alternative, like carrot sticks).
- Ask the girls to take a few Smarties. Do not limit the amount the girls take.

Activity:

- Once everyone has some, tell everyone that for each Smartie, they have to share one piece of information, a rumour, or a question they have about HIV, AIDS, or other sexually transmitted infections (STIs).
- Assure the group that there are no “right” or “wrong” questions. This is a safe place to chat and exchange ideas.
- Have Guiders or other girls answer any questions, if they feel comfortable to do so. Or, hold a meeting at a location with Internet access so they can look up answers to their questions. The Canadian AIDS Society (www.cdnaids.ca) is a good resource to find answers.

ACTIVITY 2: Game

Fact or fiction?



Source: Girl Guiding UK HIV/AIDS Activity Pack for Older Guides and Senior Section, 2008; WAGGGS AIDS Toolkit, 2007

Preparation:

- Print out the attached statements on HIV/AIDS (and their answers) on separate slips of paper:

Activity:

- Hand out one statement to each girl. Explain that their statement card is either a myth or a fact about HIV. Ask the group to walk around and try to find their counterpart – so if they’re holding the myth statement, what is the corresponding fact? Once the group is paired off into “myths and facts” ask each person to read the statement on their card and why they thought it was a myth or a fact.
- Discuss:
 - ✓ Did you learn anything new or interesting about HIV?
 - ✓ Where do you think these myths about HIV and AIDS come from?
 - ✓ Why is it dangerous if people believe in these myths?
 - ✓ Is it always easy to talk about these issues with friends and family? Why or why not? What can we do about this?

Statements:

HIV only affects people in Africa so I don't need to worry

HIV and AIDS are the same disease

I can get HIV from a mosquito bite

HIV came from Africa

A mother with HIV cannot have children

If you have HIV, you're going to die

You can get HIV by kissing

A girl can't get pregnant or get HIV the first time she has sex

Only gay people get HIV

Answers:

FALSE – 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.

FALSE – HIV is the virus with which you are infected and you cannot die from HIV. AIDS is the name for normal illnesses (like the flu) which you can develop as a result of having HIV and cannot fight off due to having a weak immune system.

FALSE – Mosquitoes suck blood, they don't spit it back out. HIV transmission from a mosquito bite has never occurred.

FALSE – There is not enough scientific evidence to know how or where the virus originally developed.

FALSE – With the right medicine and care, pregnant women with HIV are almost certain to have a baby born free from the virus.

FALSE – HIV isn't a death sentence. The drugs used today to treat HIV mean that you could live a long, normal life.

FALSE – Not unless you're drinking saliva by the bucketload! HIV can only be passed through blood, unprotected sex (sex without condoms), sharing needles, breast milk, and from mother to baby during pregnancy or childbirth.

FALSE – You are at risk of contracting HIV and other sexually transmitted diseases (STDs) every time you have unprotected sex (sex without condoms), including oral sex, EVEN if you have not had your period. You can also get pregnant the first time you have sex and EVERY time you have sex if it is unprotected (without a condom).

FALSE – Anyone who engages in risky behaviour can become infected by HIV. In fact, the number of Canadian women becoming infected with HIV through heterosexual sexual relations is on the rise.

ACTIVITY 3: Game



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.
- Start a discussion on the different ways people can contract HIV (i.e. drug use, mother to child).
- What are some ways we can protect ourselves from contracting HIV/AIDS?

- 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.)

OPTIONAL FOLLOW-UP DISCUSSIONS:

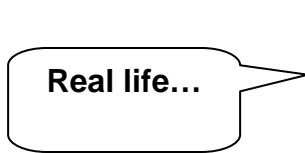
1) *Peer Pressure*

- Ask if anyone felt pressured to tap their toes with someone else, even though they really didn't want to.
- Explain that a lot of girls feel pressured to have unprotected sex by the person they're dating. It's important to realize:
 - √ Not everyone in your school is having sex. Many people might talk about it as if they are having sex regularly, but this is rarely true.
 - √ Having unprotected sex can result in a lot of difficult consequences, like STIs and pregnancy. Have sex one time without a condom could change your life forever.
 - √ Movies and television make it look like everyone is having sex. Remember that these shows and films include sex scenes because they boost ratings and ticket sales - they do not depict real life. Also remember that characters are only actors and actresses who are simulating sex - not actually having it.
- Explain that knowing how you feel about yourself is the first big step in handling peer pressure. It's okay to respect yourself enough to say, "No, I'm not ready to have sex." Why not check out the Dove Self-Esteem Challenge (<http://www.campaignforrealbeauty.ca/dsef07/t4.aspx?id=6990>) or the GGC/NEDIC Love Yourself Challenge (https://memberzone.girlguides.ca/program-idea/NEDIC/ggc_nedic.aspx) to find out more about how you can learn respect yourself and to make the right decision for you when you're faced with difficult choices.
- If you decide to have sex, make sure you use protection **every time**. It's easy to keep a condom in your purse or backpack, and carry it with you if you think you will be having sex. You can buy them at any pharmacy, or you can get free condoms at most public health clinics.
- Something to think about: If you're too embarrassed to talk about sex or to buy/ask for a condom, do you really think you're ready to have sex?

2) *Rape and Sexual Violence*

- Ask if anyone was forced to tap toes with someone else.
- Explain that some girls and women become infected by HIV through rape.
- If girls are interested in learning more, the Canadian Committee of the United Nations Development Fund for Women has a range of statistics on sexual violence against women in Canada, and links to organizations that support these women. You can read more about it at: <http://www.unifem.ca/organization.php#2>
- In recent decades, the incidence of sexual violence has increased around the world. Ask your Guider GGC's Day of Action Challenge to see how you can take speak out on violence against women: https://memberzone.girlguides.ca/program-idea/Day_of_Action/SayNoToViolence.aspx

ACTIVITY 4: Presentation/Discussion



Source: WAGGGS AIDS Toolkit, 2007

Preparation:

- Invite a person living with HIV or AIDS to come and talk to the Unit about his or her experiences. Community health care workers or AIDS organizations can help put you in touch with someone who would be willing to attend (please see Guidelines: Annex B-Canadian Organizations for a list of possible facilitators).
- Or, go on YouTube and watch videos about people living with HIV/AIDS. Here are some suggestions:

1) Growing Up with HIV/AIDS - This is the story of Annabella, a young girl living with HIV who has found hope thanks to lifesaving programs supported by the Elizabeth Glaser Pediatric AIDS foundation.

<http://www.youtube.com/watch?v=xFicX7KK5NE>

2) Awaiting Tomorrow – People Living With HIV/AIDS in Africa - "Awaiting Tomorrow" is an urgent call to action by people living with HIV/AIDS in war-torn Democratic Republic of Congo (DRC) to confront the disease that is ravaging communities throughout Africa.

<http://www.youtube.com/watch?v=hzQQiCPWSYA>

3) Impact of HIV/AIDS on the children of Uganda – Plan International – This is a film demonstrating the impact of HIV/AIDS on the children of Uganda and the work of Plan within these communities.

http://www.youtube.com/watch?v=FWzHwIFP8Z4&feature=PlayList&p=F08D1C95566649DA&playnext=1&playnext_from=PL&index=36

4) Invisible – Children Living with HIV/AIDS - "Invisible" focuses on the story of a woman named Veronica and her two children. Both the mother and her young daughter are HIV-positive and face the bitter effects of discrimination against people living with HIV/AIDS in Trinidad and Tobago.

http://www.youtube.com/watch?v=RI7p7zIfEi8&feature=PlayList&p=A76437A978BD71BE&playnext=1&playnext_from=PL&index=49

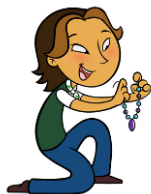
Activity:

- Have your guest make a short presentation about when they found out they were diagnosed with HIV. The guest should talk about how their families, partners, friends, and the community at large reacted to their situation. They should also talk about how they are living a normal life today, with the help of medication and a healthy lifestyle.

- Or, alternatively, have each girl watch one of the YouTube videos, and tell the other girls about what they watched. Make sure to open the floor for a question and answer session following the presentations.
- Think about groups of people who would benefit from the information you found out from your quest/from the videos. What is the best way to share some of the information with these people?
- Have the group plan and carry out one way to share this information. Your group could decide to create posters and post them in public places; make information cards with the numbers of Canadian and local help lines or organizations and leave them in libraries, cafés, etc.; or, organize an information session for friends. It's up to you!

SECTION 2 – Fighting Stigma and Discrimination

ACTIVITY 1: Game



Source: WAGGGS AIDS Toolkit, 2007

Preparation:

- Ask for four volunteers, each in one corner of the room, and secretly give them instructions on who to accept in their group. These could be things like “accept only people with glasses in your corner” or “accept only people who are wearing jeans”. The idea is that not everyone will find a group.

Activity:

- Ask all the other participants to try to find a place in one of the groups by asking “Can I join you?”
- The volunteers accept or refuse according to their instructions. If they need to ask questions, they can do so. The participants, however, cannot ask any additional questions.
- Allow a few minutes and let participants find a group. Some people will not find a place and stay in the middle.
- Discuss:
 - √ How did it feel to be refused or welcomed?
 - √ How did people in the middle feel when nobody wanted them? Did they form their own group? Why?
 - √ How did it feel to be accepted by one group?
 - √ How did the volunteers who had the power to decide feel?
 - √ How do you think a person who is HIV positive feels when they are rejected? Are the feelings similar to what you felt? Different?
 - √ Think of a dream society, one with caring and justice. Would this game turn out differently?

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 of 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 to carry out an activity: "To make groups without talking".
- What arrives (normally) is that the participants joined the others according to the sticker's colour!
- Once the Guider considers that the groups are made, the participants should sit down in their groups and reflect about the experience. Discuss with the group :
 - ✓ Why did you join by colours if the person running the game didn't say to do so?
 - ✓ What was your reaction? Did you have an active role, or did you wait to see what the others wanted to do?
 - ✓ How did you know the colour of your sticker? How did people build their identity?
 - ✓ What happened to the one who didn't have a sticker to match the colours of the others? Why?
 - ✓ Can you connect the activity to a real-life situation? What were your experiences?
- People living with HIV or AIDS are frequently experience discrimination, fear, and prejudice from others. How do you think this affects them and their families?

ACTIVITY 3: Research/Discussion

HIV and WAGGGS!



Source: WAGGGS AIDS Badge; author

Preparation:

- Have each girl pick a WAGGGS country in Africa, and do a bit of research before the meeting on the Internet to determine how HIV/AIDS has affected the country, and what activities the Girl Guides or Girl Scouts are doing to raise awareness on HIV/AIDS.
- Or, alternatively, hold your meeting at a library or Internet café and have the girls gather information as a group.

- You'll find lots of resources on the WAGGGS Web site: <http://www.waggggs.org> . Why not visit the WAGGGS Africa region's microsite for more information? <http://africa.wagggsworld.org/en/home>
- You can also check out GGC's 100 in 100 challenge to learn more about Guiding in Africa: http://2010.girlguides.ca/100_in_100_challenge
- Some Guide/Scout associations do not have Web sites on their activities, but all have e-mail addresses. Why not send them an e-mail to find out more?

Activity:

- Present to your Unit what you found (if your Unit is larger, divide the girls into small groups of 2-3).
- Some topics could include:
 - √ How do you think HIV/AIDS is affecting women and girls in the country?
 - √ What impact do you think HIV/AIDS is having on Girl Guides and Girl Scouts in the country?
 - √ How do you think this could impact WAGGGS membership over the next decade?
 - √ The life expectancy of an average Canadian is 79 years. In some African countries, the life expectancy has dropped to less than 40 years because of AIDS. How would you feel if you knew that you probably wouldn't see your 40th birthday? What would you do with your life? What kind of career would you have? If you were married and had children, what would happen to your kids after you died?

ACTIVITY 4: Discussion



Source: WAGGGS AIDS Toolkit, 2007; Stories of HIV positive teens compiled by Advert; Canadian HIV/AIDS Legal Network Web site

Preparation:

- Write out the phrase “Human Rights” on a board or sheet of paper and ask everyone what they think this phrase means. Ask them to name any rights they might know about and rights that they have.
- Divide everyone into groups of 3-4 and give each group a card with a case study.
- Have a copy of the Canadian Charter of Rights and Freedoms on hand for each group. You can download this from the Department of Justice's Web Site: <http://laws.justice.gc.ca/en/charter/1.html>
- If you have Internet access at your meeting place, you might also want to visit the Canadian HIV/AIDS Legal Network for more information: <http://www.aidslaw.ca>

Activity:

- Give each group ten minutes to discuss the cases and to write down which human rights they think were denied.
- Let the groups read out their stories and present their results.
- Discuss:

- √ What is the best way to help the person in the case study?
- √ How would you react if this happened to you?
- √ How can you fight for your rights?
- √ How can people be encouraged to respect them?

Case Study 1: Emily is 15 years old and was born HIV positive. Her mom didn't know she was infected until after Emily's birth, and passed the virus to Emily through breastfeeding. Besides having to take anti-retroviral pills each day, Emily is a normal, healthy, and active teenager who is the star player on the girls' hockey team.

One day, she casually mentions to one of her teammates that she is HIV positive. The next day, she is surprised to receive an e-mail from the coach which says she is not allowed to be on the team any longer for "safety reasons". The e-mail has been copied to everyone on the team.

Notes for Guider:

- People living with HIV/AIDS often suffer discrimination as a result of the unauthorized disclosure of their HIV status. As a result, many lose their jobs, housing and access to health care, and see their personal relationships with family and friends compromised.
- The group with this case study should note that Emily was denied the following key rights: the right to privacy; the right to freedom from discrimination.

Case Study 2: Courtney is passionate about helping people with HIV/AIDS in her community. She volunteers for an AIDS prevention organization in her spare time, and regularly blogs about her experiences online. For World AIDS Day, Courtney makes red ribbons and prints out pamphlets on HIV prevention to hand out to other students in her school during lunch time.

Courtney is in the middle of handing out her information when she is suddenly called to the principal's office. The principal tells Courtney that she has been given a one-day suspension for distributing information on an organization and issue that "does not align with the school's values".

Facilitator's Notes:

- Reducing the stigma and discrimination surrounding HIV/AIDS is key to both stopping the spread of the epidemic and improving the quality of life of people living with the disease. The perception of HIV/AIDS as a disease affecting only, or primarily, groups such as gay men, sex workers or people who use drugs can lead to little or no attention paid by people to the disease.
- The group with this case study should note that Courtney was denied some of the following rights: the right to freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; freedom of association.

Case Study 3: Olivia was a heroin user for many years. With help from her parents, she finally turned her life around and is about to graduate from high school. She is thrilled to find out that she has been granted a place at a foreign university – all she needs to do is fill out a visa application form and go for an HIV test. The results of the test will be sent directly to the embassy and the university.

Olivia is devastated when her HIV test comes back positive. She receives a letter a few days later saying that she is banned from entering the foreign country and her place at the university has been cancelled.

Notes for Guider:

- People living with HIV/AIDS often face unnecessary barriers when they seek to enter other countries as visitors, immigrants or refugees. These barriers are often discriminatory, perpetuating and reinforcing the stigma already suffered by immigrants and refugees, by people living with HIV/AIDS, and by people from developing countries.
- Countries with such barriers claim that that people with HIV are a threat to public health and are a drain on their health systems. The United Nations has stated that "there is no public health rationale for restricting liberty of movement or choice of residence on the grounds of HIV status".
- The group with this case study should note that Olivia was denied some of the following rights: the right to freedom of movement; the right to privacy.

Case Study 4: Mackenzie was 16 years old when she had unprotected sex with a guy at a party. She found out two months later that she was HIV positive.

Mackenzie has a great summer job as a barista at a local café. She's been sick often lately, and has missed a few days of work. When she arrives back at the café, her manager tells her that she has been fired for her poor attendance. When Mackenzie tries to tell him about her illness, he says; "I don't want to hear your excuses. I need a worker not a slacker."

Notes for Guider:

- Most people's income is directly tied to their health. Poor health often means an inadequate income. Poverty can lead to increased risk of disease and related health problems. For people living with HIV/AIDS, discrimination in employment can make it difficult or impossible for many of them to stay at work when they are ill, or to return to work when their health improves.
- The group with this case study should note that Mackenzie was denied some of the following rights: right to pursue the gaining of a livelihood, right to freedom from discrimination.

Section 3 – Speak out, Shout out

**Girls Worldwide
say...together we
can change our
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! Have the girls create 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 (i.e. HIV prevention, children affected by AIDS). Arrange to have these displayed in a public place.
 - √ Have each girl print and hand out WAGGGS Fact cards about 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