



AIDS BADGE CHALLENGE

WAGGGS



Girl Guides
of Canada
Guides
du Canada

Sparks

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 Spark aged girls and is well versed in handling such sensitive topics as HIV and illness at an age-appropriate level.
- Remember that Spark-age girls have approximately a 20 minute attention span.
- Ensure that you send a letter home to your Spark 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:

Sparks should complete ONE activity from each section.



Section 1 – Why do I get sick?

My special army!



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. 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 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!
- Explain that some children have parents with this illness. Then, tell the girls that the Spark Unit is going to learn about these kids, and are going to have some fun helping them!

Section 2 – Being a Friend

ACTIVITY 1: Craft



Source: Alberta Diversity Challenge – Part 3, 2008

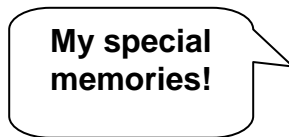
Preparation:

- Bring in a variety of craft supplies including pieces of fabric, buttons, yarn, decorative supplies and socks.

Activity:

- Allow each Spark, with assistance, to create a sock puppet of themselves.
- Have the girls form a sharing circle and have each girl tell the group about their puppet's likes and dislikes.
- Invite the group to look at how all the puppets are different but still represent a Spark.
- Ask the group: Would your puppet still be friends with another Spark's puppet if the puppet was sick with a cold? With a tummy ache? With a sore throat?
- Ask the group: How can we help people that are sick? What should we do if another Spark's puppet wasn't feeling well? What could the Spark's parents do to help the puppet feel better?

ACTIVITY 2: Craft



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

Preparation:

- Explain that some children with parents who have HIV make memory books to remember the happy and sad times they have had with that parent.
- Ask the girls to share a good/happy memory that they have with the rest of the unit. How does it make them feel to remember this and to share it? Do they think it is a good idea to remember good/happy times?
- Ask the girls if they were to write a memory book, would they just include good/happy memories or would they have sad memories too? Why?
- Ask the girls to think about what memories they would include. Who would feature in their memory book?

***Note that children with HIV/AIDS infected parents normally make memory books to remember a parent after they have died. The concept of a loss of a parent does not need to be discussed with Spark-age girls, unless you judge that they are emotionally ready to handle such a topic, and that you feel comfortable approaching it with the required sensitivity.*

Activity:

- To make a memory book, take around 10 pieces of paper and place on top of a piece of cardboard or cardstock, folding the whole thing in half to make a book. Staple the whole thing together in the middle or tie a piece of ribbon or string through the centre of the book.
- Girls can decorate the cardboard/cardstock cover of the book with any craft materials that are available.
- Once complete, girls can start to fill in the pages along the lines of the ideas above. They might like to take their memory book home and add other things in.
- Girls could bring their books back to the meeting the next week to show what they have added.

Section 3 – Helping Others

We can help!



- 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:
 - ✓ Have a party! 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. 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.
 - ✓ 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