

## Stand Up for Girls 2016 - Community Packet



On the International Day of the Girl on October 11, 2016, communities around the world host events to celebrate girls and raise awareness about the unique strengths and challenges of girls globally. We can all take action to honor the stories of girls and inspire individuals, schools and communities worldwide to join LitWorld and Global G.L.O.W.'s HerStory Campaign and the Stand Up for Girls movement. This activity packet has ideas for planning and leading your Stand Up for Girls celebration. Share your celebration and the stories of girls and women in your community with LitWorld and Global G.L.O.W. to be included in social media and website posts about Stand Up for Girls around the world.

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## WHY WE STAND UP FOR GIRLS

507 million women and girls worldwide cannot read and write.

Stand Up for Girls mobilizes people of all genders, from all corners of the world, to advocate for a girl's right to share her story and change the world. By learning to read, write, and share stories, girls understand that *their* words have the power to create monumental change at the community and international level.

The HerStory Campaign was created and led by two nonprofit organizations, LitWorld and Global G.L.O.W., and works to amplify the powerful stories of women and girls in their communities and around the world. On October 11<sup>th</sup>, the annual United Nations International Day of the Girl, we invite you to Stand Up and join our global community as we take action, highlighting the stories of girls from the world's most marginalized communities. By listening to girls' own stories and acting on them, we can build a better world together.

At our 2016 Stand Up for Girls event, we will celebrate our strengths by standing up for women and girls around the world who inspire us to be strong.

## STAND UP FOR GIRLS CELEBRATION OVERVIEW

### What

A Stand Up for Girls celebration is a 2-3 hour event that brings together community members to think about the challenges faced by women and girls all around the world. Stand Up for Girls celebrations aim to create atmospheres of community building, story sharing, and empowerment. Suggestions for interactive activities are included in this packet.

### Who

Stand Up for Girls celebrations are usually intergenerational and open to anyone in the community who wants to join. Typical guests include LitClub members, mentors, coordinators, secondary school students, parents, and professional adults.

### When

The event should take place on or around Tuesday, October 11<sup>th</sup>, 2016 – the United Nations International Day of the Girl.

### Where

Stand Up for Girls celebrations are typically held at LitClub sites, if possible. If LitClub sites do not offer enough space, the event may be held at a community site that will allow for a large and interactive group.

### Why

Stand Up for Girls celebrations allow communities to take action, alongside other LitClub and HerStory communities, on behalf of girls worldwide whose stories are not often heard. This year, we invite participants to think about their daily lives and reflect on the inspiring women and girls they know.

## Opening Ceremony

When all participants have arrived, welcome them to the Stand Up for Girls celebration by explaining why you are gathered together on this important day. You can use the information in the Why We Stand Up for Girls page and the Global Facts page to help everyone understand why you are here today. You can say,

*Welcome to our Stand Up for Girls celebration! Today is the International Day of the Girl, and we are joining with the HerStory community around the world to Stand Up and advocate for every girl's right to a quality education. Right now, there are millions of girls out of school who are not able to share their stories with friends, family, teachers, and mentors. Today, we will make sure that all of our voices are heard, and that we Stand Up for Girls together!*

## Workshops

Next, you will move into your workshop time. The workshop portion of the event is a time when all of the participants will do activities to recognize the strength of women and girls, and the importance of this day.

1. Divide the participants into groups. The size of these groups will differ based on how many children and adults attend. The groups should not be too large and each group should be led by a LitClub mentor or volunteer.
2. Have the groups sit at separate tables with their respective mentors or volunteers.
3. The event facilitators, mentors, and volunteers help the children complete the different activities.

## Stand Up at Noon

When you are planning your event, it is important to include time for the participants to come together as a group and show their support for girls all around the world. To do this, schedule in a few minutes at noon on the day of your celebration for everyone to come together.

1. Five minutes before noon, make a brief announcement that everyone will soon be standing up for a moment in recognition of the International Day of the Girl.
2. Just before noon, invite everyone at the event to stand up. Start a cheer to show support for girls and women everywhere. Start the cheer quietly and build volume, as you get closer to 12:00pm.
3. After you are done cheering, you can dismiss the event and hand out certificates to all of the participants, thanking them for sharing their stories. You can say:

*By sharing your stories today, you have given each other a great gift. Each story you heard is a gift of strength that you carry around with you. Remember these whenever you feel the need for inspiration. Please share these stories with others in your life and pass the gift on and on.*

## STAND UP FOR GIRLS ACTIVITIES OVERVIEW

### A Day in the Life - Dawn, Noon, Dusk

In the “A Day in the Life” activity, participants will reflect on their daily life and the things they do, see, hear, and think about at the beginning, middle, and end of the day.

Sometimes it can be hard to tell your story or even know where to start. “A Day in the Life” will help participants uncover the stories within their daily lives and share them with the world, illuminating the things - big and small - that they do, see, and feel throughout the day.

In this activity, they will create a collection of writing and images to look back on as they think about what parts of their own story inspire them, and the ways in which their daily lives are inspired and shaped by the women and girls they interact with.

### Illuminated Words

In the “Illuminated Words” activity, participants will look back at what they shared in the “A Day in the Life” activity and think about all of the ways they are inspired by or can inspire other women and girls each day. Participants will choose a word that represents how they are inspired by or inspire others in their daily life.

Participants can share their special ‘illuminated word’ with friends, the community, and with the world, by connecting to the HerStory community celebrating on social media.

## A Day in the Life - Dawn

*In the first part of this activity, participants will think about the people, places, and objects that matter most to them at the beginning of their day. With these images and writing, they will create the first piece of their story.*

### Recommended Materials:

1. "A Day in the Life: Dawn" printed worksheets
2. Pencils, markers, colored pencils, and/or crayons
4. Glue sticks
5. Scissors
6. Collage materials - newspapers, magazines, recycled papers, photos, construction paper (or anything that you want to use!)

### Directions:

1. Tell the group that today they will create collages to visually explore what they are doing, seeing, and thinking about at different times of the day. Be sure that each participant has "A Day in the Life" Dawn, Noon, and Dusk worksheets, printed out to use. You can say,

*Hi everyone! Thank you for participating in Stand Up for Girls. This activity is called "A Day in the Life." We will create our own collages and images to celebrate and share what our daily lives are like at Dawn, Noon, and Dusk. Let's start.*

2. Ask participants to think about what they are doing in the morning, at dawn, right after they wake up and at the beginning of their day. You can say,

*Think about yourself, in the morning, at dawn. Did you just wake up or have you been awake for a while? Please take a moment to imagine your dawn and answer the questions about what your early morning looks like. You can respond to the questions in complete sentences, bullet points, or quick drawings. The important part is to think about the details of your life first thing in the morning.*

3. Give participants some time to fill in their dawn questions, then ask them to share some of their answers with each other. You can say,

*Now that we've filled out the worksheets, let's take a moment to share with each other. Turn to the person beside you and choose a few of your favorite answers to share with them. Together, think about some ways your early mornings look similar, and some ways they look different.*

After the participants have shared with their neighbors, you can ask if anyone would like to share what they discussed with the whole group.

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4. Now ask participants to think about images they could create to visually represent the dawn they wrote about. You can ask them to think about what they might draw, write, and/or cut out to from newspapers or magazines to show some of the sights, sounds, smells, and feelings that are important parts of their morning. You can say,

*Now we are going to create collages to show what the dawns we wrote about might look like. Take a moment to think about how you want to show some of the sights, sounds, smells, and feelings that you just wrote about. You can represent this in any way you'd like using words, drawings, and collage materials. For example, if your mother is the first person you see in the morning, you could draw a picture of her. You could write: "Chirp, chirp, chirp" if you hear birds chirping in the morning. Be as creative as you want!*

5. After the participants have finished their dawn collages, you can invite anyone who'd like to share their collage with the group.

6. Next, transition the participants to thinking about what their days look like at noon. You can say,

*Now we are going to do the same activity, but we are going to think about what our days look like at noon. It is okay if you did not finish your dawn collage. The great thing about collages is that you can continue adding to them at home.*



## A Day in the Life: Noon

*In the second part of this activity, participants will think about the people, places, and objects that matter most to them around 12 o'clock, noon, midday. With these images and writing, they will create the second piece of their story.*

### Recommended Materials:

1. "A Day in the Life: Noon" printed worksheets
2. Pencils, markers, colored pencils, and/or crayons
4. Glue sticks
5. Scissors
6. Collage materials - newspapers, magazines, recycled papers, photos, construction paper (or anything that you want to use!)

### Directions:

1. Tell the group that you are going to be doing the same activity, but this time, instead of thinking about the morning you will think about the middle of the day around 12 o'clock - noon. You can say,

*Now we are going to do the same activity but instead of thinking about dawn, we are going to think about what is happening in the middle of the day, at noon.*

2. Ask the participants to imagine their lives at noon, in the middle of the day. You can say,

*Think about yourself on a typical day at noon. Where are you? Picture the place where you are, the people around you, and the things you are doing. Once you have thought about yourself at noon, you can answer the questions about the details of what noon looks like for you. You can respond to the questions in complete sentences, bullet points, or quick drawings.*

3. Give participants some time to fill in their dawn questions, then ask them to share some of their answers with each other. You can say,

*Now that we've filled out these worksheets, let's take a moment to share with each other. Turn to your neighbor on the other side and choose a few of your favorite or most important answers to share with them. Together, think about ways that this time of day looks similar and different.*

After the participants have shared with their neighbors, you can ask if any groups would like to share what they discussed with the whole group. Be sure to thank everyone for sharing!

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4. Now you can ask participants to think about images to visually represent their lives at noon. You can say,

*Now we are going to create collages to visually represent what our lives are like at noon. Take a moment to think about ways you might show some of the sights, sounds, smells, and feelings that are important parts of your noon. You can represent these details in any way you'd like using words, drawings or collage materials. For example, if you have a sandwich every day at noon, you could glue in a photograph of a sandwich. You could draw portraits of the friends you always talk to at noon. You could write words or phrases that you usually say in the middle of the day. Be as creative as you want!*

5. After the participants have finished their noon collages, you can ask if anyone would like to share theirs with the group. Be sure to thank them for sharing!

6. Next, transition the participants to thinking about what their days look like at dusk. You can say,

*Now we are going to do the same activity, but we are going to think about what our days look like at dusk, as the sun is setting. It is okay if you did not finish your collage or if you want to add something to it later. You can continue working on your collage at home.*

## A Day in the Life: Dusk

*In this last part of the activity, participants will think about the people, places, and objects that matter most to them as the daytime ends and the sun is setting. With these images and writing, they will create the last piece of their story.*

### Recommended Materials:

1. "A Day in the Life: Dusk" printed worksheets
2. Pencils, markers, colored pencils, and/or crayons
4. Glue sticks
5. Scissors
6. Collage materials - newspapers, magazines, recycled papers, photos, construction paper (or anything that you want to use!)

### Directions:

1. Tell the group that you are going to be doing the same activity, but this time thinking about dusk. You can say,

*Let's do the same activity, now thinking about our dusks and what our lives are like when the sun is setting.*

2. Ask the participants to imagine their lives at the end of the day. You can say,

*Think about yourself at dusk, as the day winds down. Are you inside or outside? Are you at home? How does your day end? After you have a picture of yourself at dusk you can answer the questions on the worksheet. You can respond to the questions in complete sentences, bullet points, or quick drawings.*

3. Give participants some time to fill in their dawn questions, then ask them to share some of their answers with each other. You can say,

*Now that we've filled out the worksheets, let's take a moment to share with each other. Choose a partner that you have not yet shared with and share a few of your favorite or most important answers with them. Together, think about ways that your dusks look similar and different.*

After the participants have shared with their neighbors, you can ask if any groups would like to share what they discussed with the whole group. Be sure to thank everyone for sharing!

4. Now you can ask participants to think about images to visually represent their lives at dusk. You can say,

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*Now we are going to create collages to visually represent our lives at dusk. Take a moment to think about how you might show some of the sights, sounds, smells, and feelings that are important parts of your dusk. You can represent these details in any way you'd like using words, drawings or collage materials.*

5. After the participants have finished their dusk collages, you can ask if anyone would like to share theirs with the group. Be sure to thank them for sharing!
6. To bring the activity to a close, you can lead a group discussion to reflect on the activity. You can ask these Discussion Questions to begin the conversation:

*What was it like for you to think about your daily lives in this way?*

*Did you include anything in your collages that surprised you?*

*What was it like for you to hear about other people's daily lives?*

*Why is sharing your own story in your own words so important?*

*How do you think the world would be different if we listened to the stories of every girl?*

*How can we make sure girls' stories are heard and respected?*

## Illuminated Words

*In this activity, participants will think about how women and girls inspire them as they look back at the details and stories of their everyday lives. They will illuminate these words and share these important parts of their story with their friends, communities, and the world.*

### Materials:

1. Black wide marker (permanent markers such as Sharpies work best, but any black marker will work).
2. Any plastic or clear material that can easily reflect the light. You can use:
  - Plastic bags
  - Plastic cups
  - Plastic bottles
  - Cellophane

*\*If you do not have any plastic or clear materials available, you can use any type of paper for this activity (white, recycled, newspaper, or construction paper)*
3. Light. This can be:
  - Sunlight
  - Artificial light (from a lamp, flashlight, cell phone light)

### Directions:

1. Tell the group that you are now going to illuminate a part of your story that inspires you. Ask the group to look back at their dawn, noon, and dusk writing and collages to find inspiration from their own lives. You can say,

*Look back at your dawn, noon, and dusk tables and collages and think about how women and girls positively influence and impact your day. Think about the ways that the women and girls in your life inspire you. If you are a woman or a girl, you can think about the ways that you might inspire others! Can you think of a single word that best represents the way in which women and girls are inspirational during your day?*

*For example, if you are inspired by the way your mother cares for you and your younger siblings every day, you might choose "kindness" or "caring" as your word. Perhaps you are a big sister and you think you inspire your younger siblings by being "patient" when teaching them a game or "courageous" by being the first to try a new food. Think about all the ways that women and girls inspire you throughout the day!*

2. Next, ask the group to write each letter of their word as boldly as possible on their plastic object or paper. You can say,

*Now we are going to write our word on a piece of plastic. Write each letter of your word as boldly as you can so that it shows up on the plastic. Think about where on the plastic*

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*you want to write the word so that it will be clear. You can practice your lettering on a piece of paper before you write on the plastic.*

3. Next, the group will look for light sources to illuminate their words. If you can, this is a great time to bring the group outside to find natural light. If this is not an option, the group can look for light inside from windows, overhead lights, or lamps.

*Now we are going to illuminate or "light up" our words. Let's look for places where we see light and think about how we can arrange or hold our words to soak up that light. After we've found our source of light we will photograph our words.*

To help the group look for light and arrange their words, you can ask,

*Do you see sunlight hitting a certain spot on the floor?  
Is it bright outside?  
Is there a window in the room?  
Can you turn on a light or lamp as a spotlight for your word?  
What part of the environment, inside or outside, will you include in your photograph?  
What part of yourself do you want to include in the photograph?*

Have participants move their words around to different spots and take some time to explore the possibilities within the environment for how they want to photograph their word.

5. Help the group photograph their words. If participants have mobile phones with cameras, they may use their cell phone cameras. If not, please have facilitators, mentors, and volunteers help to take photos of each participant's word in the location and arrangement that they've chosen. You can say,

*Now we are going to photograph our words. Make sure that the words can be clearly read in your photo.*

6. Invite the participants to share their words with the group. You can ask the group to arrange themselves in a circle and move around the circle with each participant reading their word out loud. You can say,

*Now we are going to share our words with each other. We will go around the circle and everyone will read their word one at a time. Together, we will listen to how each of us are inspired and inspiring every day.*

7. Invite the participants to share their photographs on social media if they would like to.

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8. Finally, invite the participants to reflect on the experience of choosing a single word to represent the stories of their daily lives. You can ask,

*How did it feel to choose a single word?*

*What were you able to share about yourself or the women and girls in your life with your word?*

*How did it feel to look for light and to place your word in this light?*

*How does it feel to see the illuminated words of other girls and women?*

*What can we learn about girls and women through the words they chose?*

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Examples:





## STAND UP FOR GIRLS SOCIAL MEDIA GUIDE

The HerStory campaign uses social media to broadcast and share our actions with the rest of the world. The different social media platforms we will use on this day are: Facebook, Twitter, Instagram, and blogs on the LitWorld and Global G.L.O.W. websites. If you do not have access to these social media options, do not worry, you can send your contributions to LitWorld by email or WhatsApp and we will include them in Stand Up for Girls posts!

We encourage you to take photos as you go through the activities in this packet, and post images of your Stand Up for Girls celebration to social media.

**Social Media Prompt:** Inspired by my... #InspiredByMy

### Goal:

In honor of Stand Up for Girls, LitWorld and Global G.L.O.W. are asking people to share something about themselves or a woman in their lives that inspires them. Fill in the prompt on the following page with something about yourself or another woman or girl that inspires you and post photos of your response on social media. You can choose to include yourself, your environment, or only your responses in the photo.

### Directions:

- Fill in the “Inspired by my...” prompt.
- Take a photo of your response and post it on Facebook, Twitter and/or Instagram
- Tag LitWorld and Global Girls Leading Our World on Facebook
- Tag @litworldsays and @globalgirlsglow on Twitter and @litworld and @global\_glow on Instagram
- Use the hashtags #InspiredByMy, #StandUp4Girls, and #HerStoryCampaign in the caption

### Remember:

1. Please tag LitWorld on all social media sites, in all of the pictures and videos you share.
2. On Twitter, start your tweet with #InspiredByMy and add #StandUp4Girls and #HerStoryCampaign to the end of your post.
3. On Instagram, use the hashtags #InspiredByMy, #StandUp4Girls, and #HerStoryCampaign for all of your posts.
4. For any other sites or blog posts, add a link to the LitWorld website and Facebook page.

### Sample Responses:

- #InspiredByMy strength. #StandUp4Girls #HerStoryCampaign
- #InspiredByMy mother. #StandUp4Girls #HerStoryCampaign
- #InspiredByMy voice. #StandUp4Girls #HerStoryCampaign

### Social Media Profiles

Facebook: <http://facebook.com/LitWorld>

Twitter: <http://twitter.com/litworldsays>

Instagram: <http://instagram.com/litworld>

<http://facebook.com/GlobalGirlsGLOW>

<http://twitter.com/GlobalGirlsGLOW>

[http://instagram.com/Global\\_GLOW](http://instagram.com/Global_GLOW)

Inspired by my...



LitWorld

## Appendix

## Global Facts About Girls, Literacy, and Education

*Use these facts to lead a discussion about the importance of global girls' literacy and education.*

- In most developing countries, fewer than 50 % of girls complete primary school (UNESCO).
- One extra year of primary school education for girls can increase future wages by 10 to 20 %, and an extra year of secondary school increases future wages by 15 to 25 %. (US Dept. of State).
- When you educate a girl she will earn up to 25 % more and reinvest 90 % of her income in her family (CAMFED).
- Children of educated mothers are twice as likely to survive past the age of five (UN Girls' Education Initiative).
- In underdeveloped countries, one in every three girls is married before reaching the age of 18. In a region where a girl receives seven or more years of education, the wedding date is delayed by four years (UNPD).
- A girl who completes primary school is three times less likely to contract HIV (World Bank).
- A 63-country study by the International Food Policy Research Institute found that expanded female education resulted in better farming practices, which contributed to about 40 % of the decline in malnutrition from 1970 to 1995 (US Dept. of State).

### At Dawn...

Who are you with?	
What are you doing?	
What are you: <ul style="list-style-type: none"><li>· Seeing?</li><li>· Hearing?</li><li>· Smelling?</li></ul>	
What are you thinking about?	
What is important to you at dawn? Why?	
How are women and girls in your life influencing and inspiring you at dawn?	

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## At Noon...

Who are you with?	
What are you doing?	
What are you: <ul style="list-style-type: none"><li>· Seeing?</li><li>· Hearing?</li><li>· Smelling?</li></ul>	
What are you thinking about?	
What is important to you at noon? Why?	
How are women and girls in your life influencing and inspiring you at noon?	

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## At Dusk...

Who are you with?	
What are you doing?	
What are you: <ul style="list-style-type: none"><li>· Seeing?</li><li>· Hearing?</li><li>· Smelling?</li></ul>	
What are you thinking about?	
What is important to you at noon? Why?	
How are women and girls in your life influencing and inspiring you at dusk?	

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लड़कियों के लिए, लड़कियों के साथ, अपनी आवाज़ उठाओ।

Kanpe poi tifi

لڑکیوں کے لئے کھڑے ہوں

Kuimililako  
ba sikana

Tumindig  
para sa  
kababaihan

Défondons  
les filles

Stand  
UP  
for  
Girls

为女性的  
权益加油

Haguruka  
kubw'abakobwa

Todos por  
las niñas

Yimilira  
ku Iwa  
Bawala

Ukwimininako  
abakashana

Com as  
meninas

10.11.16

#standup4girls

LitWorld

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Thank  
you  
for Standing  
UP  
for  
Girls

Certificate Presented to:

\_\_\_\_\_

You took action in LitWorld's  
Stand Up for Girls campaign  
for the International Day  
of the Girl 2016.

**LitWorld**  
litworld.org