

Brownie A World of Girls
Take Action Project Sample Sessions: Women on the Move

The fight for human rights for all people of the world continues. Women have taken leadership roles in human rights advocacy in all countries. Girls can learn about the struggle for human rights and needs, and study strong women who were and are instrumental in the development of the human rights movement. Girls can then support the effort by spreading the story to others.

Session 1

Human Needs—*explore needs and wants*

Session 2

Women and Human Rights/Display Production—*identify women to study*

Session 3

Installation—*present the display*

Session 4

Roundtable Storytelling—*tell the story of the project*

Supplemental Activities

Visit a women's center in the community

Resources

The National Women's History Project—free catalog of educational resources
4437 Bell Road
Windsor, CA 95492
(707) 838-6000
www.nwhp.org

The Franklin and Eleanor Roosevelt Institute—free copies of the Universal Declaration of Human Rights and Community Action Guide
Human Rights Office
801 Second Avenue
New York, NY 10017
(212) 907-1332
www.udhr50.org

Session 1: Human Needs

Objective: Explore "needs" and "wants" of people.

Time Allotment: 45 minutes

Materials:

- Index cards
- Old magazines, calendars, etc.
- Scissors
- Paste
- Paper
- Markers, crayons, etc.

Prep Needed:

1. Collect magazines and other sources of pictures girls can choose from for a collage.
2. Prepare an example optional

Creative Activity and Discussion

1. Ask girls to work in pairs or small groups.
2. Pass out 10–20 cards per pair or small group.
3. Ask girls to draw or paste pictures on the cards of things they think children need and want in order to be healthy and happy.
4. When a group has completed their cards, ask them to exchange sets of cards with another group.
5. Ask girls to divide the new set of cards into categories: Which things are NEEDS (essential for survival, such as food, health care, shelter)? Which things are WANTS but not NEEDS (such as toys, education, voting rights)? Which things are neither?
6. The groups who exchanged cards should join together and compare their cards. The groups should then discuss and come to a consensus on what are the NEEDS, WANTS and NEITHER.
7. Bring all the groups together and discuss the following questions: Which piles of cards are bigger? Why? If they had to move two cards from the NEEDS pile to the WANTS pile, which two would they choose? How would their lives be affected by this change?
8. Ask for everyone's NEEDS cards. Post them on the wall or spread them out so everyone can see them. Ask if all human needs are included. Are there other NEEDS that should be included?
9. What would happen if someone's NEEDS were not met? Should these needs be met?
10. Explain to the girls that there are people who work to help people receive their needs, including women who have committed their lives to working for human rights and needs. They will learn about some of these women in a future session.

Session 2: Women and Human Rights/Display Production

Objective: Identify women in the human rights movement to study.

Time Allotment: 45 minutes

Materials:

- Books and other sources of information

Prep Needed:

Research and check books out from the library, gather information from the internet or order information from National Women's History Project, and look for the lists of women involved in the human rights movement. Become familiar with several women and their fight for human rights and needs.

Discussion:

1. Ask girls if they remember what they worked on last time (human needs). Ask girls if they remember what they will be learning about this time (women who fight for human needs).
2. Allow girls time to look through books and information to find someone who interests them.
3. Ask these questions:
 - Where is this woman from?
 - When did she live?
 - What did she work for?
 - Why was her work important?
4. Ask girls if they would like to tell others about these women. Ask them if they would like to make a display—like a bulletin board—that helps people learn about women and human needs.
5. Work with girls to develop a display. Girls can make puppets, books and posters. They can also display their WANTS and NEEDS cards.

Session 3: Installation

Objective: Visit the site and set up the display.

Time Allotment: 45 minutes

Materials Needed:

- Display components

Preparation Needed:

Arrange with a library, community center, school, grocery store, etc. to install the display.

Site Visit:

Allow girls time to set up the display and talk to people about it. Girls may want to tour the site and tell people about their display.

Session 4: Roundtable Storytelling

Objective: Share what was learned about women and human needs.

Time Allotment: 15 minutes

Sharing Circle:

1. Gather girls in a circle.
2. Start by saying, "We're going to tell a story together. The name of the story is: Women and Human Needs." Start the story by saying, "Once upon a time there was a group of Girl Scout Brownies who learned about human needs."
3. Stop in the middle of a sentence and ask a girl to pick up the story and continue it. The girl should continue the story and stop in the middle of another sentence, at which point another girl should continue the story.

Women Working for Human Rights and Needs

Born Before 20th Century

- Abigail Adams, 1744-1818 (U.S.A.)
- Mary Wollstonecraft, 1759-1797 (Great Britain)
- The Grimke Sisters, Sarah, 1792-1873 and Angelina, 1805-1879 (U.S.A.)
- Lucretia Coffin Mott, 1793-1880 (U.S.A.)
- Frances Wright, 1795-1852 (Great Britain, U.S.A.)
- Sojourner Truth, 1797-1883 (U.S.A.)
- Abby Kelley Foster, 1810-1887 (U.S.A.)
- Margaret Fuller, 1810-1850 (U.S.A.)
- Elizabeth Cady Stanton, 1815-1902 (U.S.A.)
- Amelia Jenks Bloomer, 1818-1894 (U.S.A.)
- Lucy Stone, 1818-1893 (U.S.A.)
- Julia Ward Howe, 1819-1910 (U.S.A.)
- Susan B. Anthony, 1820-1906 (U.S.A.)
- Harriet Tubman, 1820-1913 (U.S.A.)
- Frances Power Cobbe, 1822-1904 (Ireland)
- Mary Shadd Cary, 1823-1893 (Canada)
- Lydia Becker, 1827-1890 (Great Britain)
- Barbara Bodichon, 1827-1891 (Great Britain)
- Helen Hunt Jackson, 1830-1885 (U.S.A.)
- Dorothea Beale, 1831-1906 (Great Britain)
- Amelia Stone Quinton, 1833-1926 (U.S.A.)
- Olympia Brown, 1835-1926 (U.S.A.)
- Harriet (Arnot) Maxwell Converse, 1836-1903 (U.S.A.)
- Mary Harris (Mother) Jones, 1837-1930 (U.S.A.)
- Dame Millicent Garrett Fawcett, 1847-1929 (Great Britain)
- Louisa Lawson, 1848-1920 (Australia)
- Annie Smith Peck, 1850-1935 (U.S.A.)
- Alva Vanderbilt-Belmont, 1853-1933 (U.S.A.)
- Fannie Barrier Williams, 1855-1944 (U.S.A.)
- Frances Balfour, 1858-1930 (Great Britain)
- The Pankhurst Family, Emmeline 1858-1928, Christabel and Sylvia (Great Britain)
- Carrie Chapman Catt, 1859-1947 (U.S.A.)
- Marie Corbett, 1859-1932 (Great Britain)
- Jane Addams, 1860-1935 (U.S.A.)
- Charlotte Perkins Gilman
- Ida Bell Wells-Barnett, 1862-1931 (U.S.A.)

- Mary Church Terrell, 1863-1954 (U.S.A.)
- Marie Lacoste Gerin-Lajoie, 1867-1945 (Canada)
- Emily Murphy, 1868-1933 (Canada)
- Akiko Yosano, 1868-1942 (Japan)
- Emily Davison, 1872-1913 (Great Britain)
- Margaret Bondfield, 1873-1953 (Great Britain)
- Nellie L. McClung, 1873-1951 (Canada)
- Marion Sanger Frank, 1875-1960 (U.S.A.)
- Katherine Dexter McCormick, 1875-1967 (U.S.A.)
- Mary Ritter Beard, 1876-1958 (U.S.A.)
- Teresa Billington-Greig, 1877-1964 (Great Britain)
- Margaret Sanger, 1879-1966 (U.S.A.)
- Huda Shaarawi, 1879-1947 (Egypt)
- Margery Corbett-Ashby, 1882-1981 (Great Britain)
- Eleanor Roosevelt, 1884-1962 (U.S.A.)
- Rose Schneiderman, 1884-1972 (Poland, U.S.A.)