

PROGRAM *Helps*

A PUBLICATION OF THE GIRL SCOUTS OF THE PHILIPPINES PROGRAM DIVISION

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VOICES AGAINST VIOLENCE



In July 2011, the World Association of Girl Guides and Girl Scouts (WAGGGS) launched a global campaign to "Stop the violence – speak out for girls' rights", which will run until 2020. Different forms of violence affect millions of girls and women worldwide every day.

WAGGGS' campaign to 'Stop the violence – speak out for girls' rights' has five key elements:

1. Global Awareness Campaign
2. Education Programme
3. Research and Policy
4. Lobbying
5. Community Action

Why do this curriculum?

Non-formal educational programmes make a difference. This curriculum provides knowledge, skills and opportunities to change attitudes and to help stop the violence. It creates safe and supportive sessions for young people to learn about their rights and to discuss and challenge violence against women and girls. It also provides referral routes and other information for young people if they choose to disclose their own experiences of violence.

Who can use this curriculum?

The curriculum can be used by girl-only groups and by co-educational groups and has been developed for worldwide use – it can be adapted for different cultural, social and legal contexts. It provides a wide variety of activities that can be selected to respond to different learning needs and objectives.



GIRL SCOUTS OF THE PHILIPPINES

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Voices Against Violence

ALL FOR ONE, ONE FOR ALL!

Get to know the GSP Programs that you can undertake with your Troop!

PILAR HIDALGO LIM TROOP ACHIEVEMENT AWARD

WHAT

The Pilar Hidalgo Lim Troop Achievement Award is a program conceptualized in the year 2000 that encourages community development and ensure that the programs undertaken by the troop are indeed what the community members consider important for their locality. Twelve outstanding troops will be selected as awardees for their role in community development in whatever area the troop and the community have decided to undertake, e.g. health, environment, cultural heritage, livelihood, food production and others.

WHY

To encourage Girl Scout Troops to exemplify the Girl Scout Promise and Law by becoming pro-active in community development and to recognize the important role of the troops in their respective communities and to memorialize the significant role of Mrs. Pilar Hidalgo Lim in the formal organization of the Girl Scouts of the Philippines (GSP).

WHO

- ▶ The program is open to all registered Junior, Senior and Cadet troops that planned, implemented, and sustained a community development project for a period of one (1) year.
- ▶ The troop should be registered for at least 3 consecutive years.
- ▶ A troop may start the project anytime of the year.
- ▶ Each girl in the troop must have earned at least 5 badges on the 8-Point Challenge Program.

HOW

- ▶ identify a depressed community/purok (in consultation with DSWD);
- ▶ meet the community leaders to discuss the possible project which can be carried out between the troop and the community members on any identified need of the community such as:
 - feeding program for malnourished children;
 - conducting mother's class for responsible parenthood;
 - information dissemination to out-of-school youth on Adolescent Health;
 - seedling bank;
 - beautification;
 - vegetable gardening;
 - adopting a watershed;
 - greening the highway and others
- evaluate the project with the community members; find out their difficulties and lessons learned;
- submit report to National Headquarters using the Report Form.

MAGIC SPOT PROJECT

WHAT

The Magic Spot is a program opportunity for the troop to work in partnership with the community to convert an "eyesore" area into a beautiful spot.

WHY

The concept is built in helping every girl in the troop to develop her planning skill, and the ability to work with others in carrying out a community.

WHO

The Magic Spot is open to all Junior, Senior and Cadet Troops which planned, implemented and sustained a Magic Spot project in an identified community for a period of one (1) year.

1. The troop must be registered annually for a period of at least 3 years.
2. The Council Board must have endorsed the troop project after it has successfully passed screening by the Council Selection Committee.
3. The Council Screening Committee should have visited the project at least twice in a year.
4. The Magic Spot shall have evaluated on the basis of the following criteria:

a. Troop planning	(20%)
b. Learning of troop members after undertaking the project	(20%)
c. Involvement of Community members in the project	(30%)
d. Impact of the project in the community	(30%)
5. Each region evaluates all the magic spot project candidates from her region and decides which troop shall be presented the REGIONAL MAGIC SPOT PROJECT for a given year.
6. The National Headquarters should have already received the logbook, reports and evaluation forms of the Regional Magic Spot Project (one project from each region) on or before April 15.

HOW

1. The troop identifies the "eyesore" spot in its community/purok.
2. The troop plans out how this area can be converted into a magic spot by:
 - a. coordinating with the Barangay Chairman/Purok Leader on how the project shall be carried out;
 - b. inviting the community members and families of the troop members to join in the planning, implementing and monitoring the project.
 - c. identifying the plants to be planted in the area – ornamental, wild plants, medicinal or herbal.
 - d. scheduling the dates for cleaning the area and planting.
 - e. planning out how to maintain the area
 - f. documenting its project – takes photo before and after the activity for a period of one (1) year.



FROM A WHISPER TO A SHOUT

STOP
THE
VIOLENCE

Speak out
for girls' rights

Age groups

The curriculum is divided into four age groups for early, young, middle and older children and young people. There are separate activity booklets for each of the four groups. This handbook accompanies these four activity booklets. There are age appropriate activities within each section that focus on different forms of violence against girls and young women. It is up to you to decide what sessions are suitable for your group and you may decide that your group needs to do activities from sessions in the younger year groups.

1. EARLY YEARS

This is for ages around 5 to 7 and looks at domestic violence and children, child abuse and sexual harassment and bullying.

2. YOUNGER YEARS

This is for ages of around 8 to 11 and looks at domestic violence and children, female genital mutilation, child abuse, and sexual harassment and bullying.

3. MIDDLE YEARS

This is for ages of around 12 to 16 and looks at sexual harassment and bullying, female genital mutilation, early and forced marriage, dating violence, sexualisation and domestic violence.

4. OLDER YEARS

This is for ages of around 17 to 25 and looks at dating violence, early and forced marriage, domestic violence, sexualisation and sexual violence.

Gaining a Badge

Participants can earn a badge by completing activities in the curriculum. For a participant to earn a badge, they must complete six sessions:

- The **START** session
- Complete one session from each of the **THINK**, **IDENTIFY**, **SUPPORT** and **SPEAK OUT** sections, making up a total of four sessions.
- Finish with the **TAKE ACTION** session.

Source: www.waggs.org

Learning Outcomes

The curriculum has six core learning outcomes that build participants knowledge and understanding in age appropriate activities:



1. **START** to develop a safe and supportive space for children and young people to talk about gender inequality and violence against girls and young women.



2. **THINK** about gender equality and what it means to be "me". To understand gender roles, norms and expectations and start to promote equality.



3. **IDENTIFY** and understand different forms of violence against girls and recognize the warning signs of violence.



4. **SUPPORT** respectful relationships. To develop skills to form their own relationships and support their friends.



5. **SPEAK OUT** for girls' rights and raise awareness of women and girls' human rights.



6. **TAKE ACTION** to stop the violence. To develop and run a campaign event or activity within the local community to raise awareness about stopping violence against girls and young women.

ADD
YOUR
VOICE

To learn more about this
activity pack, head on to:

www.waggs.org and
www.stoptheviolencecampaign.com



**Put your Girl Scout
Game Face ON with
these fun Word Games**

WHAT IS LAST IS FIRST

The players sit in a circle and anyone can start off the game with the name of a city, e.g., Manila. The person on the right must continue the game by naming a city or a town beginning with the letter "A" (the last letter of Manila), e.g., Antique and the player to her right must carry on with the name of a city or town beginning with the letter "E" (the last letter of Antique) and so on. This goes on until a player fails to say the name of a city or town or hesitates too long and so is eliminated. The last person in the game is the winner.

Source: Games for Girl Scouts

YOU HAVE A FACE (Small Group)

Seated in a circle, one player turns to neighbor to the right and says, "You have a face." The neighbor responds, "What kind of face?": The leader has announced that all answers must be made with words beginning with the letter C, and that no word once used, may be used again. "Cheerful face", says the first player. This player turns to the other player on her right and the game proceeds from one to the other. "Cherub face," "calm face," "comical face," etc. It's fun sometimes to see just how long one letter can be used. The leader may change the letter to B or D, or any other letter.

Source: Games for Girl Scouts

**PENNY
FOR
YOUR
THOUGHTS**

SUCCESS
— Is —
the **SUM** of
SMALL
— efforts, —
Repeated
DAY IN AND DAY OUT

(R COLLIER)

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