



BETTER WORLD PROGRAMME

EQUITY

Introduction:

The Better World - Equity badge is about exploring the inequities that exist within your local, national, and global communities, the impacts they have, and what you can do to help reduce them.

Inequities exist in many different ways throughout our communities. Some are easy to spot, while others are more subtle. When learning about inequities, it is also important to pay attention to how different types of inequity intersect. Everyone experiences some types of privilege, and some types of inequities, and sometimes it can be hard to relate to different types of inequity.

To complete this badge, you will learn about the systems, impacts, and reduction strategies of inequity through undertaking activities that enable you to experience and appreciate these issues. These will help you identify where action is needed and plan a project that will help address at least one of these issues for your community. You will then complete your project, either on your own or in a team, and share what you have done with others.

On working through the badge requirements, wherever possible remember to link activities or learning to current issues or relevant community action taking place at the moment to ensure its relevance and connection to real life.

Remember to Plan, Do, and Review as you work through each stage.

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ALIGNMENT WITH SDGs:



BETTER WORLD – EQUITY REQUIREMENTS

OVERVIEW

Complete four activities from Section 1 (Experience).

Complete a project based on one of those activities for Section 2 (Act).

Share your project and what you have learned for Section 3 (Share).

SECTION 1: EXPERIENCE

- Undertake **one** activity related to **each** of the following, to help you
 - a) Learn about what equity is
 - b) Understand the different causes of inequity (including why we have it, our personal biases)
 - c) Understand the barriers to equity and their impacts (on individual, community, and global levels)
 - d) Recognise some reduction strategies of inequity

These activities can be from the Activity Guide (page 4), or create your own.

SECTION 2: ACT

- Select one of the topics you have learned about that you would like to focus on in detail.
- Find out more about the problem, and research what (if any) solutions people are already working on to remedy it.
- Determine a goal that you would like to achieve around this issue.
- To achieve your goal, create a project you could complete that could help fix the problem you have identified. Use the Project Guide (page 22) or create your own.
- Plan the project. This includes researching, delegating responsibilities, working out a timeframe, working out what equipment is needed, determining what skills and people you need, using experts, and putting all the pieces in place to successfully do the project.
- Do your project. If it's a team activity, make sure everyone's involved and working as a team. Test out new skills, follow your plan, and have fun.

SECTION 3: SHARE

- Did you achieve your goal? Why/why not?
- Reflect on the impact of your project.
- Reflect on what you have learned. How do you feel about equity now? Do you understand it better? Are you worried about it, excited about how you can make a difference, or just not interested?
- Choose a way to share your project and what you have learned with others as a way to spread the word and encourage participation. This should include explaining how others actions can cause or reduce inequity.

- Identify future actions that could take place in your local or global community and how you could continue to act on what you have learned.

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EQUITY: ACTIVITY GUIDE

Note: K, C, S, V, and R refer to Keas, Cubs, Scouts, Venturers, and Rovers, and indicate which sections the activity is most suitable for. These are suggestions only.

A) LEARN ABOUT WHAT EQUITY IS

These activities will help you UNDERSTAND the key concepts of equity and EMPATHISE with those who experience inequity.

Note: the reflection at the end of each activity is vital to help capture the learning and ensure the key concepts have been understood. Use reflection questions such as “does this look different for different people?” and “how engaged in the world can people feel?” to help reflect on the key concepts learned.

- Here’s a fun way to get thinking about food scarcity. Draw some pictures of different kinds of fruit. Have several copies of each kind (e.g. if there are 12 of you, pick 3 different kinds of fruit – e.g. apples, papayas and bananas). Set out a chair for each participant, and tape a picture to each of these chairs. Each of you find a chair to sit on, remembering which fruit you are. Your leader then calls out the name of a fruit. Players sitting on those chairs have to jump up and run to another empty chair (you can’t go back to the chair you just left). Your leader or teacher can call out several kinds of fruit at once, or even all of them – watch out, in this case you might end up sitting on a new fruit chair! After a couple of trial rounds, with everyone swapping chairs, remove one chair. Whoever doesn’t make it to a chair in the next round has to sit out. Each following round, another chair is removed, and another player eliminated. The game continues until there is only one chair left. At the end of the game, talk about reasons why there is sometimes not enough food to feed everyone.

K, C

- With your group, measure and divide up a bag of rice so that each person gets about 60g each. Allow participants to weigh and measure out their own bag, so they see exactly how much this is. Use this exercise to explain that this is the amount of food that almost a billion people in the world have to eat for each day. Discuss how this would affect the way you live your life, and things that you could do to change the situation. What about if you had a 100g bag? What happens if one patrol gets 100g every week, and another patrol gets 60g every week, and another patrol gets 100g every day. Is this realistic in the world? How does this make you feel?

K, C, S

- The Privilege Walk. Throughout the privilege walk, the following statements are read by Kaiārahi and the participants are asked to take a step forward or backward based on their responses. This activity forces participants to confront the ways in which society privileges some individuals over others. It is designed to get participants to reflect on the different areas in their lives where they have privilege as well as the areas

where they don't. Some example statements are below, and more are available at <https://edge.psu.edu/workshops/mc/power/privilegewalk.shtml>. step forward if you're a man, back if you're a woman, step forward if you have lunch every day, step forward if you buy lunch once a week, step back if you don't take lunch to school every day, step forward if you have been out of NZ before, step back if you have ever been discriminated against). At the end, have a look where everyone is spread and discuss whether you think this is representative of society and what it means.

K, C, S, V, R

- Take part in the Privilege for Sale activity to help you reflect on your privileges -

<http://www.socialjusticetoolbox.com/activity/privilege-for-sale/>.

C, S, V, R

- Provide a set amount of chairs for your group, where there are only enough for half of the members. Give everyone a slip of paper that explains their personal needs (e.g. does shift work, has a broken leg, is pregnant). Figure out between you all how are you going to manage the resource allocation of the amount of chairs. Debrief afterwards – how did it make you feel when your needs were met/ignored? How did you work together to create the best situation for everyone? Did some people still miss out? How does this reflect the real world?

C, S, V

- Give each team a different resource/amount of resources for an activity (e.g. paper, scissors, no scissors, tape). Debrief at the end - how did this affect the end result? Was this fair? How did it make you feel? Were the groups who had less resources still able to create something great? Did they still feel engaged? How does this reflect the real world?

K, C

- Do some research around what the shared experiences of women are globally. This could even look to expand and include a look at gender stereotypes and where there is a lack of freedom for both women and men. Make up a series of sketches between men and women or boys and girls that start with the same situation (e.g. a woman farmer trying to sell her produce) but end differently depending on the community in which they take place. Perform them for your friends and family. Do a reflection after the activity is completed, with questions like "how does this impact diverse gender identities in those cultures and communities?"

S, V, R

K, C, S

- Ask your fellow Scouts to bring in a picture of their family, and also provide pictures of different families from around the world. Have a look at all of the pictures in front of you, and in groups, discuss if there are similarities and differences across the pictures. Explore what would happen if your family didn't fit the norms of the society you live in. Would you feel open for discrimination? The purpose of this activity is to appreciate family diversity – not all families look the same.

K, C, S

- Have a look at the 'Genderbread Person' - <https://www.genderbread.org/> and RainbowYOUTH's Sex and Gender 101 comic - <https://s3-ap-southeast-2.amazonaws.com/ry.storage/I'm+Local+Booklet+Sep+2019.pdf>. Compare and contrast what you think of these two

resources, which are essentially communicating the same ideas. Have a discussion around it – what does it make you think? Did you learn anything? Create your own comic around a similar topic and share it with your peers. Get in touch with a local LGBTQIA+ organisation to come in and talk about the complexity of sex, sexuality, and gender identity.

V, R

- Introduce opinions that you want people to consider and outline two opposite positions (strongly agree vs strongly disagree) on an imaginary line. Opinions could be a specific global issue such as education, migration or climate change; or any local issues that should spark debate (e.g. Everyone should be able to wear what they want; Mobile phones should be banned; Everyone should have the right to say whatever they want; People should have to pay for plastic bags in shops). Explain that everyone's view will fall somewhere along the line, and that there are not necessarily any right or wrong answers. Anyone may begin by taking a position on the line that represents their view. They then say a few words about why they have taken that position. Let participants know that they may only give their own opinions (using I statements) and are not to respond to other statements made by other participants. The process is repeated, with selected people expressing their opinions one at a time. When everyone who wants to has spoken, tell people they can change their position on the line in the light of the arguments they have heard. How many people changed their positions? Have a discussion around what led them to change their minds? What have they gained from this process? This could be well supported by the Rights of the Child document, to find out what human rights are, and the rights for children.

K, C, S, V

- Make lists of the 10 possessions that are the most important to you, for example your television, phone or laptop. Consider another country in the world affected by conflict and list what you think are the ten most important possessions at the moment of someone your age – perhaps a refugee or victim of terrorism - in that country. Explain your list.

S

- Undertake the 'band aid' activity to explain the difference between equity and equality. Have members pretend they got hurt and need a band aid. Ask the first one where they are hurt. If they say finger, put the band aid on their finger. Ask the second person where they hurt. No matter what they say, put it in the same place as the first person. Do that throughout the whole group. Once they all have band aids in the same spot, ask if it helped any of them other than the first person. Have a discussion around how different people might need things differently, so that's why some people get different help or support than others.

K, C

- Learn about what different words we can/should use to talk about differences, and why it's important to use inclusive language. Use the information in the resource pack to help you.

C, S, V, R

- Ask a group of people within or outside your Scout group, what they think it means to live in poverty? In NZ, more than 1 in 5 children live in poverty. Give each group a set of 'common' or 'necessary' cards. Explain that after basic needs have been met, how important do they consider the other things on the cards. Can they order them from 'essential' to 'not

important'? Discuss how 'common' or 'necessary' they consider the things on the cards. How would they feel if they didn't have these things? Would you share how you feel with your friends? Why might you try to hide thoughts and feelings if you were living in poverty? How can we help people to share their problems? Communication is a very important step in addressing problems, whether it's one person sharing a problem with another or someone bringing an issue to the attention of people who can influence change. Try to encourage empathy as a key skill here. Note - poverty is about lack of choice - explore how many opportunities you have to choose everyday vs those that have very limited choices.

Cards: Regular leisure activities (swimming, playing an instrument, participating in youth organisations); Three meals and fresh fruit or vegetables every day; Indoor games; An internet connection; Two pairs of properly fitting shoes; At least one meal a day with meat, chicken or fish, or a vegetarian equivalent; Money to participate in school trips and events; Books at home (not including school books); A quiet place with enough room and light to do homework; Some new clothes i.e. not all second-hand; Outdoor play equipment (bicycle, roller skates); The opportunity to have friends home to play and eat; The opportunity to celebrate special occasions such as birthdays

K, C, S, V, R

- Each team needs 3 sheets of yellow /green paper, 1 ruler, 2 pencils, 2 pairs of scissors, 1 rubber and a template of a 4cm wide square. Create teams and give each team a full set of materials, but make sure that some teams only get yellow paper and some teams only get green paper. Ask them to make as many squares as possible in 15 minutes. Tell them they'll earn 1 point for each square that meets the standard. Do not tell them what the standards are. After 5 minutes call 'check in' and each team leader should bring up the squares for the Leaders to judge the standard and count points. Continue the game and 'check in' again after another 5 minutes. Announce the winners. The standards: Green squares should be perfect – exactly straight edges, good corners, no pencil marks. Yellow squares should be pretty good – the right size, but it's okay if they are a little scruffy. Did they like the game? Was it fair? What would they want to change about it if they played again? Would they think it's fair to put all the girls in green teams and all the boys in yellow teams? Or the other way around? The game demonstrates inequity, in this case the green squares = girls and the yellow squares = boys. Can you think of other situations where rules are different for girls and boys? What ways can they think of to make things fairer in real life? Is there anything they can do themselves that would make a difference?

K, C, S, V, R

- Discuss the difference between influence and power. Think of people who influence you and people who have power over you at local, national and global levels. Present conclusions on by sticking post-it notes on large circles on the wall or floor. Calculate the proportion of people who have influence, and the number who have power over you at local, national and global levels. Discuss the findings and whether or not it is what you expected. Are there any names in both? What does this mean? Repeat the activity focusing on people you have influence over and people you have power over. Add this to the diagram using a different colour pen. Make a key. Present what you have learned to others.

K, C, S, V, R

- Have a discussion around the meaning of “Rich” and “Poor”. Poverty is a lack of choice – think about how many opportunities you have to choose everyday, vs those that have very limited choices. Initially, people will probably focus on money and material wealth, but broaden the discussion to ensure that all aspects of the terms rich and poor are discussed. For example, richness in terms of friends, happiness, culture or seeing a beautiful view. Poor should include poverty of experiences or opportunities, such as never going out or doing anything exciting, and having a polluted environment. Talk about how they, and many people throughout the world, are both rich and poor. For instance, a family may have a car but live by a busy road with poor air quality. Another family may not have a car, but live in a beautiful, clean environment. Ask Scouts to record how they are each rich and poor as pictures with captions.

K, C

- What does inequity look like in your community? What does it mean to you? Present it back in some sort of art e.g. drawing, art, comic, photo essay, video etc.

K, C, S, V, R

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

B) UNDERSTAND DIFFERENT CAUSES OF INEQUITY (INCLUDING WHY WE HAVE IT, OUR PERSONAL BIASES)

These activities will help you UNDERSTAND the structural, social, and individual causes of inequity and EXPLORE our own personal biases.

- Play a game structured like a fact and opinion quiz show to give your group practice at recognizing truth and falsehood in the conscious and unconscious assumptions they make about others. Make cards that display statements such as, "Girls are smarter than boys," "People with accents aren't very smart," "Some rich people are stuck up," "Christianity is a religion," "Walla Walla is in the state of Washington," or "All boys are good at sports." Divide the kids into teams and take turns drawing cards and reading them aloud. The other team has 15 seconds to decide if the statement is fact or opinion and tell why for a point. Play as time allows. The team with the highest score at the end wins."

K, C, S, V, R

- Run a discussion with your group to start thinking about what people look like in different professions, then look at some real-world examples. For example, think about whether there are more male or female teachers in your school. Is this different from similar jobs in other countries? Why do you think this is? (e.g. in Scandinavia a master's degree is required to teach, so teaching has higher value placed on it and is more highly paid) What types of jobs have big gender imbalances? Ethnicity imbalances? Why do you think this might be?

K, C, S

- Discuss whether women and men in Aotearoa have the same rights, responsibilities, and opportunities. Encourage people to provide specific examples to support their ideas.

K, C, S, V, R

- Present the following scenario to the class. Ask those who have heard it before to let others solve the brain-teaser. A man and his son are in a car crash. The father dies at the scene and the child is rushed by ambulance to the hospital. As the child is wheeled into the operating room, the surgeon exclaims: 'I can't operate on this boy — he's my son!' Ask: How is this possible? Once the class has identified that the surgeon is the boy's mother, discuss why this solution may not have been immediately obvious. (Note that an alternative solution is that the boy has 2 dads. After agreeing that this is an option, explain that in this case there's a different solution.)

K, C, S, V, R

- Discuss in your team - what would you do if someone in your Section said 'she can't be a Team Leader, she's a girl'?

K, C, S

- Have all your group members draw a picture of people doing different careers (e.g. astronaut, doctor, nurse, builder, teacher, designer). Analyse these at the end and determine the gender split across each of these careers. Discuss why this is the case.

K, C, S

- Watch a range of videos on YouTube that demonstrate different people talking about their experiences of inequity. Afterwards, discuss what you think caused this inequity. Here is one New Zealand example you may like to start with. <https://www.youtube.com/watch?v=4iKLJTbN7uc>

C, S, V, R

- Have a look at a list of things girls and women can do now, that they couldn't do 100 years ago. This could be a spot-the-difference activity (e.g. women voting vs. woman prime minister). What were some of the reasons people gave for women not being able to do these things? Are some of these reasons still used today? What would you say to someone from 100 years ago about what women can do today? What do you think they would say?

K, C, S

- Look at the racial statistics of people in prison, particularly the percentage of Māori and Pasifika men and women. Why do you think this is? Do you think this is fair?

C, S, V, R

- Look at the racial inequity of incarceration and decarceration rates. Discuss.

V, R

- Write down what you think the different qualities are of boys/men and girls/women. Why are they different? Do you think they are true or just stereotypes? Where have these come from?

C, S

- Undertake a simulated 'blind hiring' process. Review CVs that have the same content and different names. Research the orchestra who did blind auditions and discuss what they found out (Boston Symphony Orchestra 1952 audition experiment
<https://www.theguardian.com/women-in-leadership/2013/oct/14/blind-auditions-orchestras-gender-bias>
Link to wider unconscious bias here:
<https://www.upworthy.com/this-orchestras-blind-audition-proves-bias-sneaks-in-when-you-least-expect-it>

V, R

- Bring in a collection of different toys, including trucks, diggers, dolls, barbies, horses, dress-ups etc. Ask the group to sort these into boys and girls toys. Discuss why you have put things where you did, and why this is the case? Why couldn't a girl play with a digger? What would happen?

K, C

- Research pre-colonial Maori society. How did they view differences like homosexuality, age, gender, disability? Has this changed? What might have caused these views to change?

S, V, R

- What is the Bechdel Test? For a piece of media to pass it, it must meet the following criteria:
 - 1) Include at least two named women
 - 2) Who have at least one conversation
 - 3) About something other than a man or men
 Find out if some of your favourite movies pass this test and discuss why or why not that might be. Repeat the exercise with similar tests, such as

Deggan's Rule, the Vito Russo Test, or the "sexy lampshade with a post-it" test.

C, S, V, R

- Learn about the difference between implicit and explicit biases, then take an implicit bias test, such as Harvard University's Project Implicit test (<https://implicit.harvard.edu/implicit/>). What results do you find? How does this make you feel?

Extension: Find out ways you can reduce your implicit biases, such as watching more diverse films or sports. Try out some of these strategies and see if they affect your test results over the course of a month.

S, V, R

- Investigate the types of people represented in different forms of media. Look at the movies that are currently showing in your local cinema. What proportion of their lead characters are female? Have disabilities? Are People of Colour? LGBTQIA+? Is this representative of our society? Think about how many characters you've seen on television that look like you over the past week, and discuss it with your group. Think about other people you know, and whether they're more or less likely to have seen someone that looks like them on tv. Why do you think this is? Discuss why it might be important for someone to see someone who looks like them playing different characters.

K, C, S, V, R

- Divide a whiteboard or piece of paper into two sides. Start by brainstorming all the qualities you can think of that a "Real Man" has. What does he look like? What are his hobbies? What are his values? What does he do or not do? Do you think all men should have these qualities? Is it realistic of the men you know? What do you think it feels like for men and boys who don't have all of these qualities? Now repeat the exercise, this time brainstorming the qualities of a "Good Man". Are there any differences? Why do you think this is? What do you think some of the effects of trying to be a "Real Man" might be for different types of people?

C, S, V, R

- Watch a film about inequity, such as *Miss Representation*, *The Mask You Live In*, *13th*, or *The House I Live In*. Afterwards, have a discussion about what you saw. What about the film surprised you? How much of the things discussed in the film do you think are also applicable to New Zealand society?

S, V, R

- Learn about what is meant by "The Mental Load" of organising household tasks by reading a comic such as *You Should've Asked* (<https://english.emmaclit.com/2017/05/20/you-shouldve-asked/>), then discuss what you have learned. Does the situation depicted look familiar to you? Think about how often you do things at home without being asked, and try to do something to help without being noticed.

C, S, V, R

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

C) UNDERSTAND THE BARRIERS TO EQUITY AND THEIR IMPACTS (ON INDIVIDUAL, COMMUNITY, AND GLOBAL LEVELS)

These activities will help you REALISE the barriers to equity and UNDERSTAND their impacts on an individual, community, and global level.

- Allocate everyone the same task (e.g. putting up a tent) but allocate a different disability to different people (e.g. blindfolded, broken arm, in a wheelchair).

K, C, S, V, R

- Walk around your local community and imagine doing it with a different disability (give each team something different to focus on, e.g. in a wheelchair, can't see well, can't handle loud noises). How easy/hard was it to get around? What problems did you encounter?

K, C, S, V

- Look at the inequity of education in New Zealand. What do decile ratings do and how does this affect school resourcing?

C, S, V

- Find out what are some current political equity issues in New Zealand, e.g. what strikes are taking place (teachers, nurses). Why is this happening? Do you agree with what they are striking for? Why/why not?

C, S, V

- Review the access of different opportunities for different people, for example finishing school, going to university, getting a job. How does this differ between different sectors of society? Why? Is this fair?

S, V

- Review a few case studies of different people and their situations. For example, a single mother in South Auckland with two kids who earns minimum wage. Why might she be in this situation? Look at the statistics of people similar to her and their earning wage. What could be done to support her to access her rights? Consider what may have led to her being in this situation, and the flow-on effects each of these have caused (e.g. lack of access to medical support, access to contraceptives etc).

S, V, R

- Analyse the board game Guess Who?. Is it reflective of a diverse society? How many men vs. women are there? Review the gender presentation of each person - do any men have long hair? Create your own version of the game which reflects good diversity and avoids the typical questions 'is it a boy or a girl'?

K, C, S, V, R

- Obstacle course where Scouts are given different inequalities (some get to start first or have 'skip the line' cards, some have physical disabilities, some get pulled out from the obstacle course to do a quick task (make tea for a leader? Would symbolise care obligations like having a baby) and have to start the course from the beginning) and they can either choose to race or to help others complete the course.
Extension: Re-do the activity with the goal of getting everyone to the end of the course. This should help you learn about inequity reduction after you see the outcomes of inequity, and also show the difference between

equal opportunities/everyone gets to try the same course and equal outcomes/everyone finishes the course)

K, C, S, V

- Split into groups and give each group a template of a tree. Groups should discuss the effects of hunger/sexism/racism/homophobia/ableism/etc and write them in the trunk of the tree (e.g. children not being able to concentrate at school, etc.).

Secondly, discuss the main causes of your chosen issue and write them at the roots of the tree. Finally, discuss actions that we can take to fight the issue (e.g. awareness activities, supporting microfinance, holding a food drive, etc.) and write these on the leaves and branches of the tree. Display the tree in your hall or community centre for others to see and to spread the word!

K, C, S, V, R

- Are some people more equal than others? Learn about the idea of intersectionality, and think about the ways different layers of inequity could affect your life. To illustrate this idea, use pieces of coloured plastic/cellophane to see how overlapping two colours doesn't show you two views of the world, it makes a completely different view.

K, C, S, V, R

- Hold a debate on a current event that highlights inequity, where someone's (an individual or group) rights are being violated, they are being discriminated against, or they are facing structural barriers to equity. This could be child poverty, free tertiary education, conversion therapy, burkini ban, marriage equity, or any other topic that captures your interest!

S, V, R

- Create a scavenger trail, outdoors if possible, with stop points where the teams will pick up word cards that make a sentence. Make up clues to help the teams get from one stop point to another. For younger children use simple and direct clues. For older groups try riddles and puzzles to make the trail more challenging. Divide into teams. Half the teams can use a mobile phone, half cannot. The participants should not be aware of this rule. Send the teams out one by one with their first clue, noting their start time. When those teams which have a mobile phone reach their first stop point, they text you the word and you text back their next clue. When the teams without a mobile phone find a word they must send a member of the team back to you to collect the next clue. Make some groups have a member with one leg or blind folded, and other groups could get clues that are clear, and not others. Once each team has completed their sentence note the finish time. Discuss. Who finished first – the teams with or without the mobile phones? How challenging was it to communicate without a mobile phone? What would it be like if they couldn't access the technology they use every day? What sort of activities would be more difficult to achieve? Think about things like access to education, news, emergency services. How did the teams go who had the disability, or the unclear clues? Have a discussion around lack of access for people and that some people don't have the same privilege when others do.

K, C, S

- Look at a NZ governmental public policy, e.g. wellbeing budget. Discuss what this provides for people. Do you think this is equitable? Have a debate around the pros and cons of the policy and what the government could do to help improve equity in New Zealand.

S, V, R

- Explore social movements that exist in the world and how they work to reduce inequity, e.g. access arts programmes such as Touch Compass, PHAB, Like Minds Like Mine, or Be. Accessible. Present back to your group about how they work to reduce inequity.

C, S, V, R

- Learn about the concept of “colour blindness” when it comes to issues of racism. Discuss why it is important to acknowledge the perspectives of different people, and how treating everyone the same regardless of their situation might cause more issues, rather than solve them.

V, R

- What is ‘bisexual erasure’? Read an article or comic about it, then discuss it with your group. What are some of the assumptions people have about bisexual people? Are these the same across all genders? Why do you think this is?

V, R

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

D) RECOGNISE SOME REDUCTION STRATEGIES OF INEQUITY

Be able to REDUCE your personal impact on inequity and UNDERSTAND what the community is doing as a whole to reduce inequity.

- Visit a location that is accessible certified in your local area. Find out what that means and see what that location has done to ensure they are accessible.

K, C, S, V, R

- Learn the Scout Promise or Law in New Zealand Sign Language and undertake an investiture using NZSL.

K, C, S, V, R

- Attend a theatre performance that is designed to be accessible (e.g. performers with disabilities, audio described performances, performances with sign language interpretation).

K, C, S, V, R

- Review your Scout hall for accessibility barriers, e.g. stairs, small bathrooms, accessible parking. Look at ways you could improve this.

K, C, S, V, R

- Invite a representative from a union to come and talk to your group about the inequities they observe and fight for, and how they make progress. Debrief afterwards, and present what you have learned in a creative way.

S, V, R

- Visit a soup kitchen and find out more about what they do, who they provide for and how they operate.

K, C, S, V, R

- Invite a speaker from your local rainbow youth organisation to come and talk to your group about their experiences and how they are working to support the community to reduce inequity and improve awareness.

S, V, R

- Visit Women's Refuge or similar charity and find out more about what they do to help support equity in New Zealand.

K, C, S, V, R

- Attend an orchestra concert designed for those with disabilities (e.g. autism)

K, C, S, V, R

- Visit a food bank in your local community. Find out what they do, who they provide for, and who manages the food bank. Where do they get the money from to run the food bank? How often are they open? Who uses the food bank and why? Spend some time volunteering with them.

K, C, S, V, R

- Divide your group into four or five smaller groups. Create four or five different stations in your classroom, each describing a different hunger problem (e.g. drought in the region; food is too expensive to feed a large family; an elderly couple who cannot travel to the market to buy food, etc.). Each group rotates around the classroom, with five minutes to address the problem posted on a board at each station and brainstorm a series of solutions. Once all stations have been visited by all groups, discuss the solutions together.

S, V

- Attend a movie showing designed for the hearing impaired (or watch a movie with subtitles and consider who might need them? Fun Fact: it's not just non-hearing people! Some people (eg. those with ASD) don't process auditory info as easily so subtitles can really help)

K, C, S, V, R

- Imagine controlling a radio station for one day. As a group, choose a list of relevant songs you would like to play and prepare some important news you would like to share with the people in your community about inequity. Contact a local radio station and ask them if you could have some air time. Prepare a script and have fun with your day as radio DJs! Otherwise just record it on a cellphone and release the recording to your friends and family, or play it to your group.

K, C, S, V, R

- Brainstorm a number of ways that people can be empowered to move out of the hunger cycle. How can they become self-reliant and food secure? Present your findings in a fun and imaginative way to the rest of your group (e.g. through a song, poster, artwork, or an engaging presentation).

K, C, S, V, R

- Organize a short play or musical imagining a world without inequity. Think about the causes of inequity, and create a situation in which they do not exist. Have your audience think seriously of how reality differs from your imaginary world. How can each of us contribute to changing the situation?

K, C, S, V, R

- Look into a local charity/business that supports an equity issue in New Zealand (for example KidsCan, Eat My Lunch, Share a Pair, KiwiCan). Find out as much as you can about the issue and how the charity makes a difference, and speak to someone involved if possible. Present your findings back to your group, and discuss how impactful you think the organisation is. What are they doing that works well? What could people do to better support them?

C, S, V, R

- Find out some initiatives that are taking place in communities around the country (and globally) to help support those with disabilities (e.g. supermarkets who have 'quiet times' with dimmed lights and no/low volume music). Visit the supermarket during 'Quiet Hours' and take note of the differences.

K, C, S, V, R

- Invite people from marginalised groups who are having success in different industries, e.g. a woman or Pasifika person working in business, science, construction, or other areas to speak to the group about their experience in an industry where they are the minority.

K, C, S, V, R

- Learn about government policies to reduce inequity. Consider the effects of these laws and what could be done to further reduce inequity. These policies could include:
 - Paid parental leave, adoption policies (can everyone adopt children?)
 - Human Rights Act & NZ Bill of Rights Act
 - Marriage (Definition of Marriage) Amendment Act 2013
 - Equal Opportunities Policies
 - Equal Pay Act 1972

- New Zealand Disability Strategy, Enabling Good Lives
- Processes for changing your legal gender (is it expensive? What are the legally recognised options?)
- Access to birth control/abortion (how does this affect someone's life?)

S, V, R

- Learn about the role of the UN and New Zealand's part in this. Look at a few examples such as UN Declarations, Rights of Disabled Peoples etc, and some unratified ones. If you were involved in these discussions, what would your contribution be? Why? What principles do you think are the most important to consider? Undertake a scenario with your group of a UN debate and attempt to get consensus on one of these issues.

V, R

- Answer the following questions and present them back to your group in a format of your choice. Standing up for social justice and equity: What demonstrations/manifestation of inequalities do I detect? Where? What are the causes for detected inequalities? What is the impact of this specific inequity on the dignity and well-being of people? Why is it important to me to learn about social justice and equity and understand it? What can I learn from my/others past experience/learnings? Where and from whom can I learn? What alternatives already exist? How to challenge injustice and inequalities? With what attitude?
Respecting diversity and identity: How are people similar and how different? What challenges and what benefits of differences between people and societies do I see? How do prejudice and discrimination affect my life and how does it affect lives of others (impact)? Where do I speak or learn about diversity and the importance of identity currently in my life? Why are people similar and why different? Why is it important to treat all people with respect and open mind? What is the context/background of creating political documents/laws against discrimination/about diversity? What laws and declarations against discrimination can I lean on? What tools, institutions and movements are promoting the equity between people and how can I use them? Where, when and how can I promote/share/support the idea of diversity and identity - big and small things?

K, C, S, V, R

- Create awareness in your community of one of the issues you've identified through running a campaign on power and inequity

S, V, R

- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

EQUITY: PROJECTS GUIDE

These projects will enable you to ORGANISE and participate in a community initiative to help reduce inequity and CONVINCe other people to join in solutions towards a more equitable future for New Zealand and globally.

Note: It is vital to ensure that your project is going to achieve its intended outcome of benefiting others through a focus on community development. Being helpful, rather than just assuming helping through your service project. Use a partnership focus – find out what is needed and helpful to the community you are intending to support, and find out what is already happening that you could get involved with, before creating your project. To make significant change, partnerships and empowerment are key.

- Plan a project to increase access to clothing in your community, for example for children going to school without shoes. Gather good quality second-hand clothing or shoes from your Scout group's families, school and local community, and donate them to others in need. You could also connect up with existing charities such as Share a Pair and run a local campaign drive to support the charity.

K, C, S, V, R

- Collect food over the period of a month and donate it to a food bank

K, C, S

Organise a fundraiser for a group of people in need; or an existing charity

K, C, S, V, R

- Organise and run an anti-bullying campaign

K, C, S, V, R

- Find out what events currently take place to support these groups, and create a calendar includes all the national weeks of 'giving' (e.g. Starship, SPCA, City Mission, Salvation Army). Organise your Scout group to take part in their collections throughout the year

K, C, S, V, R

- Set up a 'Share a Kitchen' for your local community

S, V, R

- Set up or support a Community Garden

S, V, R

- Learn another language for a term, ideally one that is connected to local culture in your community, e.g. Mt Albert in Auckland has an active Arabic population, Christchurch has a strong Muslim community.

C, S, V, R

- Fundraise for the Scout Youth Foundation to support accessibility to Scouts or Scout events for those who can't afford it

K, C, S, V, R

- Organise a Christmas giving event for families in need

K, C, S, V, R

- Translate a picture book into braille

S, V, R

- Learn sign language for 1 term
K, C, S, V, R
- Create a campaign in your community to improve ramps on footpaths
C, S, V, R
- Make all the changes required to ensure your Scout hall is accessible for all.
K, C, S, V, R
- Plan and carry out a women's rights & gender equity activity (e.g. anti-bullying campaign on specific topic, supporting Pink Shirt Day)
C, S, V, R
- Take part in your local Pride event/parade
S, V, R
- Set up a diversity group in your school or community, on your own or with ally networks
S, V, R
- Create an event in your local community to support those with accessibility needs, e.g. host a quiet disco, contact your orchestra or theatre about putting on a suitable performance, approach your supermarket about setting up timeframes for quiet shopping.
K, C, S, V, R
- Develop a health promotion project, for example 5+ a day, and ensuring healthy food is accessible for those living in poverty
S, V, R
- Set up a peer education project around issues of teenage pregnancy, anorexia, bulimia, HIV/AIDS, or another relevant issue.
S, V, R
- Do any other project approved by your Youth Leadership Team or Kaiārahi.
K, C, S, V, R