

# HERSTORY

## International Day of the Girl October 11, 2019

On the International Day of the Girl, October 11th, communities around the world host events to celebrate girls' strengths and raise awareness about the unique challenges girls face globally. We can all take action and ***Stand Up for Girls*** on this day, honoring the stories of girls and inspiring individuals, schools and communities worldwide to join the HerStory Campaign, created by Global G.L.O.W. and LitWorld.

This activity packet has ideas for planning and leading your celebration this year. Please share your celebration and the stories of girls and women in your community with Global G.L.O.W. and LitWorld so we can include them in social media and website posts about the HerStory community's celebration of the International Day of the Girl around the world.

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## Why We Celebrate the International Day of the Girl

507 million women and girls worldwide cannot read and write.

The HerStory Campaign works with grassroots partners in 29 countries to listen to, amplify and champion the voices of girls through innovative after-school programming designed to cultivate modern literacy skills and foster self-advocacy. We work alongside UN agencies, girls' rights NGOs, universities and key stakeholders to mentor girls to share their stories, advocate for themselves and transform their communities.

The HerStory Campaign was created and is led by two nonprofit organizations, Global G.L.O.W. and LitWorld, and works to amplify the powerful voices of women and girls in their communities and around the world. On October 11, 2019, the United Nations' International Day of the Girl, we invite you to **Stand Up** and join our global community as we take action. Together we will illuminate the real stories and experiences of girls around the world.

Across all HerStory Day of the Girl celebrations this year, we invite communities to stand alongside women and girls globally, to celebrate their strengths, and to pledge to take action. By listening to girls' own stories and acting on them, we can build a better world together.

## Day of the Girl Celebration Overview

### What

On the Day of the Girl, HerStory communities celebrate with an International Day of the Girl Celebration. These International Day of the Girl Celebrations are 2-3 hour events that bring together community members to learn from one another's stories of strength, celebrate women and girls in their communities, and think about how they can take action to lessen the challenges faced by women and girls in their own community and around the world. A suggested outline and interactive activities are included in this packet.

### Who

HerStory Day of the Girl celebrations are intergenerational and open to anyone in the community who wants to join. Typical guests include HerStory program members, mentors, coordinators, school-aged children, parents, and other community-members interested in celebrating the power of women and girls to change the world.

### When

The event should take place on or around Friday, October 11, 2019 – the United Nations International Day of the Girl.

### Where

HerStory Day of the Girl celebrations are typically held at a HerStory program site (including LitClub and GLOW program sites). If a program site does not have enough space, the event may be held at a community site that will allow for a large and interactive group.

### Why

HerStory Day of the Girl celebrations allow communities to pledge to take action in solidarity with girls worldwide whose stories are often not heard. This year, we invite participants to think about what it is like to be a girl in your community. Consider what day-to-day life looks like for girls where you live, and how this impacts girls themselves and their community.

## IDG Celebration Outline

### I. **Welcome & Community-Building Activity (20 min)**

When all participants have arrived, the IDG Celebration Leader can welcome them to your HerStory Day of the Girl celebration by explaining why you are gathered together on this important day. You can use the information in the *Why We Celebrate* page (3) and the *Build A Girl, Build A Community* fact page (19) to help everyone understand why you are here today. You can say,

*Welcome to our HerStory Day of the Girl celebration! Today is the International Day of the Girl, and we are joining with HerStory communities around the world to Stand Up and advocate for every girl's right to pursue her hopes and dreams. Right now, there are millions of girls not able to go to school or share their stories and ideas to have a positive impact on their communities. Today, we will make sure that all of our voices are heard, and that we Stand Up for Girls together!*

**Community-Building Activity:** Next, the IDG Celebration Leader and mentors can lead the group in a community-building activity that the mentors have chosen in advance. Suggested activities can be found on page 7.

**Community Agreement (Optional):** Include this step for new groups or combined groups who do not regularly work together. As a group, have the participants create their own agreement for the group to follow during their celebration. This agreement should focus on respect and how to nurture a healthy group setting:

1. Ask the girls to think about respectful behaviors we might see in large groups.
2. For each of the positive characteristics identified, ask them to suggest three things the group could do to ensure that these characteristics are present.
3. On chart paper or board, add both general and specific characteristics to the Community Agreement. Keep the Agreement posted in the room you will be hosting the celebration in.

**Getting Started:** Then, the IDG Celebration Leader can explain that you will be dividing into small groups to do activities that will give everyone a chance to reflect on their strengths, the great things community members are doing to support women and girls already and an action each of us can take to make the community stronger for women and girls. The IDG Celebration Leader can then divide the participants into small groups of about 10 people. Each group should be led by a HerStory Mentor or trained volunteer. Mentors or volunteers should lead each group to sit at its own table or in its own area for the activity time.

## II. IDG Celebration Activities (90-120 min)

### **What it Means to Be a Girl Where I Live - Community Mapping:**

This activity will allow girls to reflect on her hometown and how she interacts with the different locations and groups within her community. As a group, the girls will define community and discuss how they each belong to various sub-communities. They will also create a community map specific to the theme “This is What it Means to Be a Girl Where I Live.”

### **A Letter to My Community:**

In this activity girls will think about their communities as a whole and how it makes them feel to be a part of it. They will think broadly about the strengths within their communities and the challenges that affect all members, as well as those that only impact women and girls. While writing their letters, girls will reflect on the emotions that come from being a part of a community with these strengths and challenges and write to their community members expressing their feelings and ideas.

### **Inspiring the World - Community Action Pledges (Optional):**

Participants will write a pledge to build on the positive actions they see already taking place in their community. Pledges can be simple actions for girls to take on their own or with members of their community to begin to make a larger, positive change.

## III. Closing Activity and Farewell (20 min)

**Participant and Mentor/Coordinator Surveys:** When you are planning your event include time at the end for the participants and Mentors/Coordinators to complete a short survey about their experience of the celebration. (Participant Survey and instructions begins on page 21, Mentor/Coordinator Survey and instructions begins on page 24.)

**Stand Up:** Include time at the end for the participants to come together as a group and show their support for girls all around the world. Five minutes before the close, make a brief announcement that everyone will soon be standing up for a moment in recognition of the International Day of the Girl. When you are ready, invite everyone at the event to stand up and start a cheer or word pulse, to show support for girls and women everywhere. Start the cheer quietly and build volume.

**Farewell Song:** IDG Celebration Leader, Mentors and volunteers for the day will lead everyone in the closing song from HerStory programs, hand out certificates and say goodbyes. 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 and each action you take has a ripple effect on your community and the world. Please share these stories with others in your life and pass the gift on!*

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## Community Building Activities

Below we have included activities that are meant to get the girls thinking about their own stories, hear other girls stories, and generally get to know each other better. Use whichever you think will work best with your group!

### **On the Cover of \_\_\_\_\_ Magazine**

*Purpose: This activity encourages participants to dream big about their futures/imagine future goals.*

Directions:

1. Bring girls together in a circle and start by introducing the activity, explaining that they will be imagining a magazine cover where they are featured. Each girl will get 5-10 minutes to work on drawing and writing the text on the cover.
2. For example:
  - “Fabrina: the rising star of astronomy start-ups. How she is bringing us all a little closer to space.”
  - “Cassie sets new world goal-scoring record at 2028 World Cup”
  - An image of a girl sitting with a book after winning a writing award, an image of a girl shooting a movie
3. Take share-outs from the girls, making sure to praise and give shooting stars to those who choose to share.
4. Discussion questions:
  - What does it feel like to imagine this future?

### **Ever Story Best**

*Purpose: This is a way for participants to get to know each other and practice storytelling/public speaking.*

Directions:

1. If you have a large group, divide girls up into groups of 5-10. Bring girls together in a circle and start by introducing the activity and explaining that they will practice storytelling and public speaking today. Each girl will get about 5 minutes to write their favorite story about themselves from when they were younger. Then, they will tell it to the group, but like a video in reverse. The story should be 2-3 sentences long. For example:
  - Original text: I was 7 years old and my friend and I snuck into a chicken coop and took two eggs. I put mine in my shirt but my friend put it in her pants. It cracked and it was a huge mess!

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- Story to share with group: It cracked and it was a huge mess! I put mine in my shirt but my friend put hers in her pants. I was 7 years old and my friend and I snuck into a chicken coop and took two eggs.
2. Make sure that every person has a chance to share their story. After each person has shared, be sure to give them shooting stars for their participation.
  3. Discussion questions:
    - What happens when we have to tell the story backwards?
    - Is it easier/harder/the same to tell the story to the group that way?
    - How does it feel to share this story about yourself?

## **Three Stories**

*Purpose: This is a game that allows members to share stories about themselves in a fun way!*

Directions:

1. Have the members sit in a circle. Explain that they will have to share three pieces of information about themselves: two true and one made up. You can say,

*Now you will each get a chance to tell three one-sentence stories about yourself. Two of the stories must be true, and one must be something that is not true, but could be true one day or that you wish were true. You will each tell your three mini-stories, and the others have to guess which story is the made up one. Make sure each story is just one or two sentences, because we want to leave time for everyone to tell their stories!*

2. Give the group some time to think about their mini-stories. When everyone is ready, choose a member to begin the game. Have her tell all three stories and when she is done, ask the other members which story they think is made up. Try to get them to agree on one story that is made up. When they have decided, ask the storyteller if they chose correctly. Members can then ask any questions they have about the story.
3. Continue around the circle repeating Step 2 until all the members have shared.



## What it Means to Be a Girl Where I Live: Community Mapping

This activity will allow participants to reflect on her hometown and how she interacts with the different locations and groups within her community. As a group, the girls will define community and discuss how they each belong to various sub-communities. They will also create a community map specific to the theme “This is What it Means to Be a Girl Where I Live.”

### Materials

- Paper - any size
- Markers/Colored Pencils/Crayons/Paint
- Magazine/Newspaper/String/Glitter/Craft Supplies (Optional)
- Chart paper/poster board
- Glue or Tape
- Scissors

### Directions

1. Divide girls into their smaller Mentor-led groups. Mentors will lead the activity up to the gallery walk when the IDG Celebration Leader will facilitate a full group discussion.
2. Start by welcoming your group and introducing this activity. Have ‘Community’ written on the board or chart paper for the group to see. Guide the girls through a discussion on community. You can say,

*For this workshop, we will be discussing ‘community.’ Can anyone tell me what community means? (Ask group for ideas and write on board/chart paper) Community can mean a number of things. We can describe a community as a geographic location, for example the city we live in. We can also think about a community as a group of people who have something in common, such as you and your friends, you and your family and even our group that is here today to celebrate International Day of the Girl. As members of LitClub, we are a community of girls and women who want to better ourselves and the place we live. What are some other examples of the different communities you belong to? (Brainstorm various categories of communities with girls and write them on the board/chart paper. Community examples: school, hobbies - e.g. dance classes, music lessons, artists, athletes, religious groups, foreign language speakers, neighborhoods, nationalities, etc.) These are all fantastic ideas, girls! We can see clearly that we all may be from the same physical community [City Name], but we all are members of a wide range of small ‘sub’ communities.*

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*For this activity, we are going to reflect on how we move around our community and also our daily interaction with the multiple groups or sub-communities. We will then draw community maps and share them with each other at the end!*

3. Begin to brainstorm on a fresh piece of paper or the girls' journals 'What it Means to Be a Girl Where I Live.' Girls should think about what they do, where they go and with whom they interact on an average day. You can say,

*Before we draw our maps, let's think about where we go, what we do and with whom we interact on any given day. Take Monday, for example. Where do you go every Monday? What do you do every Monday? Who do you talk to every Monday? The details are very important! So if you are going to map out your Monday, where do you start and end your day? You go from home, to school, to Litclub, then to visit family and then back home. How do you get to all these places? Who do you meet along the way? How is your day different because you are a girl? Do you do girl only activities? Do you walk on a certain path because it is safer for girls?*

4. Walk through an example community map with the girls. (See examples below) Have a community map prepared before starting the lesson or do one with the girls.
5. Distribute the pieces of blank paper to each participant. Have art supplies readily available on the tables. Inform participants that they can choose to map out any part of their day, it's open to them and encourage them to be different than their peers' maps. Remind the girls to be very creative and to use any of the supplies that are available to design the map. You can say,

*Everyone will get a piece of paper for their map. Think about what it means to be YOU where you live and draw out a specific route. Maybe you show an average Monday? Or maybe you draw the layout of your school and the various classrooms and hallways you walk through everyday? Or you could even map the way you go to visit your grandmother. Choose a route that is special to you and can express who you are as a girl in your community.*

6. Give the girls 20 minutes or more to complete their maps. Let the girls chat with friends and design together but each girl should make their own individual map. When finished, hang the maps around the room gallery style.
7. Once the maps are finished, invite all girls from all groups to do a gallery walk and view the personal maps. You can say,

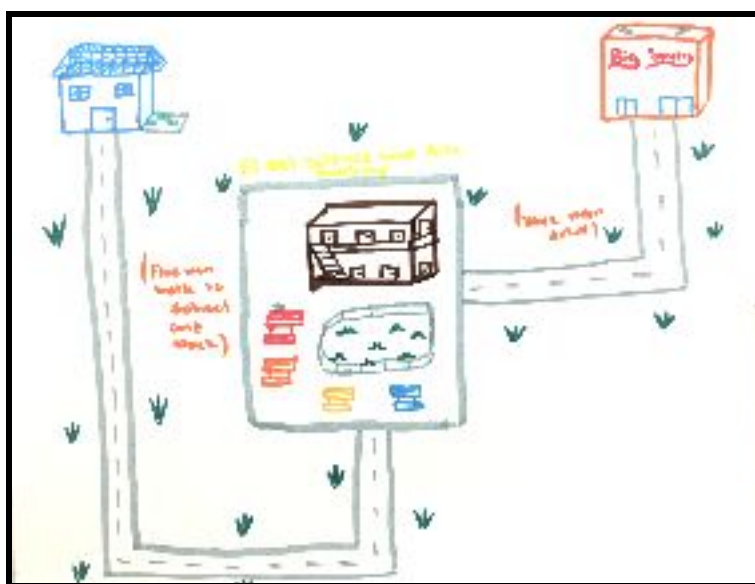
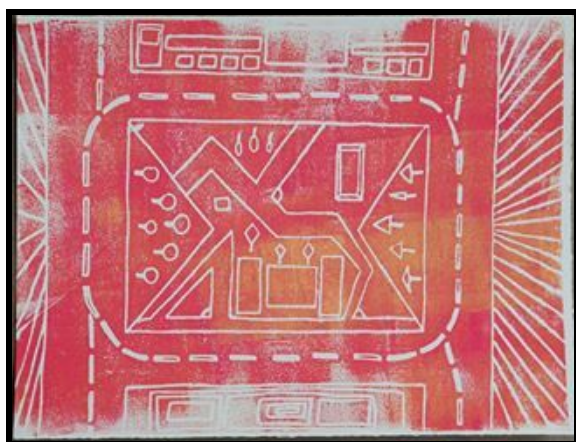
*We are now going to do a gallery walk to have the opportunity to look at all of our community maps. You may notice that there are similarities in our maps and also differences. This is because we all have things in common and things that make us unique - we all live in the same community but experience it is very different and special ways!*

8. After girls have completed their gallery walk, The IDG Celebration Leader will invite girls to share their maps with the group. As girls share, facilitate a discussion, encouraging girls to reflect on how it felt to create their community maps and how their maps connect to what others are sharing. You can ask the following:

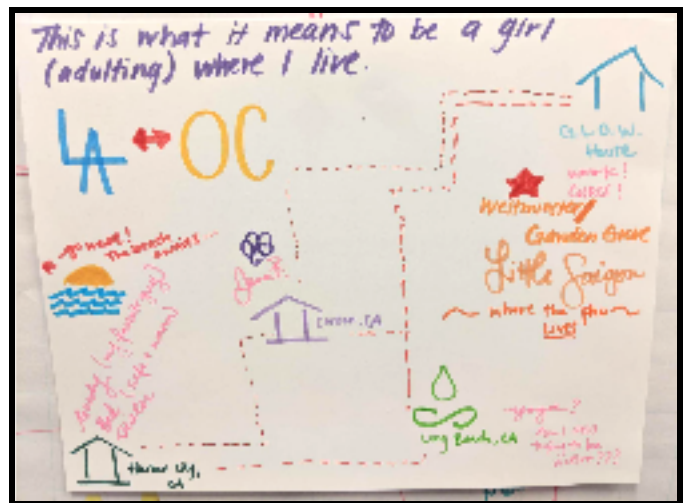
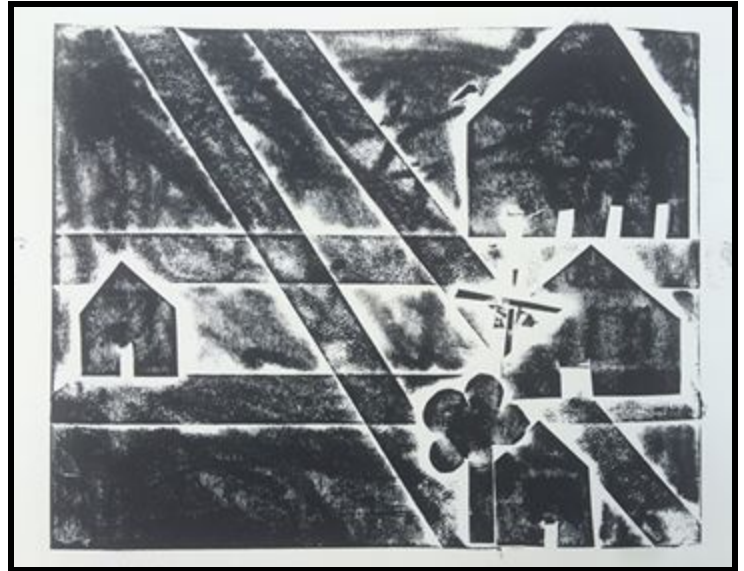
- How did it feel to think about your daily routines and communities?
- What are the “girl” places in our communities? How do we feel as girls in our greater community?
- Was it difficult to map out where you go and what you do? Why or why not?
- What inspired you to decorate your map the way you did?
- Did anyone notice any similarities between your map and other maps?

## Example of finished community maps:

*select photos: Lyz Luidens, Detroit*



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## A Letter to My Community

Girls will think about their communities as a whole and how it makes them feel to be a part of it. They will think broadly about the strengths within their communities and the challenges that affect all members, as well as those that only impact women and girls. While writing their letters, girls will reflect on the emotions that come from being a part of a community with these strengths and challenges and write to their community members expressing their feelings and ideas.

### Materials:

- Paper or Journals
- Pens
- Colored pencils/Markers/Crayons
- Example of a Letter to My Community in Appendix (20)

### Directions:

1. Divide girls back into their smaller Mentor-led groups.
2. Start by welcoming your group and introducing this activity. You can say,

*Today we're going to be writing a letter to our community. In our letters, we are going to imagine that our community is a person. If you could sit down with your entire community and tell it what you think, what would you say? Below you will find a list of ways you can model your letter to you community. Feel free to use these prompts or also come up with your own structure to your letter.*

*You can structure your letter to your community in any way you want; either using these prompts or your own. Take this time to express everything you want to your community. Also remember that your letter to community isn't something that you have to share, so feel free to express yourself in any way you feel comfortable.*

- Love Letter: *Would this be a love letter to your community where you express everything you love about it?*
- Letter of Frustration: *Would it be a letter of frustration; are you frustrated or upset with different parts of your community?*
- Letter of Activism: *Would this letter be a form of activism where you express the issues you see in your community and the actions and solutions you want to take to fix it? Or Would you begin by thinking about all of the amazing things that your community could provide and how it will help you make changes?*
- Letter for Change: *Would this be a letter addressing the issues you see women and girls facing specifically in your community?*

3. Begin with allowing girls to brainstorm in their journals or on a piece of paper, about their communities and the strengths and challenges they see within them. Girls can start with thinking more broadly about general strengths and challenges that affect all members in their community and transition into thinking about what it means to be a girl living in their community. You can say,

*Before we begin our letters to our community, take this time to brainstorm and think about the strengths and challenges that your community has within it. Though we all come from different communities, many of us see similar places of strength and hope, and also face similar challenges. Are there challenges that impact girls and women more than others? Think about how each of the strengths and challenges you identify make you feel!*

4. After girls brainstorm in their journals, allow time for discussion. You can say,

*Let's take just 5 minutes to brainstorm the following:*

- *Strengths of my community*
  - *Challenges in my community*
  - *What is it like to be a girl living in your community?*
  - *As a girl, how does living in your community make you feel?*
  - *Who in your community can you turn to, to express your feelings?*
5. After the brainstorm, allow girls to begin writing letters to their communities. In this letter, encourage them to think about their community as if it were a person. While writing, they can express how the strengths and challenges of their communities make them feel, as growing girls. They can structure this letter very freely. Remind them that they can draw inspiration from the examples below:
    - Love Letter
    - Letter of Frustration
    - Letter of Activism
    - Letter for Change

Girls are not limited to writing within these categories and can express their letters in any style and perspective they want. An example is provided in the Appendix. You can say,

*Take this time to begin writing your letter to your community. In this letter, imagine your community is a person, write this letter in the same way you'd write to a friend or family member, but focused on your community. Though you cannot have a conversation with your entire community, imagine you had the opportunity to sit your community down and*

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*express your feelings, what would you say?*

*Think about how the strengths and challenges you've just brainstormed make you feel. How does it feel being a girl growing up in your community? How can your community be an ally to you when dealing with issues? There may be a mix of feelings that come from thinking about your community's strengths and challenges, and that's ok. Feel free to let your community know what you think and how you feel!*

*You can begin this letter with Dear COMMUNITY NAME and end it Love/Sincerely YOUR NAME.*

6. Allow participants about 15 minutes to compose their letters.

7. After writing, bring your small group back together for a short discussion. You can say,

*Take a moment to read through your letter to community. Circle the words and ideas that help convey the emotions you feel when you think about your community. For example, when I read through my letter, the emotion that stands out to me is "hopeful." I'm hopeful about what my community is capable of and what it can become.*

8. Have participants do a turn and talk to share the words they circled and why. After the turn and talk ask girls to share their words with the group. Ask the following questions or any others that feel relevant to your group,

- *Are there words that came up several times?*
- *Do you and your peers have similar words that came up in your letters? Why do you think that is?*
- *What words feel the most important to you as a group?*

9. Help participants choose one word to represent the group. Explain that in a moment each of the small groups will come together to do a word pulse with their words. You can say,

*Together, choose just one word that you will all say aloud at the same time. We're going to do a word pulse with those words. During the word pulse each group will begin with saying "We are..." followed by the word they chose that represented everyone's letters to their communities.*

10. One by one, have each small group say "We are..." and the emotion word they chose to represent their communities. Once one group shouts their "We are..." the rest of the girls in the circle should shout their phrase back to them. Repeat the activity several times, having each small group say their phrase louder and louder.

## Inspiring the World: Community Action Pledge Activity (Optional)

Participants will write a pledge to build on the positive actions they see already taking place in their community. Pledges can be simple actions for girls to take on their own or with members of their community to begin to make a larger, positive change.

### Materials:

- Journals and/or blank paper
- Pens and/or pencils
- Colorful paper
- Scissors
- Chart paper and markers

### Directions:

1. Start by introducing this activity to your group. You can say,

*We are going to use all of the thinking, sharing and learning from our activities today to come up with an action we can each take to build on the positive contributions we see others making in our communities.*

*To start, we'll all think about the personal and community strengths we shared in the first activity today and the needs of women and girls that we see people in our communities supporting that we wrote about in our Letters to our Communities. Then we'll think of a specific action each of us can take to add to the good things we see others doing. This can be:*

- *Inviting a new friend to come to your HerStory Club*
- *Helping younger members of your school or neighborhood with homework*
- *Helping older members of your community with small tasks*
- *Sharing your ideas for how to make the community better with three adults who might be able to help*

2. Ask girls to open up to a new page in their notebooks, or give each a sheet of paper to use to brainstorm ideas they have for their action promises. You can say,

*In your notebook or on your paper, begin thinking about an action you can take that will build on the positive actions you see others taking in your community, and what you wrote and drew about in your window. On one side you can make a list of the kinds of good things you see people doing in your community and how they are making the community better. Then on the other side, you can make a list of specific actions that you could take this week to help build on that positive change. The actions you think about*



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*should be something that you can do alone or with the help of a friend or your HerStory Club.*

3. Give girls 10 minutes to brainstorm, moving around the group as girls work to help anyone having trouble thinking of ideas, understanding the activity, or getting started.
4. When girls are done brainstorming, ask everyone to pick one of their actions to share with the larger group. This will be the pledge they will make to take action and make their community stronger. Have girls share first with a partner in a turn and talk, and then invite 3-4 volunteers to share out with your small group. You can say,

*Look at the list of actions you wrote down in your notebook. Choose one action that you would like to pledge or promise to take in your community this week or month. By making this pledge and taking action, we are standing together to make our communities stronger. Let's share our pledges with the girl sitting next to us, then we'll share out in our group!*

5. After sharing, explain that they will be making a Pledge to their Community with their own "Helping Hand". Pass out sheets of colorful paper. Girls will trace their hand on a sheet of paper, cut out the hand and write or draw their pledge on the hand. Mentors should walk around and help girls who are having trouble thinking about and finalizing their pledges. You can say,

*As our final step, we are going to create our own "Helping Hands" Pledge to our Communities. First you'll cut out of paper your "Helping Hand" and then you'll write or draw on it your community action pledge.*

6. Once everyone has finished, invite girls to share out the writing or drawing they did of their community action pledges with the big group. As girls share, the IDG Celebration Leader can facilitate a discussion, encouraging girls to reflect on how it felt to create their statements, how their ideas and thinking connect to what others are sharing, and how they will use their strengths to complete them. You can ask the following:
  - How did it feel to create your community action pledge?
  - What strengths are you going to use to complete it?
  - Did anything surprise you?
  - How did it feel to hear the pledges other girls made?
  - How do you think your pledged action is going to impact your community?
  - How do you think other HerStory girls could help your action have an even bigger impact on the community?

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7. After sharing and discussing their pledges, the IDG Celebration Leader can invite all girls to post their pledges around the room and encourage girls to reflect and share their thoughts and feelings at seeing all the pledges in one place. You can ask,

- What does it feel like to see all of our pledges together?
- What could happen if everyone here today completed their pledges?

Example of community action pledge “helping hand”:



## Appendix

### Build A Girl, Build A Community Fact Sheet

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

- 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 Department of State).
- When you educate a girl she will earn up to 25% more and reinvest 90% of her income in her family (CAMFED).
- Maternal income increased family nutrition by 4-7 times more than the income of fathers and child survival had a highly positive relation to unearned income of mothers, and that the effect is 20 times larger compared to fathers (Thomas, 1990)
- Children of educated mothers are twice as likely to survive past the age of five (UN Girls' Education Initiative).
- 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).
- Girls living in areas of conflict are 90% more likely to be out of secondary school than those living in areas without violence (UNESCO).
- 12 years of education for every girl would result in a 64% drop in child marriage, 59% drop in early births and 49% drop in child deaths (Malala Fund).
- Every additional year of school increases a girls' eventual wages by an average of 12% (Brookings Institution).

## Appendix

### Letter to My Community Example

*This is one example of what a Letter to My Community could look like.*

Dear Harlem,

I have so many mixed emotions toward you, but my love for you is deep. You are a part of my creation. My grandparents fell in love in Harlem, my mother was born and raised in Harlem, I grew up in Harlem and currently still live in Harlem.

But I need to tell you all my feelings about you and how you make me feel being from Harlem. As a girl growing up to the woman I am today, you've often made me feel targeted, unsafe, and unworthy. I feel targeted when walking past groups of guys on the street corner. They stare and they say inappropriate things. I feel singled out just because I am a girl and no one is saying anything to stop men's behavior. I feel unsafe when I walk down the street and see violence. This is not how I want you to be; I want you to be healthy and I want you to be united. And lastly, I sometimes feel unworthy being from Harlem. People think being from Harlem means being uneducated and inferior. Though I know this is not true, I want you to work toward changing people's minds. Work toward strengthening and uplifting us, so we can be powerful outside of our community.

But I also feel resilient coming from you, Harlem. I feel cared for. I know if I needed someone, I can walk into a church or a school building and someone would help me. I know I come from people who have been beat down and broken for years but still find ways to smile and celebrate. Harlem, your loud music in the streets, the sweet smells of food, your colorful clothing, your rich culture and history. You make me feel proud. I say I'm from Harlem with confidence.

I thank you for creating me but I also want you to get stronger. There is a lot of work to be done, but I'm always here to help!

Love,  
Binta

## Appendix

### Survey Instructions for IDG Celebration Participants:

Please print and allow time for all girls to complete the retrospective survey on pages 22-23 before leaving the IDG Celebration. To administer the survey you can say,

*Before we finish up for the day we would like for you to take this short survey about your experience at this International Day of the Girl Celebration.*

*We ask our participants to complete these surveys so that we can learn how our programs and activities affect you. Your responses and feedback help Global G.L.O.W. make their programs even better for you and other girls around the world!*

- 1. There are no right or wrong answers to these questions.*
- 2. We want to know what you think and how you feel about things. Your honest answers will help us understand and improve our programs.*
- 3. Your answers are private and confidential, no one who knows you will see your answers.*
- 4. This is a voluntary activity. We hope you answer all the questions but you can stop anytime, and skip any questions you wish.*

*If you have a question about one of the statements on the survey you can raise your hand and one of the Mentors will come over to help you.*

*Some of the questions ask you to think about your experience BEFORE and AFTER today's Celebration. Please fill in the circle on the scale that feels true for you and your experience.*

*For the write in questions, you can answer with sentences or even just words. Again, we thank you and value your honest feedback in order to make our programs better for all girls!*



### HerStory IDG or Local Summit Retrospective Reflection (Member Form)

<b>Name:</b>	<b>Date:</b>
<b>Partner Organization:</b>	<b>City/State &amp; Country:</b>
<b>Number of years in HerStory:</b> (circle one)    0   1   2   3   4   5   6   7	<b>Age:</b>

- **There are no right or wrong answers to these questions.**
- We want to know what you think and how you feel about things. Your honest answers will help us understand and improve our programs.
- Your answers are private and confidential, no one who knows you will see your answers.
- This is a voluntary activity. You do not have to complete this survey, you can stop anytime, and skip any questions you wish.

**For each of the questions with a scale, please think about your experience *BEFORE* and *AFTER* the HerStory Summit. Please fill in the circle on the scale that feels true for you and your experience.**

	Very low-----Very high									
	1	2	3	4	5	6	7	8	9	10
1. BEFORE the HerStory Summit, <b>my general confidence</b> was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. AFTER the HerStory Summit, <b>my general confidence</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. BEFORE the HerStory Summit, <b>my positivity about my future</b> was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. AFTER the HerStory Summit, <b>my positivity about my future</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. BEFORE the HerStory Summit, <b>my ability to express my ideas for improving my community</b> was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. AFTER the HerStory Summit, <b>my ability to express my ideas for improving my community</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. BEFORE the HerStory Summit, <b>my confidence in my ability to improve my community</b> was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. AFTER the HerStory Summit, <b>my confidence in my ability to improve my community</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participant Name:

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## General Reflections (Member Survey part 2)

1. How have the activities or experiences at the HerStory Summit impacted you? Please be as specific as possible.

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2. What did you enjoy about your experience at the HerStory Summit?

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3. What would you change or add to make future HerStory Summits better?

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4. What were you inspired by during the HerStory Summit?

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5. What else would you like to share?

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## Appendix

### **Survey Instructions for IDG Celebration Mentors/Coordinators:**

Please print and allow time for all Mentors/Coordinators in attendance to complete the survey on pages 25-26 before leaving the IDG Celebration.

Global G.L.O.W. deeply values the thoughts and feelings of our Volunteers, Mentors, and Coordinators!

We welcome your honest feedback regarding this event and the activities you and your mentees have participated in today. Your thoughtful answers are used to improve Global G.L.O.W. programs for other Volunteers, Mentors, Coordinators, and Mentees around the world.

Thank you for your time and your commitment to the Global G.L.O.W. community!



## HerStory IDG or Local Summit Reflection (Mentor/Coordinator)

<b>Name:</b>	<b>Date:</b>
<b>Title/Role with HerStory:</b>	<b>Partner Org. &amp; Location:</b>

- **There are no right or wrong answers to these questions.**
- We want to know what you think and how you feel about things. Your honest answers will help us understand and improve our programs.
- Your answers are private and confidential, no one who knows you will see your answers.
- This is a voluntary activity. You do not have to complete this survey, you can stop anytime, and skip any questions you wish.

**For each of these questions with a scale, please think about how your experience at the HerStory Summit impacted you. Please fill in the circle on the scale that feels true for you and your experience.**

	Very low-----Very high									
Because of the HerStory Summit...	1	2	3	4	5	6	7	8	9	10
1. My <b>general confidence</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My <b>positivity about my future</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My <b>ability to express my ideas for improving my community</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My <b>confidence in her ability to improve her community</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**For each of these questions with a scale, please think about how your experience at the HerStory Summit impacted your mentee(s). Please fill in the circle on the scale that feels true for them and their experience.**

	Very low-----Very high									
Because of the HerStory Summit...	1	2	3	4	5	6	7	8	9	10
5. My mentees' <b>general confidence</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My mentees' <b>positivity about her future</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My mentees' <b>ability to express her ideas for improving her community</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My mentees' <b>confidence in her ability to improve her community</b> is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name: \_\_\_\_\_

## General Reflections (Mentor/Coordinator Survey part 2)

1. How have the activities or experiences at the HerStory Summit impacted you? Please be as specific as possible.

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2. What did you enjoy about your experience at the HerStory Summit?

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3. What would you change or add to make future HerStory Summits better?

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4. What were you inspired by during the HerStory Summit?

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5. What else would you like to share?

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# HERSTORY

*Certificate of*

## COMMUNITY ACTION

Presented to

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On International Day of the Girl

October 11, 2019

*Thank you for Standing Up for Girls!*

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