

ALBERTA DIVERSITY CHALLENGE – Part 3 SPARKS



MEMBERSHIP COMMITTEE

INTRODUCTION

Everyone is different. While we all come from a family, a community or country, there are still things that make us different from those around us. We are each special and unique. The three-year Diversity Challenge allows us to discover the diversity within our families, Guiding units, community, our world and ourselves. Complete just one year of the challenge or all three parts to discover the diversity that makes us unique. Part 1 and Part 2 are already available on the Albert Girl Guides website (<http://www.albertagirlguides.com/06challenges.html>)

CHALLENGE – Do any 6 of the following 9 activities

Hair (Reprinted with permission from the National Network for Child Care - NNCC. Biles, B. (1994).

Go through magazines and catalogues to clip pictures of different colour and types of hair (straight, curling, texture, long, short etc). Glue each picture onto a different piece of cardstock. Discuss about how everyone's hair is different in colour, look, feel, texture and thickness. Place the pictures around the room. Have each Spark go to the picture most like them. Take a photo of each Spark and make a collage of the different styles, colours and shapes in your unit.

My Book

Plan a PJ/popcorn party where each Spark brings a book to be read at the meeting. Encourage the Sparks to bring books that talk about how people are different, different cultures, celebrations or family orientation. This meeting could also be planned as a Mother/Daughter meeting with each mom reading their own Spark's book aloud to the group.

Sharing Circle

This activity involves the Sparks sharing stories about themselves. Although it can be done exclusively in a sharing circle, it could be an activity including a skit, role play etc. Get the Sparks to think and share their answers to the following questions:

- Share a story of someone you respect
- Share a story of a time you took responsibility for something you had done or said
- Share a story of you being brave

- Share a story of when you told the truth even though it was hard to do so
- Share a story of when you felt sad or happy for someone

Me

This is an art activity that can be kept simple (crayons) or additional materials can be used to make it more involved (magazines, glitter, stickers etc). Have each Spark print her name on a sheet of paper and decorate it. Next have them add pictures or drawings of their favourite things around their name. Allow each Spark to describe their picture and post them in the meeting space.

Buddy Painting

This activity involves two Sparks working on a painting (or colouring) together. Take two pieces of paper and tape them together at the center (with an overlap). Have the Sparks to work together on their creation. Once the painting is complete, simply untape the large painting to make two smaller paintings. Explain to the Sparks they can take their smaller painting home and remember that this small painting is also part of a larger buddy one.

Communication

We may not all speak the same language but we can still communicate. Set up stations around the hall, each with a different method of communication for the Sparks to explore. Use verbal (talking, singing, telling stories, sounds we use), non-verbal (showing emotions, charades), visual (signs, letters, numbers) and written forms (books). You can also think about the different equipment we use to communicate (phone, alarm, film). After exploring the centers talk about how we are different and the same when we communicate.

A Me Puppet

Bring in a variety of craft supplies including pieces of fabric, buttons, yarn, decorative supplies and socks. Allow each Spark, with assistance, to create a sock puppet of them. Look at how all the puppets are different but still represent a Spark.

Homes Around the World

We all live in different homes. This is a craft activity that allows Sparks to build different kinds of homes. Bring to the meeting different boxes and shapes (rolls, canisters etc) as well as general craft supplies (fabric, crayons, glue) and pictures of houses around the world (National Geographic is a good source). Talk to the Sparks about where we live. What are our homes like? Why do we live in houses? Why are houses different from each other (location, weather, materials)? What makes our houses different? Show the Sparks pictures of different houses. Allow the Sparks to build their own house with the supplies provided.

What Can You Do?

Families within our communities cannot always afford the basic needs. Talk to the Sparks about what they need to live. Ask how they could help other families. Organize a food, book, clothing or toy drive to pass along to a local charity or organization.

ALBERTA DIVERSITY CHALLENGE - Part 3

BROWNIES



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Part A – Discuss the following questions as a group

1. What are feelings?
2. What are some of the feelings we have?
3. What impacts how we are feeling?
4. How can our feelings impact us and people around us?
5. Do we all share feelings the same way? What might impact this? (age, culture)

Part B – Do any 5 of the following 8 activities

Feelings (adapted from

http://www.ece.gov.nt.ca/Divisions/kindergarten_g12/Health%20K9%20Single%20Files/G2/02Gr2_ME.pdf)

This activity is great to follow-up after Part A. Have the Brownies break into small groups, giving each group one of the situations: Your uncle gives you \$2.00; you have broken your friend's hockey stick; your best friend won't play with you; you are going on the plane to Disneyland; your sister hits you; your babysitter won't let you go out to play; there's a bear near the school; your family is going camping. Have each group create a skit based on their situation and act it out for the rest of the unit. What was the emotion? Follow up with further discussion on feelings and emotions.

Walk Apart – Walk Together

At time we may feel our difference drive us away from people and the ways we are similar bring us together. This is a great discussion starting point. Have two Brownies stand back-to-back. Have the other Brownies call out ways the two standing Brownies are different (i.e. long hair, different socks etc). Once the two Brownies are apart from each other, have the group call out ways the Brownies are the same (i.e. both girls, both Brownies etc). This is a great starting point to a discussion on our differences and similarities.

Rainbow Fish

Read the book Rainbow Fish by Marcus Pfister. Talk about what it is that makes a good friend or to be a friend. Create a large fish shaped cutout. Give each Spark a piece of

paper that represents a fish scale. Have each Spark write a word or two about friendship qualities. Add the completed scales to the large fish cutout.

A Me Puppet

Bring in a variety of craft supplies including pieces of fabric, buttons, yarn, decorative supplies and socks. Allow the Brownies, with assistance, to create a sock puppet of themselves. Look at how all the puppets are different but still represent a Brownie. This could be expanded to include doing a puppet theatre performance.

Simon Says – Who are You? (From http://www.education-world.com/a_lesson/00-2/lp2061.shtml)

Explain that you are going to play a game of Simon Says that only allows some students to respond to each command. Lead a game with directions such as:

Simon says "everyone with brown eyes, stand up." Simon says "Everyone who has a dog as a pet, put your right hand on your head." Simon says "Everyone whose favorite sport is soccer, stand on one foot." Simon says "Everyone who speaks more than one language, jump up and down."

At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. The trait they share must be something they didn't know before playing the game. What did it feel like to not be able to play the whole game? What was it like to play but see others not to be able to play?

Paper Bags

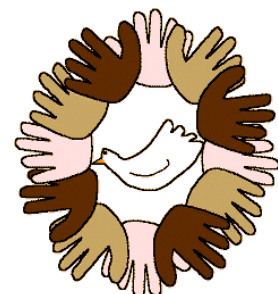
Bring a paper bag for each Brownie. Let them decorate the outside of the bag with cutout pictures, colours or craft supplies illustrating who they are. Give them some ideas but ask about their family, their religion, their hobbies, where they live, the things they enjoy doing and their values. After this is complete, ask the Brownies to put something inside of the bag that represents who they are but not obvious by looking at them. Get the Brownies to share the items on the inside and outside of their bag.

Be Kind

Many times, it is the little things we do that can make a difference to people. This could be as simple as holding open a door for someone, not littering or returning a book you borrowed. Brainstorm the different things you could do in your community to be kind. Challenge each Brownie over the next week to be kind to people in their community.

Dove Peace Wreath (adapted from <http://www.dltk-kids.com/world/punitywreath.asp>)

This wreath symbolizes cultural unity. You can adjust the handprint colors for different occasions. Trace each Brownie's hand. Paint each traced hand in a variety of skin tones. Cut out the handprints and glue them together in a circle to form a wreath. Make and glue the dove onto the back of the wreath (so the wreath acts like a picture frame). Trim the edges as necessary.



ALBERTA DIVERSITY CHALLENGE – Part 3 GUIDES



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Part A – Discuss these questions as a group:

1. When did you first hear the expression "multicultural society"? What does it mean to you?
2. What does discrimination mean? Have you experienced it?
3. What does xenophobia mean?
4. What does poverty mean to you? Are there people living in poverty in your community?
5. What does it mean to be Canadian? What does Canada mean to people from other countries?

Part B – Do any 5 of the following 8 activities

My Potato

Bring enough potatoes (or lemons/apples etc) for each Guide to the meeting. Talk about what makes individuals unique. Give each Guide a potato. Get them to study their potato, give the potato a name and think up a little story about it. Have each Guide share the "history" of their individual potatoes. Once this is complete, take each potato back and mix them up. Place all the potatoes in the center of the room. Ask each guide to go and identify and claim "their" potato. Did each Guide find their potato? Why or why not? How are the potatoes similar to people? In what ways are people different?

Select Few

It is not unusual for people to be given special access/attention based solely on their appearance. This activity is the starting point to a discussion. At some point in the meeting, give 4 or 5 Guiders a sticker to place on their forehead. Tell them they can do whatever they want for the rest of the meeting (must stay in the building) and then continue on with the preplanned activity for the rest of the group. This often leaves the remainder of the group confused and frustrated. After a set time period, bring the "chosen" Guiders back into the meeting. What did it feel like to be given special treatment? To not be chosen? Was it fair? Who might deal with this type of situation on a daily bases?

Where do Your Clothes come from?

Prior to the meeting, have each Guide go through their personal closet and write down where their clothes are manufactured. Where most items made in Canada? Outside of Canada? Have each Guide select one item and research that country further, bringing the garment and information to the next Guide meeting. Have each Guider share their research with the group.

Your Holiday

Each culture has days of the year that are significant to them. Start the discussion around days the Guiders are familiar with and move into holidays that some but not all may know (depending on their background). Discuss what it is that makes a holiday special (the food, when it happens, what is being celebrated, why) and brainstorm their perfect holiday. Come up with ideas the group can agree on and then give the holiday a name. If possible, celebrate the holiday the following week inviting guests to join you.

Stereotypes

At times, we base our opinion of someone on what we think instead of what we know. This activity gets the Guides to brainstorm what they think about different people. On chart paper write the following: babies, preschool kids, teenagers, parents, senior citizens. Using one category at a time, have the Guides say the first thing that comes to mind for the selected type of person. Do the same for the remaining categories. After the activity is complete, have a discussion – do all people fall in the stereotypes listed? Do you know people just like this? Not at all? How does a stereotype impact people? Positive? Negative?

Rights

What rights do you have living in Canada? Rights as a youth living in Canada? Have these rights always been in place. Break the unit into small groups and have each group find out information about different Human Rights. Compare and contrast this with the rights youth the same age in another country might have.

Unfair Treatment

Has there been a time when you have been treated unfairly or judged based on your age, skin colour, gender, where you live, your family or even the clothes you were wearing? How did you feel? Why do you think someone treated or thought about you this way? How do you think you should have been treated? Have you done this to others?

What is?

Divide the Guides into smaller groups. Give each group one word – i.e. stereotype, discrimination, racism, assumptions etc. Have each group think about the definition of their word. Once they have an understanding of the word, have each group do a role-play/skit to demonstrate the word. Have each group perform the skit for the entire group allowing for discussion after the performance.

ALBERTA DIVERSITY CHALLENGE – Part 3 PATHFINDERS / SENIOR BRANCHES



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Part A – Do both of the following activities

1. What is the history of your town, city or community? Where did the people come from when your area was first developed? Where do community members come from today?
2. What does it mean to be a “minority”? Is there a minority group within your community?

Part B – Do any 4 of the following 7 activities

Identity (from <http://www.eycb.coe.int/edupack/08.html>)

Who are you? Many different things make up who we are. Some things people can see and other things are hidden. What are the 5 things that you feel make up your identity? This could include where you live, what you do, your religion or your cultural group. Fill in and colour the attached worksheet. Compare your sheet with others in your unit. What are the things you have in common? The differences?

Are you a Diversity Agent?

Hand out the attached work sheet. Get each member to work on the sheet individually first, checking the square that applies best to them. Come back as a group to discuss:

1. Were there questions that were hard to respond to? Which ones and why?
2. What makes it difficult to do the things that are rarely do?
3. What other behaviours would you add to the list?
4. What behaviours do you consider important to creating an accepting society?
5. What would help you to achieve this?

In the News

At times, the media does not always represent society's diverse groups and organizations equally. Challenge the Pathfinders/Senior Branches to take part in a diversity audit. For one week, ask them to watch how minority groups are represented in the media. Encourage them to clip related newspaper articles. Was there equal representation? Was there a group that was represented more than other groups? When minorities were represented in the media, what was it regarding?

Standing By

Read the following quote: *"The world is too dangerous to live in - not because of the people who do evil, but because of the people who stand by and let them."* Albert Einstein. Ask, have they witnessed a situation were they stood by? What was it? How did this make them feel? If they were able to do things again, would they change how they responded? Why or why not?

Cool or Uncool

Divide the members into two groups. Give each group a large sheet of paper, pencils and crayons. Ask one group to draw a picture of a "cool" person and one group to draw a picture of an "uncool" person. Hang up the finished pictures. Discuss, what makes someone cool? Uncool? Which do you consider yourself? What is the coolest thing you have done? The uncoolest? Do we want to be cool? Why? Next, move the discussion into uniqueness and what makes each person unique.

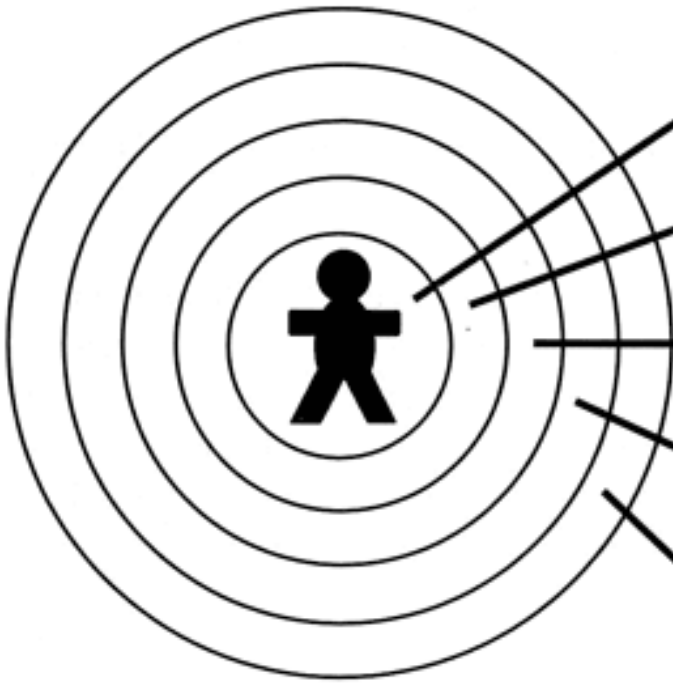
M&M's (from <http://www.multiculturalcenter.org/exercises/MM.pdf>)

Pass around a bag of M&M's to each member. Have them separate the M&M's into groups by colour. Designate one colour for each aspect of individuality, (i.e red=name, yellow=birth place, green=cultural background). Go around the room and have each member tell information related to the colour of M&M being discussed. What is it about M&M's that make them similar (all chocolate covered candies)? What makes them different (all different colours)? How does this apply to people? What makes us different? Similar?

Chatter (from <http://www.peacecorps.gov/wvs/educators/lessonplans/lesson.cfm?lpid=278>)

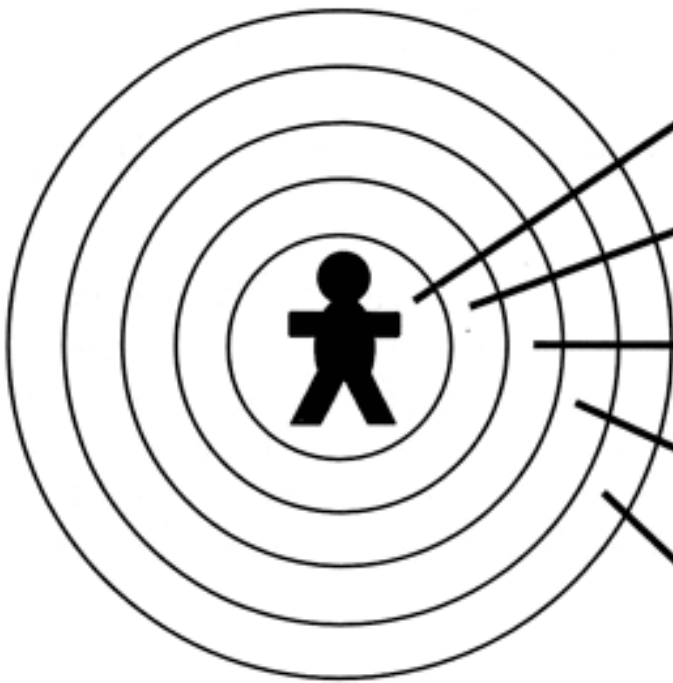
Break the members into groups. Explain that you hosting a party with guests attending from many different backgrounds. Shuffle and hand out a Chatter sheet to each group. Ask them to read to themselves what their sheet says and then put it away so others can not see it. The members should act at the party based on the information on the sheet they received. Blow a whistle to start the party (role-play). After a set period of time, stop the action. Tell the members that there are 12 different etiquette sheets and that it is possible for more than one person in each group to have the same sheet. Ask the members to think back silently about their conversations and to guess what instructions each player had on his or her sheet. After a brief pause, ask the participants to take turns telling their guesses to the rest of the groups. What was this exercise like? What did it teach you about others customs?

MY IDENTITY



- 1
- 2
- 3
- 4
- 5

MY IDENTITY



- 1
- 2
- 3
- 4
- 5

HOW MUCH OF A DIVERSITY CHANGE AGENT ARE YOU?

Directions: Respond to the following statements by checking the appropriate column.

	Usually	Sometimes	Rarely
1. I challenge stereotypic comments and assumptions.			
2. I engage friends in discussions about diversity.			
3. I spend time (e.g., lunch, breaks) with people who are different from me.			
4. I bring diversity concerns to the attention of my friends, educators or family members.			
5. I let people know that ethnic, gender, racial, religious, etc., jokes are off limits.			
6. I challenge/question comments and complaints about other groups when I feel it is not right.			
7. I listen to others' concerns with an open mind and questioning attitude.			
8. I suggest resolution strategies when there are diversity related conflicts.			
9. I explain the advantages for effectively dealing with diversity.			
10. I ask for suggestions about ways to make the school/community environment more inclusive.			
11. I speak up and educate when I hear a derogatory comment, slur, or joke.			
12. I seek out people to talk with whose views are different from mine.			
13. I challenge my own assumptions and stereotypic thoughts.			
14.			
15.			

(Adjusted from <http://www.gardenswartzrowe.com/diversity.doc>)

Chatter – Workshop Sheets

It is impolite to shout, so talk softly. Whisper. Even if people cannot hear you, do not raise your voice.

It is impolite to talk to more than one person at the same time. Always talk to a single person standing near you so that you can have a private conversation. Do not address your remarks to the group as a whole.

It is important to get others' attention before you speak, so hold your hand above your head and snap your fingers before you make a statement or ask a question. That's the polite way to get everyone's attention.

It is impolite to crowd people, so maintain your distance. Stand away so that there is at least an arm's length between you and the nearest person. If anyone gets too close to you, back off until you have achieved the required distance.

It is friendly to share your thoughts and feelings without any inhibition, so make several self-disclosure statements. Describe your intimate feelings about different subjects. Ask personal questions of the other members of the group.

It is impolite to stare at people, so avoid eye contact. Look at the floor or the speaker's shoes. Do not look at the speaker's face.

It is polite and reassuring to reach out and touch someone. Touch people on the arm or the shoulder when you speak to them.

It is important to show your enthusiasm, so jump in before other speakers have finished their sentences and add your ideas. Remember, it is rude to hold back your thoughts.

It is impolite to speak impulsively. Whenever somebody asks you a question, silently count to seven before you give an answer.

It is impolite to be aloof from others. Stand close to others until you nearly touch them. If someone backs off, keep moving closer.

Be yourself! Behave as you would normally behave at an informal party.
