

FAMILY & CULTURE

AN INSTANT MEETING FOR GUIDES FROM THE BC PROGRAM COMMITTEE

The BC Diversity Challenge has so much program work in it that it requires two meetings to complete. It is worth it, though! With these two meetings you will not only earn the challenge badge, but also complete a significant number of program requirements.



**originally published in the June 2013 FunFinder.*

Note that the Guide and Pathfinder meetings are the same, so these would make excellent bridging meetings.

Meeting Plan

Before the meeting: ask for cultural items to be brought in

- 10 min: Gathering: Different Families Scavenger Hunt
- 5 min: Guide Opening
- 10-15 min: Opening Discussion
- 10-15 min: Cultural Heritage Kim's Game
- 10 min: Kongki Noli (Korean Jacks)
- 20-25 min: Australian Dot Art
- 30 min: International Food
- 10-15 min: Songs From Other Countries
- 5 min: Guide Closing

120 minute meeting. Approximate activity times shown.

Program Connections

You in Guiding: Learn about WAGGGS 1. Game or song from WAGGGS country. 6. Act. of choice.

You in Guiding: Adventures in Guiding: Cultural Awareness interest badge 1. Learn a different culture. 2. Discover special things. 4. Play a game.

You in Guiding: Adventures in Guiding: Heritage interest badge 1. Family background (cultural item shared). 2. Cook a special dish.

You in Guiding: Adventures in Guiding: World Guiding interest badge 4. Make a simple treat. 8. World Guiding Campfire.

Discovering You: Discover What's Important to You 6. Act. of choice.

Discovering You: Girls Creating: Creative Craft interest badge 8. Craft to display (dot art).

Discovering You: Girls Creating: Kitchen Creations interest badge 7. Cook a traditional dish.

Discovering You: Girls Creating: Tasty Treats interest badge

Beyond You: Discover Your Community 1. Share from other cultures. 6. Activity of choice.

Meeting Supplies

- | | | |
|--|--|---|
| <input type="checkbox"/> scavenger hunt sheets | <input type="checkbox"/> tray | <input type="checkbox"/> optional: Australian animal colouring sheets |
| <input type="checkbox"/> pencils or pens | <input type="checkbox"/> towel | <input type="checkbox"/> poster or tempera paint |
| <input type="checkbox"/> cultural items (Guiders may wish to bring extras) | <input type="checkbox"/> paper | <input type="checkbox"/> cotton swabs |
| | <input type="checkbox"/> stones: 5 for every 2 girls | |

Gathering: Different Families Scavenger Hunt

Directions

Instead of talking about different kinds of families (as suggested in the challenge document), have the girls mingle and see if they can find someone to fit in each of the boxes on the next page. Yes, each girl can fill in as many squares as she fits into!

Supplies

- scavenger hunt sheet (next page)
- pencils or pens

Opening Discussion

Using the Scavenger Hunt results from the **Gathering** as a starting point, talk about the different types of families that are represented in your unit. Explain that not all families are the same, and we need to respect that everyone is different.

What type of family is not represented in your unit?

Cultural Heritage Kim's Game

This game uses cultural items that the girls have brought with them to the meeting. Just in case they forget, Guiders should bring in some items of their own.

Directions

1. Place each of the cultural heritage items on the tray. If you have a large unit, split into two smaller groups to do this activity.
2. With all items on the tray, allow the girls about a minute to look at the items, then cover them with the towel.
3. Have the girls write down as many of the items as they can remember.
4. After they have listed as many as they can remember, lift the towel and see how many items they remembered.
5. Allow the girls to briefly talk about the items that they brought.

Supplies

- the girls' cultural heritage items that they were asked to bring in
- tray to place items on
- towel to cover items
- paper & pencil

Find Someone Who Lives in a Family That...

...has no brothers or sisters.	...has a grandparent living with them.	...has two parents living with them.	...has a stay-at-home dad.	...lives with a stepsister or stepbrother.
...lives with just one parent or guardian.	...has more than 6 people in her family living together.	...has two people of different races living together.	...lives with a stepmother or stepfather.	...lives half the time with one parent, and half the time with the other parent.
...has adopted or foster children in their family.	...has a stay-at-home mom.	...has a young mom or dad (less than 20 years older than her.)	...does not live with mom or dad, but with aunt or uncle.	...has a mom or dad who works away from home and is away more than they are at home.
...lives with either two moms or two dads.	...has a brother or sister who is more than 10 years older, and no brothers or sisters in between.	...has another family living with them.	...lives with half-brothers or half-sisters.	...speaks a language other than English at home.

Kongki Noli (Korean Jacks)

Directions

1. Split girls into groups of two. Each group has five stones.
2. One girl throws one stone into the air and scoops up a stone from the ground while the first stone is in the air. She must then catch the stone that she threw into the air.
3. If she succeeds, she keeps the first picked up stone in her hand, and again throws a stone in the air while picking up one more stone from the ground. Each time she catches a stone, she keeps it in her hand. This continues until all stones are picked up.
4. For the next round she picks up two stones each time she throws one in the air.
5. Each round increases the number of stones picked up while one is in the air, until all stones are picked up at once.
6. For the final round, she tosses all the stones in the air and tries to catch them on the back of her hand, then tosses them all into the air again and tries to catch them in the palm of her hand.
7. If the player fails to catch the stones at any time, play passes to the other player, who starts at the beginning with one stone.

Supplies

- 5 stones for every two girls

Australian Dot Art

Dot art is a traditional form of artwork by Australian Aboriginals. See the search for more information about dot art:

<https://www.google.ca/search?q=australian+aboriginal+dot+painting>.

Directions

1. Either sketch a picture of a traditional Australian animal, or choose a template.
2. Dip a cotton swab into the paint and dab it onto the paper, careful to only make dots and not to drag it.
3. Change cotton swabs for each colour of paint.
4. Option for older girls: use acrylic paints on a cork trivet or coasters and varnish when dry.



Supplies

- paper or template to fill in (i.e. colouring pages of Australian animals); the sample was done on brown construction paper.
- pencils
- poster or tempera paint
- cotton swabs

Songs From Other Countries

The International Welcome Song

Learn to say Hello in two languages other than English or French with this public domain song which includes English, French, German and Spanish. Hear the song online at <http://youtu.be/mTLGZTLPliw>.

Public Domain (2-part round)

Hey, Hello, Bonjour, Guten Tag
Welcome, Welcome, Welcome, Welcome!
Buenos Dias, Buenos Dias!

Tzena (Israeli Song)

Tzena is a lively Israeli song which can be sung in a round. This song can be found in the Our Chalet Songbook and in the Sangam Songbook, where it is listed as Public Domain. Hear the song at <http://tuneguide.e-guiding.com/tzena.mp3>.

Tzena, Tzena, Tzena, Tzena,
Can't you hear the music playing in the village square?
Tzena, Tzena, Tzena, Tzena,
Can't you hear the music playing in the village square?

Tzena, Tzena, join the celebration.
There'll be people there from every nation.
Dawn will find us dancing in the sunlight,
Dancing in the village square.

Tingalayo (Caribbean Song)

Tingalayo is a Carribean song found in the Jubilee Songbook and listed as Public Domain. Hear the song at <http://youtu.be/GTtnvGhyMAU>.

Tingalayo, come, little donkey, come.
Tingalayo, come, little donkey, come.

My donkey walk, my donkey talk,
My donkey eat with a knife and fork.

Tingalayo, come, little donkey, come.
Tingalayo, come, little donkey, come.

My donkey eat, my donkey sleep,
My donkey kick with his two hind feet.

Tingalayo, come, little donkey, come.
Tingalayo, come, little donkey, come.

Tongo (African Chant)

Tongo is an African chant song found in the Jubilee Songbook and listed as Public Domain. Each bar is chanted by the leader, then repeated by the whole group. At the end, the last two phrases gradually slow down and die away. Hear the song at <http://tuneguide.e-guiding.com/tongo.mp3>.

Sing through the following song twice.

Tongo (Tongo)

Jim-de-be-na be-i-oh (Jim-de-be-na be-i-oh)

Tongo (Tongo)

Oo-pe-oo-kum-ba-yah (Oo-pe-oo-kum-ba-yah)

Oh-wa-lay (Oh-wa-lay)

Mah-lee-pah-may-lee-way (Mah-lee-pah-may-lee-way)

International Food

Depending on the setup of your meeting place, you could either have the girls prepare some international foods at the meeting or ask them to bring a sample of international foods to share from home. The girls could bring their own choice of foods, but here are some online recipes for ideas:

The Irish Girl Guides have an outreach pack, which includes recipes from a number of countries at:

[http://www.irishgirlguides.ie/images/forms/International ideas from outreach pack.pdf](http://www.irishgirlguides.ie/images/forms/International%20ideas%20from%20outreach%20pack.pdf)

as well as some traditional Irish recipes at: [http://www.irishgirlguides.ie/images/forms/Irish Recipes.pdf](http://www.irishgirlguides.ie/images/forms/Irish%20Recipes.pdf)

Girl Guides South Africa lists some traditional South African recipes on their site: <http://www.girlguides.org.za/old/index.php/south-african-info?showall=&start=2>

Girl Scouts of the USA has a 2010 World Thinking Day Guide with links to a number of international recipe websites <http://goo.gl/sLhq8h>

CELEBRATING & UNDERSTANDING OUR DIFFERENCES

AN INSTANT MEETING FOR GUIDES
FROM THE BC PROGRAM COMMITTEE

The second of two meetings to complete the BC Diversity challenge. **originally published in the June 2013 FunFinder.*

Meeting Plan

Before the meeting: ask for food bank items to be brought in

- 10 min: Gathering: Food Bank Donations Word Search
- 5 min: Guide Opening
- 10-15 min: Skittles Game
- 15 min: Feed a Family for \$10
- 10-20 min: Hidden Disabilities: The Misunderstood Child
- 10 min: No Hands!
- 5-10 min: Make New Friends Song with Sign Language
- 5-10 min: Dove Evolution Video
- 30-35 min: Graffiti Wall
- 5 min: Guide Closing

120 minute meeting. Approximate activity times shown.

Meeting Supplies

- | | |
|--|--|
| <input type="checkbox"/> Food Bank Donations word search | <input type="checkbox"/> sheets of flip chart paper or blank newsprint |
| <input type="checkbox"/> pencils/pens/markers | <input type="checkbox"/> masking tape |
| <input type="checkbox"/> Skittles game cards (included) | <input type="checkbox"/> magazines |
| <input type="checkbox"/> a large bag of Skittles | <input type="checkbox"/> scissors |
| <input type="checkbox"/> napkins or small plates | <input type="checkbox"/> glue sticks |
| <input type="checkbox"/> paper | <input type="checkbox"/> stickers |
| <input type="checkbox"/> grocery store flyers | |
| <input type="checkbox"/> computer to watch a video on | |

Program Connections

You in Guiding: Be Involved in Your Community

1. Learn about a community issue (need for food bank). Create a graffiti wall (body image).
2. Issue concerning girls your age (self esteem & special needs).
3. Supporting Your Community service project (food bank).

You and Others: Build Skills in Communication

2. Explore non-verbal communication.

You and Others: Learn How to Plan

4. Managing money (\$10 meal).

You and Others: Personal Growth: Interpreting interest badge

5. Translate song lyrics.

Discovering You: Stay Fit and Healthy

5. Self-esteem/respecting others.
6. Activity of choice.

Food Bank Donations Word Search

Find the words listed below in the puzzle. Use the leftover letters to fill in the blanks below to reveal a secret message.

K S W C H S F E D N S I S Y T S C
 L B E O A L O R U A G T R I O E E
 I A V P O K Y U E E T T E R O H R
 M B T U I S E P P I R E P E T S E
 D Y R O O W D M U S E H A P H I A
 E F T U H E Y R I F T G I A P D L
 N O P E I F F B F X T A D P A E U
 N O O R O D D O A B U P E T S D M
 A D D A E N C K Y B B S L E T I R
 C A N N E D V E G E T A B L E S O
 O U N A R E H R A G U S A I L H F
 M A C A R O N I E L N P S O A A Y
 C L A U N D R Y S O A P O T E M B
 I L I Q U I D H O N E Y P N M P A
 L I O E V I L O G O P T S H T O B
 P O W D E R E D M I L K I E A O R
 G R A N O L A B A R S K D I O D S

- BABY FOOD
- BABY FORMULA
- BABY WIPES
- CAKE MIX
- CANNED FRUIT
- CANNED MILK
- CANNED VEGETABLES
- CEREAL
- COFFEE
- DISPOSABLE DIAPERS
- DRIED PEAS
- DRY SOUP
- FLOUR
- GRANOLA BARS
- LAUNDRY SOAP
- LIQUID HONEY
- MACARONI
- OATMEAL
- OLIVE OIL
- PEANUT BUTTER
- POWDERED MILK
- SHAMPOO
- SIDE DISHES
- SOUPS
- SPAGHETTI
- SUGAR
- TOILET PAPER
- TOOTHPASTE

Skittles Game

To lead into this activity, thank the girls for bringing items for the food bank and talk about why these donations are important. Explain that the next activity will show them the difference between being rich or poor.

Alternate activities to fulfill this section of the challenge are the *Unequal Resources Simulation Game* found at <http://incite.tear.org.au/?p=216> and *It's Just Not Fair* Oxfam Education activity found at <http://goo.gl/NXOcTQ>.

Directions

1. Place cards in a box or bag so that players cannot see what is written on the card. Place Skittles in a bowl in the centre of the playing area.
2. Instruct all players to place their Skittles in front of them on their napkin and not to eat any of the Skittles until the end of the game, unless the instructions on their card indicate they are to eat them.
3. Pass the box around the circle and one at a time each player should take one card and read what it says aloud. She may then take the specified number of Skittles.
4. Once everyone has taken a card, discuss why some people have more than others, why some people got to take other people's Skittles or why some people had to give their Skittles away.
5. Ask the girls if this is fair. *They will say NO!
6. Discuss how this is reality in other countries.
7. Discussions should be age appropriate.

Supplies

- game cards (included)
- a large bag of Skittles
- napkin, small plate or other receptacle for each player to place her Skittles on. Everyone should be able to see the number of Skittles each girl has.

Feed a Family for \$10

It is possible to feed a family of four people for just \$10.00! Challenge your girls to plan a meal (lunch or dinner) for \$10.00 or less.

Directions

1. Divide the girls into small groups and give each group some grocery store flyers.
2. Challenge the girls to plan a nutritious meal which will feed four people and costs \$10.00 or less.
3. Give the girls about 10 minutes to plan the meal, and then gather them back together to share their plans and what the final cost would be.

Supplies

- paper & pencils
- grocery store flyers

<p>A FLOOD WIPED OUT YOUR FAMILY'S CROPS AND YOU HAVE NO MONEY.</p> <p>TAKE NO TREAT</p>	<p>BECAUSE OF A CANADIAN WELL DRILLER, YOUR VILLAGE NOW HAS WATER TO USE ON THE FIELD.</p> <p>TAKE ONE TREAT</p>	<p>YOU HAVE JUST GRADUATED FROM SCHOOL AND WERE LUCKY ENOUGH TO GET A JOB. HOWEVER YOU NEED ALL YOUR MONEY TO HELP SEND YOUR YOUNGER BROTHER TO SCHOOL.</p> <p>TAKE NO TREAT</p>
<p>YOUR FAMILY'S SMALL FARM PRODUCED VERY LITTLE THIS YEAR BECAUSE FERTILIZER COSTS WERE TOO HIGH FOR YOU TO AFFORD.</p> <p>TAKE NO TREAT</p>	<p>THERE WAS SUCH A BAD DROUGHT THAT THE CROPS YOUR FAMILY PLANTED DIDN'T GROW.</p> <p>TAKE NO TREAT</p>	<p>YOUR FATHER GOT FREE SCHOOLING AND NOW HAS A VERY GOOD JOB.</p> <p>TAKE 10 TREATS AND EAT AS MANY AS YOU CAN AS FAST AS YOU CAN.</p>
<p>YOU HAVE JUST HELPED THE FAMILY HARVEST THE CROP. IT HAS BEEN VERY HARD WORK.</p> <p>TAKE ONE TREAT</p>	<p>USING WHAT YOU LEARNED IN SCHOOL, YOU HELPED YOUR FAMILY GROW A GARDEN THIS YEAR.</p> <p>TAKE ONE TREAT</p>	<p>YOU COULDN'T AFFORD PESTICIDE AND YOUR FAMILY'S CROP WAS MOSTLY EATEN BY LOCUSTS THIS YEAR.</p> <p>TAKE NO TREAT</p>
<p>YOUR PARENTS BOTH HAVE TUBERCULOSIS AND ARE TOO ILL TO WORK.</p> <p>TAKE NO TREAT</p>	<p>YOUR FAMILY GROWS COFFEE. SINCE THE CROP WAS VERY GOOD THIS YEAR, THERE IS A SURPLUS AND THE PRICE HAS FALLEN.</p> <p>TAKE ONE TREAT INSTEAD OF YOUR USUAL TWO.</p>	<p>YOUR FATHER HAS JUST GOT A BIG WAGE INCREASE.</p> <p>TAKE 7 TREATS AND EAT AS MANY OF THEM AS QUICKLY AS YOU CAN.</p>
<p>A TEACHER TAUGHT YOUR FAMILY HOW TO KEEP A FEW CHICKENS TO PROVIDE EGGS TO IMPROVE YOUR HEALTH.</p> <p>TAKE ONE TREAT</p>	<p>YOUR FATHER IS BLIND BECAUSE OF AN INFECTION OF THE WATER. YOUR MOTHER CANNOT WORK BECAUSE SHE HAS NO ONE TO LOOK AFTER THE CHILDREN.</p> <p>TAKE NO TREAT</p>	<p>YOUR FAMILY HAS HARVESTED A BIG CROP OF JUTE (USED TO MAKE BAGS BUT AS SO MANY SHOPS IN THE UK NOW USE PLASTIC BAGS, THE PRICE FOR JUTE HAS FALLEN.</p> <p>TAKE ONE TREAT INSTEAD OF YOUR USUAL TWO.</p>

<p>YOUR FAMILY OWNS AND RUNS A SMALL BUSINESS. BECAUSE YOU HAVE ALL WORKED HARD, YOU HAVE DONE WELL.</p> <p>TAKE 8 TREATS AND EAT AS MANY AS YOU CAN AS FAST AS YOU CAN.</p>	<p>EVER SINCE YOUR FATHER HAD MALARIA, HE HAS BEEN TOO WEAK TO WORK. YOUR MOTHER IS DEAD.</p> <p>TAKE NO TREAT</p>	<p>YOUR FATHER CAN'T GET A JOB BECAUSE HE CANNOT READ OR WRITE (THERE WAS NO SCHOOL IN YOUR VILLAGE WHEN HE WAS YOUNG).</p> <p>TAKE NO TREAT</p>
<p>EVEN THOUGH BOTH YOUR PARENTS ARE UNEMPLOYED, THEY GET INSURANCE PAYMENTS.</p> <p>TAKE 4 TREATS AND EAT AS MANY OF THEM AS QUICKLY AS YOU CAN.</p>	<p>YOUR FATHER HAS BEEN LOOKING FOR A JOB EVERY DAY BUT THERE ARE ALWAYS MANY PEOPLE APPLYING FOR THE JOBS AND HE HAS NOT BEEN SUCCESSFUL YET.</p> <p>TAKE NO TREAT</p>	<p>YOUR FATHER WORKS AT AN IRON MINE. RAISING HIS WAGES WOULD MEAN THAT THE COMPANY WOULD HAVE LESS PROFIT FOR THE OWNERS IN WEALTHY COUNTRIES.</p> <p>TAKE NO TREAT</p>
<p>YOU HAVE HARVESTED A BIG CROP THIS YEAR. YOU WOULD BE ABLE TO AFFORD 3 TREATS IF THE FARM WAS YOURS BUT YOU HAVE TO GIVE 2/3 OF YOUR INCOME TO THE OWNER OF THE LAND.</p> <p>TAKE ONE TREAT</p>	<p>YOUR FATHER HAS JUST LOST HIS JOB IN A FACTORY THAT MAKES CLOTH. THE WEALTHY COUNTRY WHICH HAS BEEN BUYING, DECIDED THAT THEY SHOULD PRODUCE MORE OF THEIR OWN CLOTH.</p> <p>TAKE NO TREAT</p>	<p>YOUR FAMILY'S FOOD BILLS HAVE GONE UP THIS YEAR DUE TO LARGE ORDERS FOR GRAIN AND SOYA BEANS TO FATTEN BEEF CATTLE IN A WEALTHY COUNTRY.</p> <p>TAKE TWO TREATS BUT ONLY EAT 1, GIVE THE OTHER TO THE PERSON WHO GOT THE MOST</p>
<p>YOUR FATHER HAS A GOOD JOB BUT HE MUST PAY SCHOOL FEES FOR YOU AND YOUR THREE BROTHERS.</p> <p>TAKE ONE TREAT</p>	<p>YOUR FAMILY HAS JUST INHERITED A GREAT DEAL OF MONEY FROM A WEALTHY RELATIVE.</p> <p>TAKE 12 TREATS AND EAT AS MANY OF THEM AS QUICKLY AS YOU CAN.</p>	<p>ALTHOUGH YOUR FAMILY IS ONE OF THE RICHEST IN THE VILLAGE, YOU HAVE JUST SPENT A LOT OF MONEY FOR THE FUNERAL OF YOUR GRANDFATHER. IT WOULD HAVE BEEN CONSIDERED DISRESPECTFUL IF THEY HADN'T.</p> <p>TAKE ONE TREAT</p>
<p>ALL YOUR FAMILY'S INCOME THIS YEAR WAS NEEDED TO COVER THE HOSPITAL BILLS WHEN YOU HAD A BROKEN LEG.</p> <p>TAKE NO TREAT</p>	<p>YOUR FATHER WORKS ON A FISHING BOAT, BUT THE FISH HE CATCHES ARE SOLD TO FEED THE PETS OF WEALTHY PEOPLE.</p> <p>TAKE TWO TREATS BUT ONLY EAT 1, GIVE THE OTHER TO THE PERSON WHO GOT THE MOST.</p>	<p>YOUR PARENT BOTH WORK, ALTHOUGH THEIR WAGES ARE NOT HIGH, YOU CAN AFFORD SIX TREATS. EAT AS MANY AS YOU CAN AS QUICKLY AS YOU CAN.</p>

Hidden Disabilities: The Misunderstood Child

The challenge document suggests that you use your community resources to bring in someone who works in the field of "hidden disabilities" to talk to your girls about children with hidden disabilities (such as autism, dyslexia, hemophilia, sensory processing disorder, etc.). You may wish to bring someone in for a short talk during this meeting, or have them in to another meeting to allow for more time.

To introduce the girls to the concept of hidden disabilities, read *The Misunderstood Child* by Kathy Winters, then discuss.

If you are unable to locate a resource person, you can also share a video from YouTube. Some examples are:

Intro to Autism for Kids - <http://youtu.be/ydGdZdTiy5c>

Asperger's Syndrome Explained for Children (an Arthur cartoon which is good for Sparks and Brownies) - <http://youtu.be/s9eATBV-lg> - to view the entire episode (~12 minutes long) see <http://youtu.be/nsmjwHW40ps>

The Power of Dyslexia - http://youtu.be/l_qGJ9svUbM

Sensory Processing Disorder - <http://youtu.be/-GPpbvtiwc0>

If your meeting place does not have an Internet connection, you can download videos to playback while offline. See <http://www.wikihow.com/Download-YouTube-Videos> for instructions.

The Misunderstood Child

By Kathy Winters (reprinted with permission from the author)

I am the child that looks healthy and fine.
 I was born with ten fingers and toes.
 But something is different, somewhere in my mind,
 And what it is, nobody knows.

I am the child that struggles in school,
 Though they say that I'm perfectly smart.
 They tell me I'm lazy -- can learn if I try --
 But I don't seem to know where to start.

I am the child that won't wear the clothes
 Which hurt me or bother my feet.
 I dread sudden noises, can't handle most smells,
 And tastes -- there are few foods I'll eat.

I am the child that can't catch the ball
 And runs with an awkward gait.
 I am the one chosen last on the team
 And I cringe as I stand there and wait.

I am the child with whom no one will play --
 The one that gets bullied and teased.

I try to fit in and I want to be liked,
 But nothing I do seems to please.

I am the child that tantrums and freaks
 Over things that seem petty and trite.
 You'll never know how I panic inside,
 When I'm lost in my anger and fright.

I am the child that fidgets and squirms
 Though I'm told to sit still and be good.
 Do you think that I choose to be out of control?
 Don't you know that I would if I could?

I am the child with the broken heart
 Though I act like I don't really care.
 Perhaps there's a reason God made me this way
 Some message he sent me to share.

For I am the child that needs to be loved
 And accepted and valued too.

I am the child that is misunderstood.
 I am different - but look just like you.

No Hands!

This activity brings awareness to physical disabilities. What if you didn't have use of your hands? How would you write?

Directions

1. Give each girl paper and something to write with.
2. Challenge the girls to write their name by holding the writing utensil in either their mouth or between their toes.
3. Optional: draw a picture in the same manner.
4. Discuss the difficulties of not having the use of your hands.

Supplies

- paper
- pencils/pens/markers

Make New Friends: Sign Language Song

Explain to the girls that part of diversity is having diverse physical abilities. Different abilities means that people adapt to what they are able to do. Since deaf people cannot hear spoken language, they adapt by using sign language. The girls will now learn a simple song using sign language.

***Make new friends,
But keep the old.
One is silver,
And the other gold.***

To see the signs in action, visit <http://www.handspeak.com/word/>.

To hear the tune for the song, visit <http://guidingjewels.ca/resources/songs/520-song-make-new-friends>. Detailed actions are on the next page.

Dove Evolution Video

From the NEDIC/Girl Guides of Canada-Guides du Canada Love Yourself Challenge.

The Guiders should view the Dove Evolution film before the meeting: <http://www.dove.ca/en/Tips-Topics-And-Tools/Videos/Evolution.aspx>. This film is only about one minute in length.











Write down a list of questions you could ask the girls before and after watching the film. Some examples are: What do you notice about the girls and women you see on TV? Do you want to look like them? What does beautiful mean? Is our thought of what is beautiful even possible in the real world? Do you think you are beautiful? Teacher tools, including questions to ask are available online at: <http://www.dove.ca/en/Social-Mission/Self-Esteem-Resources/>.

Supplies

- A computer to watch the video on. If your meeting place does not have an Internet connection, you can download videos to playback while offline. See <http://www.wikihow.com/Download-YouTube-Videos> for instructions.

Directions

1. Talk to the girls about beauty – what they think it is, what it means to be beautiful, who tells us what beauty is. Ask them some of the questions you thought up while previewing the film.
2. Watch the film.
3. Let the girls talk about what they have just seen and how it makes them feel. They may want to watch the film a couple of times to really understand it.

<p>MAKE</p> <p>Bring both fists together, one on top of the other, then separate them slightly, rotate both fists inward and bump them together again.</p>	
<p>NEW</p> <p>Palms up, bring one open palm across the other, then bring the one palm upwards (as if something is coming out of the ground!)</p>	
<p>FRIENDS</p> <p>Bring hands together with both index fingers extended, putting one over the other and then clasping fingers together. Separate hands and repeat with opposite Index finger on top of the other and clasp again.</p>	
<p>BUT</p> <p>Bring both index fingers together to cross, then bring hand away to the outside of the body with fingers still extended.</p>	
<p>KEEP</p> <p>Make the ASL "K" sign with both hands and bring one wrist down onto other wrist.</p>	
<p>(THE) - ASL has no signs for the words like "the" or "and" or "is".</p>	
<p>OLD</p> <p>Make a fist under the chin and then bring the fist down and out (as if stroking a beard).</p>	
<p>ONE</p> <p>Make the ASL sign for the number 1.</p>	
<p>(IS)</p>	
<p>SILVER</p> <p>Put index finger to side of head, just in front of ear. As you bring your hand away, close your fist and shake it twice as you move hand to outside of your body.</p>	
<p>(THE)</p>	
<p>OTHER</p> <p>Place fist with thumb up in front of chest, move hand slightly away to side of body, tilting thumb outwards.</p>	
<p>GOLD</p> <p>Put index finger to side of head, Just in front of ear. As you bring your hand down in front of you, open up your hand and bring it up to make the ASL "Y" sign.</p>	

Graffiti Wall

From the NEDIC/Girl Guides of Canada-Guides du Canada Love Yourself Challenge.

Directions

1. Tape the flip chart paper onto the wall. If this isn't possible, put it on the floor or even over a desk.
2. Write *Body Image* in large letters in the centre of the paper.
3. Put out the markers, magazines, scissors, glue sticks, etc.
4. If you have a particularly large group, you may want to make multiple pages available and divide the group.
5. Have a short discussion about what messages girls get about body image and where they get those messages from (TV, movies, advertising, magazines, family, friends, school, jobs, etc.)
6. Tell the girls that you want them to put aside their own beliefs and consider instead what society's views are. Telling them not to censor or judge their responses, ask them to create a graffiti page naming the messages that they get as girls about how they are supposed to look and behave.
7. After about 10 minutes, get the girls to step away from their graffiti page. If there is more than one, ask them to walk over and in silence look at the other pages before returning to their own page. If there is only one page/group, get the girls to walk around the room in silence and then to return in silence to their graffiti page. The purpose of this is to allow some contemplative time before asking them to help debrief the messages that they are getting about what a 'real' girl is.
8. Have a discussion with the girls about the different messages that they get about being a girl/woman in Canadian society. Issues that may arise include:
 - a. Sub-cultural messages that reinforce or undermine the larger societal messages.
 - b. Contradictory messages about being smart and strong but weaker and more vulnerable than boys.
 - c. The unrealistic and unattainable beauty ideal – and how parts of the ideal change with the fashions, e.g. big breasts with one type of dress and small with another.
 - d. How certain types of bodies, including those that are of average or larger size, racialised (with a race or racial interpretation imposed on them) or with disabilities or differences are excluded from the images we see of what is desirable or acceptable.
9. Following the discussion of what society expects of girls, you may want to ask the girls for ideas of how to counter these messages with ones that are more realistic and strengthen self concept and body image.

Supplies

- sheets of flip chart paper or blank newsprint, taped to the wall
- markers (make sure they won't bleed through the paper to the wall)
- magazines
- scissors
- glue sticks
- stickers and other items girls can use to express themselves visually