

DIVERSITY CHALLENGE

A JOINT AWARENESS CHALLENGE FROM THE
BC PROGRAM AND INTERNATIONAL
COMMITTEES



Diversity
Challenge

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INTRODUCTION

Welcome to the Diversity Challenge for all branches of Guiding. This challenge has been created to encourage girls and Guiders to explore the concepts of diversity and what it means in the community where they live. As a Guider using the challenge with your unit, we want to encourage you to use a variety of methods when presenting these concepts to your girls. Some ideas include using movies, skits, discussions, guest speakers, displays and other visual aids. Have fun!

Sincerely,

The BC Program and International Committees

Objectives

1. To experience and understand diversity in our communities.
2. To help sustain an inclusive framework within our Guiding Communities

Challenge Requirements

To earn the Diversity Challenge, girls need to earn “challenge credits,” and complete at least one activity from each of the four sections: You can complete this in just one meeting, or go into more depth and complete it over a series of meetings. Credits required for each branch: Sparks need 4 credits, Brownies need 5 credits, Guides need 6 credits, Pathfinders need 7 credits and Rangers need 8 credits.

When you have fulfilled the requirements, complete the **BC Crests Order Form** found on the BC Girl Guides website <http://www.bc-girlguides.org/> (click on Program > Challenges & Activities > Provincial Challenges). Instructions on how to order the crests are provided on the form.

Program Connections

At the end of this booklet you will find a list of program connections – areas of the girls' regular program for which the Diversity challenge meets the requirements for completion. These program connections are intended as guidelines to help you fit the challenge into your regular program planning. In some cases, the challenge activity is very similar to an activity in the program area; in other cases, the challenge activity could be used as an alternative to activities mentioned in the program area. In all cases, remember that the girls' program is intended to be flexible: if an activity meets the objectives of the program area, and if it is interesting and challenging for the girls, by all means give them credit for it as part of their program requirements.

The program connections list is not exhaustive. If you find another program area that is covered by an activity in this booklet, don't hesitate to give the girls credit for it.

DIVERSITY CHALLENGE: TRACKING SHEET

Complete at least one activity from each section, for a minimum total required for your branch. Sparks need 4 credits, Brownies need 5 credits, Guides need 6 credits, Pathfinders need 7 credits and Rangers need 8 credits. Remember, you can always substitute your own activities that meet the objectives.

Socio-Economic Diversity

Objective: To learn about socio-economic diversity in our community, across the country and in other parts of the world. Try one or more of the following activities:

- | | |
|---|---|
| <input type="checkbox"/> Socio-Economic Differences | <input type="checkbox"/> Economic Challenges in Remote Canadian Communities |
| <input type="checkbox"/> Transportation Diversity | <input type="checkbox"/> Skittles |
| <input type="checkbox"/> Eating on a Budget | <input type="checkbox"/> Participate in a Community Service Project |
| <input type="checkbox"/> Homes Around the World | |
| <input type="checkbox"/> Community Agencies | |

Physical Diversity

Objective: To learn and think about how we are all physically different; and that some people have physical challenges. Try one or more of the following activities:

- | | |
|---|--|
| <input type="checkbox"/> Differently Abled | <input type="checkbox"/> Communication Methods |
| <input type="checkbox"/> Physical Challenge Awareness | <input type="checkbox"/> Hand Free Art |
| <input type="checkbox"/> Mental Health Awareness | <input type="checkbox"/> Working Together |
| <input type="checkbox"/> Hidden Disability Awareness | <input type="checkbox"/> Facility Tour |

Personal Diversity

Objective: To promote a positive body image and good self-esteem, and to encourage girls to explore their personal strengths and abilities. Try one or more of the following activities:

- | | |
|---|--|
| <input type="checkbox"/> Family Picture | <input type="checkbox"/> Social Support Network |
| <input type="checkbox"/> Family Scavenger Hunt | <input type="checkbox"/> All About Me Brochure |
| <input type="checkbox"/> I am Unique | <input type="checkbox"/> I Can be a Good Friend |
| <input type="checkbox"/> Body Pride Pledge | <input type="checkbox"/> My Hopes Fears and Dreams |
| <input type="checkbox"/> Real Beauty | <input type="checkbox"/> Compliment Tellers |
| <input type="checkbox"/> Beauty from Around the World | |

Cultural Diversity

Objective: To create awareness of how people are all fundamentally the same and different at the same time! Try one or more of the following activities:

- | | |
|--|--|
| <input type="checkbox"/> Cultural Kim's Game | <input type="checkbox"/> I can travel Around the World |
| <input type="checkbox"/> Hello from Around the World | <input type="checkbox"/> Fishing for Human Rights |
| <input type="checkbox"/> Foods from Different Cultures | <input type="checkbox"/> Arts from Around the World |
| <input type="checkbox"/> Homes Around the World | <input type="checkbox"/> Twinning Awareness |
| <input type="checkbox"/> Faith | |

SOCIO-ECONOMIC DIVERSITY

Socio-Economic Differences

1. Identify some of the socio-economic differences within your community. Write ideas on posters on a wall.
2. Why do you think these differences exist?
3. Have girls put stickers beside some of the differences for which they think they can create a small action plan to make a difference in the community.
4. Decide which of these action plans would be appropriate for a unit; which level of Guiding could partake? Which action plans need larger participation; such as an Area or District Service Project.
5. Determine if any girls want to create teams to co-ordinate the service projects.

Supplies

- Markers
- Poster Paper
- Small Stickers

For example - Girls identify homelessness is a socio-economic factor. One girl may identify it with a sticker and propose a service project to do a warm clothing drive. It will not address homelessness directly, but is an action that the girls can do to increase awareness of the issue.

Transportation Diversity

1. What kinds of transportation are available in your community?
2. What kinds of people would use each form of transportation? What are the advantages of these types of transportation?
3. On the top of a poster paper write down the types of transportation discussed and have the girls write down the advantages and disadvantages of each type of transportation.
4. Give each girl a small sheet of star stickers and ask her to think about all of the trips she did yesterday and today and put a sticker for each trip on the different types of transportation for each trip.
5. After the stickers are up, look at the types of transportation and ask the girls to think if any of those trips could have been done in a different way?
6. Challenge each girl to think of using a different type of transportation than they would usually use at some point during the week.

Supplies

- Laminated Pictures of Various Types of Transportation
- Poster Paper
- Markers
- Stickers

Eating on a Budget

1. In small groups, plan a nutritious meal to feed a family of 4 people for \$5. Use local grocery flyers to establish prices. This is the amount of money a family on social support receives.
2. Have the girls follow the Canada Food Guide to see if they can eat a healthy meal. Have the girls develop a variety of meals. Ask the girls how much more money need to spend to make it a healthier and delicious meal.
3. Cut out food items from local flyers and prices to create a menu card for a meal, and present this to the rest of the unit.
4. Pathfinders and Rangers can take this planning to next level by shopping and preparing their meal.
5. What are some ways that families can increase the healthiness of their diet without spending more money if they have limited means?

Supplies

- Newspaper flyers
- Glue sticks
- Markers
- Copies of Canada Food Guide

Community Service Agencies

1. Most communities have community service agencies. Brainstorm a list of these agencies.
2. Explore why these agencies are important. How do these agencies help families? Pathfinders and Rangers can research these agencies and do a mini presentation.

Economic Challenges in Remote Communities

1. Look at a map of Canada and notice how much of Canada is represented by small communities.
2. As a group, brainstorm some of the challenges that people in rural communities face. Some of these include: reduced access to health care, poor or no internet service or cell phone coverage, no local high school or university, limited resources, fewer choices for shops and activities.
3. In small groups, choose one challenge and draw one way to overcome these challenges, or preform a skit or song about how the advantages of living in a rural community outweigh the challenges faced.

Supplies

- Map of Canada
- Paper
- Pencils / Markers

Community Service

1. As a unit select a community service project that helps families. Some examples include participating in the Hike for Hunger, donating food to the local Food Bank, or help out with the Soup Kitchen.
2. How does this community service project or activity help the community?
3. Organize and carry out the Service Project.
4. Have fun and take pictures!
5. Submit a short write up and provide some photos to Pipeline, the BC Girl Guide publication.

Skittles Game

1. Place cards in a box or bag so that girls cannot see what is written on the card.
2. Place Skittles in a bowl in the centre of the playing area. *With younger girls, it might be advisable to have a leader help the Sparks or younger Brownies count out their Skittles.
3. Instruct all the girls to place their Skittles in front of them on their napkin and not to eat any of the Skittles until given permission to do so.
4. 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.
5. Once everyone has Skittles in front of them, discuss why some girls have more than others, why some girls got to take other girls' Skittles or why some girls had to give their Skittles away.
6. Ask the girls if this is fair. They will say NO!
7. Discuss how this is a reality in other countries. Discussions should be age appropriate.
8. If this game is played with Sparks and younger Brownies, consider pairing them with a Guide, Pathfinder, Ranger or a leader.
9. If there are fewer than 30 girls, remove the appropriate number of cards, starting with #30 and moving backwards.

Supplies

- Set of Game Cards
- Large Bag of Skittles
- Napkin or Small Plate

A FLOOD WIPED OUT YOUR FAMILY'S CROPS AND YOU HAVE NO MONEY.

TAKE NO TREAT

BECAUSE OF A CANADIAN WELL DRILLER, YOUR VILLAGE NOW HAS WATER TO USE ON THE FIELD.

TAKE ONE TREAT

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.

TAKE NO TREAT

YOUR FAMILY'S SMALL FARM PRODUCED VERY LITTLE THIS YEAR BECAUSE FERTILIZER COSTS WERE TOO HIGH FOR YOU TO AFFORD.

TAKE NO TREAT

THERE WAS SUCH A BAD DROUGHT THAT THE CROPS YOUR FAMILY PLANTED DIDN'T GROW.

TAKE NO TREAT

YOUR FATHER GOT FREE SCHOOLING AND NOW HAS A VERY GOOD JOB.

TAKE 10 TREATS AND EAT AS MANY AS YOU CAN AS FAST AS YOU CAN.

YOU HAVE JUST HELPED THE FAMILY HARVEST THE CROP. IT HAS BEEN VERY HARD WORK.

TAKE ONE TREAT

USING WHAT YOU LEARNED IN SCHOOL, YOU HELPED YOUR FAMILY GROW A GARDEN THIS YEAR.

TAKE ONE TREAT

YOU COULDN'T AFFORD PESTICIDE AND YOUR FAMILY'S CROP WAS MOSTLY EATEN BY LOCUSTS THIS YEAR.

TAKE NO TREAT

YOUR PARENTS BOTH HAVE TUBERCULOSIS AND ARE TOO ILL TO WORK.

TAKE NO TREAT

YOUR FAMILY GROWS COFFEE. SINCE THE CROP WAS VERY GOOD THIS YEAR, THERE IS A SURPLUS AND THE PRICE HAS FALLEN.

TAKE ONE TREAT INSTEAD OF YOUR USUAL TWO.

YOUR FATHER HAS JUST GOT A BIG WAGE INCREASE.

TAKE 7 TREATS AND EAT AS MANY OF THEM AS QUICKLY AS YOU CAN.

A TEACHER TAUGHT YOUR FAMILY HOW TO KEEP A FEW CHICKENS TO PROVIDE EGGS TO IMPROVE YOUR HEALTH.

TAKE ONE TREAT

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.

TAKE NO TREAT

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.

TAKE ONE TREAT INSTEAD OF YOUR USUAL TWO.

YOUR FAMILY OWNS AND RUNS A SMALL BUSINESS. BECAUSE YOU HAVE ALL WORKED HARD, YOU HAVE DONE WELL.

TAKE 8 TREATS AND EAT AS MANY AS YOU CAN AS FAST AS YOU CAN.

EVER SINCE YOUR FATHER HAD MALARIA, HE HAS BEEN TOO WEAK TO WORK. YOUR MOTHER IS DEAD.

TAKE NO TREAT

YOUR FATHER CAN'T GET A JOB BECAUSE HE CANNOT READ OR WRITE (THERE WAS NO SCHOOL IN YOUR VILLAGE WHEN HE WAS YOUNG).

TAKE NO TREAT

EVEN THOUGH BOTH YOUR PARENTS ARE UNEMPLOYED, THEY GET INSURANCE PAYMENTS. **TAKE 4 TREATS** AND EAT AS MANY OF THEM AS QUICKLY AS YOU CAN.

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. **TAKE NO TREAT**

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. **TAKE NO TREAT**

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. **TAKE ONE TREAT**

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. **TAKE NO TREAT**

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. **TAKE TWO TREATS** BUT ONLY EAT 1, GIVE THE OTHER TO THE PERSON WHO GOT THE MOST.

YOUR FATHER HAS A GOOD JOB BUT HE MUST PAY SCHOOL FEES FOR YOU AND YOUR THREE BROTHERS. **TAKE ONE TREAT**

YOUR FAMILY HAS JUST INHERITED A GREAT DEAL OF MONEY FROM A WEALTHY RELATIVE. **TAKE 12 TREATS** AND EAT AS MANY OF THEM AS QUICKLY AS YOU CAN.

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. **TAKE ONE TREAT**

ALL YOUR FAMILY'S INCOME THIS YEAR WAS NEEDED TO COVER THE HOSPITAL BILLS WHEN YOU HAD A BROKEN LEG. **TAKE NO TREAT**

YOUR FATHER WORKS ON A FISHING BOAT, BUT THE FISH HE CATCHES ARE SOLD TO FEED THE PETS OF WEALTHY PEOPLE. **TAKE TWO TREATS** BUT ONLY EAT 1, GIVE THE OTHER TO THE PERSON WHO GOT THE MOST.

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.

PHYSICAL DIVERSITY

Differently Abled

1. Explain that the purpose of this activity is to think what it might be like to have "different abilities" than they do now; to understand why some people act differently than they might expect. What does "unique" mean? What does "ability" mean? Everyone has different abilities. How are people the same and how are they different? Have the girls raise their hands or stand/sit in response to questions, such as these:
 - *Who can ride a bicycle?*
 - *Who can skate?*
 - *Who can play hockey?*
 - *Who can set up a tent?*
 - *Who knows the multiplication tables through 5's?*
 - *Who knows how to do long division?*
 - *Who can do a cartwheel?*
 - *Who can print their name with their left hand?*
 - *Who has messy handwriting?*
 - *Who has really, really, neat handwriting?*
 - *Who can play the piano?*
 - *Who can do ballet?*
 - *Who can tap dance?*
 - *Who is good at video games?*
 - *Who can speak a second language?*
 - *Who runs at a very fast speed?*
 - *Who knows how to knit?*
 - *Who can make a batch of brownies?*

Etc.

Comment on the fact that everyone has different abilities or qualities about themselves that make them unique among others.

2. Explain a scenario where they are at a school race and they trip and fall during the race, and do not perform as well as they could, How would they feel? Imagine if a friend said, "That's too bad; you tried hard. Next time will be better, but you gave a great effort." How would they feel? How about if a friend said "You aren't very good at running - why do you bother?" How would they feel? Which friend is the better friend?

3. Ask "Who likes it when people understand you?" Questions can also be phrased slightly differently, like "Who wants friends who understand you?" or "Who likes it when their friends understand them?"

How do they feel when they say something positive to a friend to show them they understand them?

Remind the girls that even though everyone has different abilities, talents, and qualities, that we are the same in one basic way; we all want other people to understand us.

Physical Challenge Awareness

1. Increase awareness by participating in various games or activities that your unit usually plays (e.g. Pass the Parcel, Four corners... any game will do!) while girls have to face the following challenges:

Crutches

Arm in a Sling

Glasses with Vaseline on the Lenses

Blind Fold

Wheelchair

Gloves with Cotton Balls in the Fingers

Ear Plugs

Supplies

- Crutches
- Arm in a Sling
- Glasses with Vaseline on the Lenses
- Blind Fold
- Wheelchair
- Gloves with Cotton Balls in the Fingers
- Ear Plugs

2. Take turns describing how the challenges the girls faced made them feel. The purpose of this exercise to develop an increased understanding of how challenging regular activities can be for those individuals that have physical challenges.

Mental Health Awareness

Invite a mental health professional to a unit meeting to discuss different mental health disorders

Hidden Disability Awareness

1. Invite a guest speaker, such as a public health nurse, teacher or parent, to your unit to talk about hidden disabilities or cognitive challenges. Topics may include fetal alcohol spectrum disorder, hemophilia, dyslexia, attention deficit disorder, autism, or mental health disorders.
2. 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/ydGdZdTlY5c>

- Asperger’s Syndrome Explained for Children (an Arthur cartoon which is good for Sparks and Brownies) - <http://youtu.be/s9eATBV-lq> - 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>

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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.

Communication Methods

Plan part of the unit meeting to involve as many ways of informal communication as you can think of such as gestures, signs and body language. Have girls give examples of different ways of communicating:

Supplies

- American Sign Language Cards
- Braille Cards or a Braille Book

Body language; writing notes, hand signs. Do two or more of the following:

1. Learn the signs for some key words in sign language <http://www.start-american-sign-language.com/free-sign-language-chart.html>.
2. Have girls take turns miming or signing Nursery Rhymes and the other girls try to guess what they are trying to communicate.
3. Teach a few simple songs in sign : <https://www.pinterest.com/jlgardner0315/kid-songs-in-asl/>; or <https://www.youtube.com/watch?v=Q7PTs3yRm3Y>
4. Write a message with words and phrases cut from a magazine or newspaper.
5. Learn your Promise using sign language. There are many charts and You Tube clips on the Internet.
6. Learn to spell your name with the ASL Alphabet.
7. If possible, visit the CNIB (the Canadian National Institute for the Blind) and learn about visual impairment and braille. Feel the braille marks on paper money; why do the girls think this is important? How did people who could not see, organize their money without these marks on their money?

Hands Free Art

1. Look at pictures created by artists that do not use their hands. Think about the kind of fine muscle control that the artists use with their mouths or feet!
2. Write your name or draw a picture holding the writing utensil with your mouth or toes.

Supplies

- Paper
- Markers
- Paint and Paint Brushes

Working Together

1. In small groups try to put up a tent where no one can speak to each other - how did you manage to work together and communicate?
2. Take the tent down, and now each person in the group has to face a challenge:
 - One cannot speak
 - One is blindfolded
 - One has a sling and can only use one hand
 - One is using crutches.

Supplies

- Tents
- Sling
- Blindfold
- Crutches

-
3. How was it working together with different challenges? What strategies did you develop?
-

Facility Tour

1. Take a tour of the meeting place to see how accessible it is for people with physical challenges.
2. Is it wheelchair accessible? How big are the bathrooms?
3. Have the girls make a list of recommendations on how the facility could be more inclusive.

Supplies

- Paper
- Pencils / Markers

PERSONAL DIVERSITY

Family Picture

1. To prepare the girls to talk about diverse families, have them draw a picture of their family.
2. Using the Family Pictures created in the gathering as a starting point, discuss 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.
3. Ask the girls what type of family is not represented in their unit.

Supplies

- Paper
- Pencils / Markers

Family Scavenger Hunt

1. Think about different families that you know. Everybody has a different family.
2. 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

- Preprinted Scavenger Hunt
- Pencils / Markers

I am Unique

1. Have the girls stand in a circle.
2. The leader can start in the middle and says "I am unique because..." and something that makes them unique (ex: "I am unique because I have five brothers/I have visited Peru/etc.)

3. If this statement is true for anyone else, then they will step into the circle and high five each other and switch places. If more than one person steps into the circle, after high fiving, the leader will choose the next person to stay in the circle and make a statement.
4. If this statement is not true for anyone else, then the rest of the girls will give her a round of applause. The girl can then say another statement, but if it is not true for anyone else, then the leader will pick the next girl to go in the middle after the round of applause.
5. Play until all the girls have had a chance in the middle.
6. Remind the girls that we are all unique in different ways, and that our uniqueness makes us special!

Body Pride Pledge

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

Directions

1. Have the girls write down (or draw) on a piece of paper three personal traits they like about themselves (Guiders to help). For example, "I am funny, I like my smile, I am a good friend, I am a great soccer player".
2. Finish each pledge with "I am beautiful".
3. Have each girl decorate her Body Pride Pledge.
4. Encourage girls to take it home and hang it up in their rooms so they can be reminded every day of how special they are.

Supplies

- Paper
- Pencils / Markers
- Stickers and Other Fun Items to Decorate the Pledge.

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/>.

Directions

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>

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.

Beauty Around the World

1. Look at magazine and media portrayals of girls and women. What do they say about how girls and women should look? How do you feel about this?
2. Cut out images that have a positive message and represent “REAL” women. (athletes, people in the Community, and other role models) and create a collage.
3. What is the difference between internal beauty and media’s portrayal of “beauty”? Watch Dove’s Evolution Video <https://www.youtube.com/watch?v=iYhCn0jf46U> and share insights.
4. Have girls look up or read about Beauty Conventions around the world. Some cultures have very different concepts of what is beautiful. Some examples and other activities are on this link from The Australian Girl Guides: http://www.girlguides-nswact.org.au/Documents/WhatsOn/FreeBeingMe/01_Folder11-14_Australia_WEB.pdf

Supplies

- Fashion and Other Magazines
- Scissors
- Glue
- Cardstock

Social Support Network

1. Brainstorm as a group. On a large sheet of paper, write down what kinds of support people have. Some examples are listed below:
 - Family: parents, siblings, grandparents, other relatives
 - Friends: from school, around the neighbourhood, at clubs, in sports, extra-curricular activities
 - School: teachers, counsellors, principal, vice-principal
 - Clubs/teams: Girl Guide leader, coaches, after-school leader, tutor
 - Community: police, Kids Help Phone (online resource and chat)
2. Distribute the support network handout and ask the girls to fill in their own examples for each category of support.

Supplies

- Flip Chart Paper
- Marker
- Handouts
- Pencils

3. Ask if any of the girls would like to share.

All About Me Brochure

1. Ask the girls what a brochure is.
2. Hand out construction paper and give instructions on how to fold it into a tri-fold pamphlet.
3. Explain to the girls that they are to create a brochure all about themselves and why they are awesome.
4. On the front of the brochure, include the following:
 - self-portrait (picture or drawing)
 - name
 - age
5. Inside the brochure, include the following:
 - history: birth place, schools attended, sports/clubs that the girls participate in
 - list of accomplishments the girls are proud of
 - goals that the girls have this year
 - list of favourites: colour, food, movie, songs, animal, actors, etc.
 - who the girls look up to: family members, heroes, athletes, teachers, etc.
6. Have a few girls volunteer to share their brochure with the group.

Supplies

- Construction Paper
- Markers, Crayons, pencils
- Optional: Small Photo of Each Girl

I Can Be a Good Friend

1. In small groups think and talk about what a good friend acts like when their friends are sad, upset or scared. There are many different situations that can trigger anxiety and being a helpful and supportive friend is important. This activity can also be done by drawing and colouring examples of how we can be a good friend. Girls can think about how their friends supported them or how they would have preferred to be supported.
2. Leaders can put scenarios on slips of paper for the girls to select and act out in small groups or simply discuss various ways of being a good and supportive friend. Please choose scenarios that are age and developmentally appropriate for your unit.

Supplies

- Scenarios on Slips of Paper
- Paper and Crayons

Scenarios:

- Your friend is nervous about the school choir performance and doesn't want to go up on the stage
- Your friend is upset because her pencil crayon broke

- Your friend has just found out that her family is moving
- Your friend forgot her lunch
- Your friend found out that someone she really likes is interested in another person
- Your friend is afraid of spiders and there is a big one in her tent
- Your friend is very unhappy about how she looks and doesn't want to go swimming at camp because she doesn't want people to see her in a swimsuit.
- Your new friend just moved next door and doesn't have any other friends
- Your friend just found out that her parents are separating
- Your friend cries really easily
- Your friend gets anxious when she is writing tests
- Your friend's Grandma is very ill
- Your friend doesn't want to run for the Track team as she is concerned about being last

My Fears, Hopes, and Dreams

1. We all have fears and dreams! What is your biggest fear? What is your biggest dream? Have the girls take a moment to think about these questions.
2. Have the girls go to a quiet space and have them write or draw on two separate pieces of paper the answers to these two questions. Girls can do this privately or they can choose to work and discuss in small groups. For the fear- what they can do prevent this fearful situation or event, or how they can deal with this event to make it less fearful? For the dreams- what can they do to help make their dream come true.
3. The girls can come into a circle. Allow the girls to share if they choose to talk about their Fears and Dreams. Ask each girl if they were able to think of a way to control their fear or to deal with it. Each girl can tie a ribbon around her fears and dreams rolled up into a scroll. Have a bin in the center- so if they choose, they can rip up their fears.

Supplies

- Paper or Cardstock
- Pencils / Markers
- Quiet and Soothing Music
- Ribbon

Compliment Tellers

1. Ask the girls what a compliment is and if any of them can give some examples.
2. Give each girl in your unit a compliment (you may wish to prepare these ahead of time). Try to refrain from complimenting girls on any physical features (nice hair, pretty, etc.).
3. Examples:

Supplies

- Paper
- Markers, Pencil
Crayons, Pencils

-
- ___ is a very good unit helper. She always assists in clean up at the end of meetings.
 - ___ is great at puzzles and problem solving
 - ___ is funny and caring
4. Ask the girls how they feel after being given a compliment.
 5. Ask the girls if they noticed anything about the type of compliments they were given - they were not about their physical features, their clothing, etc. These compliments were about behaviour and personality, which can be harder to come up with.
 6. Hand out paper to make compliment-tellers (fortune-tellers that gives compliments).
<https://www.google.ca/search?q=fortune+teller+folding+instructions>
 7. Instruct the girls that they are to write compliments in their compliment-tellers.
 8. Once the girls are done, give them some time to play with their new compliment tellers.
 9. Challenge the girls to give someone a compliment when they get home.
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CULTURAL DIVERSITY

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, naming them as you place them. If you have a large unit, split into two smaller groups to do this activity.
2. After each item has been listed, allow the girls about a minute to look at the items, then cover them with the towel.
3. Have each girl take a turn to say one of the items that they remember from the tray (but it cannot be the item that they brought).
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 previously
- Tray to place items on
- Towel to cover items

Hello from Around the World

1. Choose a few different "hellos" from around the world.
2. Write the word "hello" in different languages on small pieces of paper; ensure there are duplicates of each hello.
3. Give each girl a piece of paper.
4. The girls now move or dance, holding their piece of paper without showing it to others.
5. To start the game, they can start greeting one another, saying "hello" as it is written on their paper.
6. They must find others who are saying "hello" in the same language as they are and form a group.
7. The game can be replayed with the "hellos" redistributed, or with fewer or more types of "hellos" added into the mix.

Supplies

- Duplicate slips of paper with the different Hellos from around the world.

Hello in Different Languages

Guten Tag	German
Buenos Dios	Spanish
Salaam	Arabic
Ciao	Italian
Shalom	Israel
Dobry den	Czech
Amakaru	Rwandan
Hejambo	Kenyan
Konnichi Wa	Japanese
Marahaba	Egyptian
Namaste	Hindi
Bon Jour	French

Foods from Different Cultures

1. Try a food from another country that you have not previously tried.
2. Find out how this food is prepared and eaten in the country. Examples include sushi from Japan, sweets and chai tea from India, wonton from China, and burritos from Mexico.
3. Your unit can do this as a potluck and different patrols can prepare and present foods from the countries that they have chosen. All

Supplies

- Food from Different Countries
- Plates, Forks and Napkins

Homes around the World

1. Have the girls draw a picture or make a collage of different kinds of homes around the world.
2. Ask them if they would be comfortable living in one of these different homes? Why or why not?
3. What are the advantages of these different homes?
4. For Brownies and Sparks, read a storybook about homes around the world. Talk to the local Children's Librarian to get help finding a few good selections.

Supplies

- Book from the Library about Homes Around the World
- Poster Paper
- Markers

Faith

All religions celebrate events they feel are important to remember and pass on to succeeding generations. Many religious festivals are celebrated at home and in the wider community. They commonly use words and actions that are traditional. Religious festivals around the world also share some common symbols and themes.

1. Divide the girls into different groups.
2. Assign 2 or more faiths to each group (could use the same 2 for each group)
3. Ask each group to determine how their faiths use the following:
 - Light
 - Food
 - Colour
 - Music
4. Ask each group to determine what is different about how these religions use these aspects of celebration and what is the same?

I Can Travel Around the World!

1. Divide the girls into different groups.
2. With the other members in the group, make a skit about travelling to another country.
3. Have the girls present their skits to their friends in the unit and have them guess where the group visited.
4. Pathfinders and Rangers can discuss the mechanics of travel and challenges to visiting foreign countries. Some of these challenges can include political stability, poverty, long distances and cost of air travel, foreign diseases and immunizations.
5. Guides, Pathfinders and Rangers can invite girl member speakers from their Area who have had the privilege of participating in a Girl Guide sponsored International Trip.

Supplies

- Various Props that can be used for Skits
- Pencils / Markers and Large Pieces of Papers for Props to use in Skit (Fan for Japan, Teapot for England)

Fishing for Rights and Responsibilities

(modified from Play it Fair Tool Kit)

Purpose of the Activity is to use teamwork and think about Human Rights, and the importance of our Rights and Responsibilities. To learn more about Children's Rights and Responsibilities., refer to page 15 of the Child Friendly Language of Children's Rights: https://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit_En.pdf

Before playing this game, talk with your girls about what it means to have rights and responsibilities. A right is what every human being deserves, no matter whom they are or where they live, so that we can live in a fair world. A responsibility is something that is your job to think and take action about. It is something that we have to do that affects our lives and other people's lives. For more information and examples, please refer to <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=307&id=1712>.

Set Up Of Game

1. Make cardboard fish and fishing rods.
2. Make 20 fish and tape an opened paper clip to fish to create a hook. Each fish should have a right or responsibility.
3. Make the fishing rod using a stick, string, and a ring.
4. Prepare a "Rights" poster and a "Responsibilities" poster. You can use the UNICEF Poster printed: <http://www.unicef.org/pakistan/rightsleaflet.pdf> or use the chart from page 122 from "Play it Fair Toolkit" https://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit_En.pdf

Supplies

- Cardboard Fish
- Stick
- Paper Clips
- String
- Metal Ring
- 2 Posters
- Tape
- Large Bucket

Game Play

1. Place the fish in the pond (a large bucket).
2. Girls "fish" using their rods and attempt to catch a fish.
3. When they catch a fish, they must read the right or the responsibility written on it and then stick the fish on either the Rights or the Responsibilities poster.
4. Once the Fish is placed, the next girl catches her fish, until all of the fish are caught and placed on the posters.
5. Discuss the different Rights and Responsibilities. How were they able to tell which was a right and which was a responsibility? Does everyone have rights? Does everyone have responsibilities?

Arts from Around the World

1. Look at BC Program's Passport to the Arts Challenge on the BC Girl Guide Website. <http://www.bc-girlguides.org/WEB/Documents/BC/program/PassportToTheArts.pdf>
 2. Choose two activities from two different WAGGGS regions and have fun!
 3. Compare the similarities and differences of the arts in these two cultures. Do Canadians have an art form that is similar?
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Twinning Awareness

1. Invite the Area or District International Adviser to the unit meeting to discuss why GGC has a twinning country and how the girls can help people in our twinning country.
2. Where is the country and describe the average way of life for people in that country. For Sparks and Brownies, read a story from the library; for Guides and older girls, use a reference book or photos.
3. Learn about families in that country - what is the average number of people in the family in one household.
4. Look at the current Twinning Challenge and choose a game or activity from the challenge to increase the girls understanding of the country.
5. Donate dues from that meeting to CWFF.

Supplies

- Map of world with Twinning Country marked
- Game or activity from current Twinning Challenge

ALTERNATE ACTIVITY RESOURCES

The important part of any Girl Guide program is to be flexible while fulfilling the objectives of the program. You are welcome to use the activities listed within this resource, or find alternate activities:

1. UK Girl Guides: Including All Program with tips on how to adapt program to meet the individual needs of girls:
<https://www.girlguiding.org.uk/pdf/disability%20Challenge.pdf>.
[girlguiding.org.uk/members_area__go/running_your_unit/including_all.aspx](https://www.girlguiding.org.uk/members_area__go/running_your_unit/including_all.aspx)
2. UK Girl Guides Disability Challenge:
<https://www.girlguiding.org.uk/pdf/disability%20Challenge.pdf>
3. Human Rights Educational Tool Kit for Children: https://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit_En.pdf
4. UNICEF Children's Rights and Responsibilities:
http://www.unicef.org/rightsite/files/little_book_rights.pdf
5. NEDIC Love Yourself Challenge: <http://memberzone.girlguides.ca>, select Program Resources (at top) > Challenges and Activities (middle of page) > GGC/NEDIC Love Yourself Challenge
6. Dove Self-Esteem Resources:
<http://www.dove.ca/en/Social-Mission/Self-Esteem-Resources/default.aspx>
7. Free Being Me (WAGGGS and Dove): <http://www.free-being-me.com/downloads>
8. Looking at Me (Girlguiding UK):
https://www.girlguiding.org.uk/members_area__go/activities/activity_packs/looking_at_me.aspx

PROGRAM CONNECTIONS

Wondering how the activities in the BC Diversity Challenge fit into the rest of your unit's program? The tables on the following pages outline program connections for each branch. Note that you will need to refer to the program book to determine how many activities you have covered in the program. Some of the activities in the challenge are not exactly the same as the activities in the program book, but they meet the program objective, just the same. If you find other connections to your program, please feel free to give your girls credit for them (and email the Program Committee so we can update these tables!) This is not a comprehensive list, feel free to apply your activities to other parts of the program as you see fit. Remember that each activity you complete can accomplish multiple parts of the program.

SPARK PROGRAM CONNECTIONS

Being Me- Who Am I?
Being Me – About Me
The World Around Me – Diversity Meeting
The World Around Me – Additional Activity
In My Community – Additional Activity

BROWNIE PROGRAM CONNECTIONS

Key to My Community – Community Counts interest badge
Key to Me – Helping Others
Key to Me – I Feel Proud
Key to Me – Special Interest Badge
Key to Girl Guides – Taking Part interest badge

GUIDE PROGRAM CONNECTIONS

Discovering You – Discover What’s Important to You
Beyond You – Discover Your Community
Beyond You- Make an accessibility chart
You and Others – Build Skill in Communication
You in Guiding – Be Involved in your Community
Adventures in Guiding interest badge – Cultural Awareness

PATHFINDER PROGRAM CONNECTIONS

Creating Your Future – Lending a Hand
Finding the Path – Broaden Your Horizons
Girls Stuff – Relationships, Values and Choices
Girls Stuff – Media and Image
Girls Stuff – Hot Topics for Youth
A World to Discover – What’s Up Around the World
Be a Model Citizen- Multiculturalism
A World to Discover-What’s up Around the World
A World to Discover- Around the World at Home
Living Well-Be Glad You’re You

RANGER PROGRAM CONNECTIONS

Leadership – Gender Roles
Leadership – Barriers to Communication
Global Awareness – Learning About the World
Global Awareness – Advocacy
Global Awareness – What Matters to You
Celebrate Guiding – Making a Difference
Celebrate Guiding – Girls Worldwide Say
Community Connections – Community Challenges
Your Future – Gender Roles