

**Alberta Diversity Challenge**  
**A Challenge – To Celebrate our Diversity**  
**2006 - 2007**



This fall we are rolling out a special challenge for each branch of Guiding. This challenge will help members learn more about themselves as well as others in their units, community, province and people from around the world. It gives Guiders and girls the opportunity to embrace what makes each of us unique as well as to develop an understanding of ethnicity, race, socio-economics and other qualities or characteristics that make us each an individual.

The Diversity Challenge has been developed in three sections with the first section included in the Challenge Booklets for 2006. Each part of the Challenge can be completed independent of the others. Part Two of the Challenge will be available in the fall 2007 and Part Three in the fall of 2008. A special crest has been designed for each part of the Challenge. This crest can be ordered from the Alberta Guide Shop once you have completed the Challenge. Upon completion of all three parts of the Challenge, the three crests join together to make one large extraordinary crest. The crest can be displayed on members' camp blankets or hats.

Celebrating our diversity is exciting and allows us to learn more about our own background and that of others in our communities. We hope that you will encourage unit Guiders to do Part One of the Challenge this year with their Units, working it into their current Guide program. The Challenge has been laid out so it is easy to follow and includes a number of suggested activities – why not plan a Diversity Night! Why not introduce this Challenge at your next Area meeting and incorporate some of the Challenge activities into your meeting. The Challenge is about teaching Diversity not only to our youth members but also to our adult ones. It is a chance for us all to learn and grow together.

A “bonus” diversity activity is provided below to get you going on the Challenge. If you have any questions or comments, please contact me at:

Tori White  
403-335-0092 (hm)  
[torigary@telus.net](mailto:torigary@telus.net) (hm)  
[twhite@oldscollge.ca](mailto:twhite@oldscollge.ca) (wk)

By embracing our uniqueness – we can grow Guiding together!

### **Diversity Jellybeans**

Hand out a hand full of jellybeans to each girl. Discuss the colours of the jellybeans and what flavour the girls think each colour might be. Make a list of the different colours and guesses of flavours. Eat the jellybeans to see if the girls were able to match up colours and flavours. Are there colours that have a very distinct flavour? Are there colours where it is difficult to tell what the flavour might be or agree on a single flavour? Do you like all the flavours? Just some? Do you have favorites? The jellybeans are like our communities and the world. You are not always able to determine what the flavour is inside the jellybean by just looking at the outside. Each jellybean is unique. During the jellybean exercise, we don't expect to all like the same colours/flavours - it is these differences that make life interesting and exciting!

# ALBERTA DIVERSITY CHALLENGE – Part 1 BROWNIES



## 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. This three-year challenge allows us to discover the diversity within our families, the Guiding unit, community, our world and ourselves. Complete just one year of the challenge or all three parts (Part 2 available 2007, Part 3 available 2008) to discover the diversity that makes us unique.

#### **Part A - Questions to discuss within your Unit: (do three of the five)**

1. Where were you born? How does this influence your life?
2. What special holidays do you celebrate with your family? How do you celebrate these? (i.e. Food you eat, places you visit, people you spend holidays with etc.)
3. Draw, write or share with the unit who makes up your family? Who lives in your house?
4. What cultural organizations are there in your community? Find out what is special about a few of these organizations.
5. As a Unit, map out where each Brownie was born, where their family comes from and the countries or areas they have visited.

#### **Part B – Do any four of the following activities with the Unit**

##### **My Home**

People all need the same things to survive even though the food we eat, the house we live in or the community we are part of might be different. Have the Brownies draw a picture of where they live. Make sure they include the things or rooms they need to live. Where do they cook? Where do they sleep? Where do they store things they are not using? Where is the bathroom? After they have finished their drawing, have each Brownie share their picture and examine the things they need to live. Include their neighbourhood in the discussion. What is needed in their neighbourhood that helps them to live? How can neighbourhoods be different?

##### **Traditions At My House\***

Ask the girls to talk with their families about sayings that are common in their culture or traditions that they have in their families. Choose one broad topic, such as love, birthdays, holidays, or time. Chart the responses to see how different cultures express similar ideas. The Brownies might also be fascinated to compare the different names they use for their grandparents (gramps, nana, etc). Listen and watch for girl's comments that can lead to discoveries about each other.

## **This is Me!**

Materials – large pieces of paper, pencils, crayons, miscellaneous craft supplies for decorating (yarn, buttons, fabric etc).

One by one, have the Brownies lay down on a large sheet of paper. Trace around them in pencil to create an outline of their body. Once their outline is finished, allow the Brownies to decorate their outline with the craft materials provide to illustrate who they are. Once they are finished, have the Brownies make a circle with their “twin” in front of them or hanging on the wall. One at a time, allow each Brownie to share what makes them special. Discuss the ways we are the same and how we are different.

## **The Same but Different**

Bring items to your meeting that are the same but different. For example two teddy bears may be both teddy bears but they may be different sizes, have different coloured fur or faces. Working at a unit or in small groups, place the items in front of the Brownies and have them discuss ways the items are the same and how they are different. Discuss that while people may look different, there are many ways we are the same.

## **The Racism Monster** (from Recipes Meeting for Brownies)

What is racism? Racism can hide inside all of us. When we learn more about people and their feelings, the racism monster is not provided any food to grow. What do you think the Racism monster might look like? With crayons and paper, draw a racism monster. Discuss the food that the racism monster might like to eat. (i.e. student mad about not winning a game, kids fighting over a misunderstanding)

## **Inside Out**

Materials – two equal pieces of fabrics, large eyed needles, thread, stuffing, buttons, markers, glue and other things to decorate the dolls with.

Have the Brownies draw a person on the square of fabric and decorate it however they wish using the materials provided. They can paint or colour their skin, add yarn for hair, make or draw on their clothing. Depending on the time available, the Brownies could add other embellishments. If possible, have the Brownies cut their doll out and sew them by hand or glue the edges of the pieces together. You can also have a leader or helper stitch the dolls together making sure to leave a section open for the Brownies to stuff their dolls with the filler or stuffing provided. As the Brownies are working through this project discuss how we are all different on the outside. What things make us different when we look at each other? What about our insides, are we different on the inside or are we all the same inside? Discuss that while our outsides may be different, our insides are pretty much the same. (i.e organs, blood, bones)

\*Reprinted with permission from the National Network for Child Care - NNCC. Biles, B. (1994). Activities that promote racial and cultural awareness. In Todd, C.M. (Ed.), "Family child care connections", 4(3), pp. 1p;4. Urbana-Champaign, IL: University of Illinois Cooperative Extension Service.