

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:

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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 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. 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 – Do any three of the following as a unit– discuss the pictures or findings to see how we are different or the same in some ways.

1. Have the Sparks draw a picture showing them and their families.
2. Have the Sparks draw a picture showing their bedroom. What is it like?
3. Ask the Sparks to record what her family typically eats in one day.
4. Have a sharing day where the Sparks bring items representing their families, culture or ethnic background (this could be done on a day when parents are invited to attend).
5. As a group, make a list of all the things people “need” to survive

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

What Makes “Me” me?

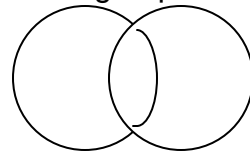
Hand out the Gingerbread template included. Have crayons available for the Sparks. As you read out each question, have the Sparks colour the area mentioned with the colour that applies.

1. Head – If you like sports, colour the head red – if you like reading, colour the head green.
2. Right Arm – If you have a sibling, colour the arm pink. If you are an only child, colour the arm yellow.
3. Left Arm – If you live in an apartment, colour the arm blue. If you live in a house, colour the arm orange.
4. Middle – If you go home right after school, colour the middle purple. If you go to daycare or a babysitter after school, colour the middle green.
5. Bottom – If you have a pet at home, colour the middle brown. If you have no pets, colour the middle black.
6. Right Sock - If you have long hair, colour the right sock red. If you have short hair, colour the right sock green.
7. Left Sock – If you have grandparents living in the same town as you, colour the left sock yellow. If your grandparents live away, colour the left sock brown.
8. Right Shoe – If you go to school on a bus or by car, colour the right sock blue. If you walk (ride bike etc) to school, colour the right sock pink.
9. Left Shoe – If you have been on an airplane, colour the left shoe purple. If you have not, colour the left shoe orange.

Once the activity is complete, discuss with the Sparks how sometimes we are the same as each other and sometimes we are different.

Friendship Circle

Have the Sparks break into groups of two. Give each group a copy of the Friendship Circle (example below - two circles overlapping in the middle). Have each Spark draw a picture on opposite sides of the circle showing something about herself or what she loves to do. In the middle section (where the two circles overlap) the Sparks need to draw a picture showing something they both like to do. For example one Spark could draw herself horseback riding and the other Spark might draw herself reading but they both love to swim so would draw a picture of them swimming in the middle. This activity shows how we are different and ways we are the same. Discuss what they drew as a group, highlighting the diversity within the group.



Skin-Color Match-Ups*

Set out a number of nylon knee-high stockings in various shades - tan, black, white, pink, yellow, and red. Encourage the Sparks to try them on their hands and arms or their legs and feet. Ask questions to help the Sparks increase their awareness of skin colour. For example, "Can you find a stocking that is the same colour as your skin?" Or "What colour is that stocking you have on your arm?" Ask the Sparks to "Try the _____ stocking. Is it lighter or darker than your own skin?" Do the colours remind them of someone? Explain to the Sparks that no one's skin colour is really white, pink, yellow, or red. Emphasize that skin colour differences are interesting and desirable.

If available, read Elmer by David McKee

Music and Dance*

Ask parents to lend you recordings of music that their family enjoys. Teach the girls songs and dances from different parts of Canada or the world. The Sparks will begin to see that all people like to sing and dance, but every group has its own special ways of doing it. Talk with the Sparks about different music sounds: loud, soft, fast, or slow. Listen for the different instruments and create a song/dance for your Spark Unit.

Alike and Different (Thumbprints)*

Set out white 3" x 5" cards, a black inkpad, a pen, and a magnifying glass. Ask the Sparks to make prints of their thumbs by pressing them on the inkpad and then on the cards. Label each print with the child's name. Let the Sparks use the magnifying glass to see how the prints are alike and different. Point out that everyone has patterns on the skin of their fingers and each person's fingerprints are different from anyone else's. You can also do this in book form so each Spark will have a copy of each girl on a separate page.

Friendship Knot - Game

Split the Sparks into groups of 7 or 8. To form a knot, stand in a circle, shoulder to shoulder and have everyone join right hands with someone opposite them and left hands with someone else. Try to form back into a circle without breaking any holds, only pivoting. Which team can untangle their knots first? Working together and playing games is a great way to celebrate diversity!

*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.

