

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 (hm)
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 PATHFINDERS / SENIOR BRANCHES



MEMBERSHIP COMMITTEE

INTRODUCTION

Everyone is different. While we all come from a family, a community or country, there are still things about us 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 (research and answer each of the questions below)

1. What does diversity mean to you?
2. What is special about March 21st (International Day for the Elimination of Racial Discrimination)
3. What is special about March 8th? (International Women's Day)
4. What is special about December 1st (World Aids Day)

Part B

In the World

Being a young woman growing up in Canada, you have many opportunities available to you that are not available to young women in other parts of the world. In groups or individually, pick a country from the list below. Investigate how the young women at your same age would be living. What would she be doing? What opportunities are available to her? Are there restrictions or expectations on what she is or is not able to do. Share your finding with your unit using a method of your choice (i.e. story, poem, drama, song, dance etc)

Countries – Afghanistan, Democratic Republic of the Congo, Nepal, Iran, Argentina, Sudan, El Salvador, Sri Lanka, Zambia, India, Uganda or one of your choice

Guest Speaker

Have a guest visit your unit and share their experience of either traveling to another country or moving to Canada. Were there misunderstandings due to cultural differences? Were the preconceived ideas of the country true?

The "ism" Game

What is an "ism"? Make a list of different ones (i.e. sexism, racism, ageism, spiritualism, nationalism, ableism, heterosexism). Write each of the different "ism's" on paper and stick them around the room. Give each girl a number of post-it notes (each girl could receive a different colour or the same colour for the whole group could be used). Then go around the room and place a post-it note under the "isms" you have experienced. Discuss as a group.

The Race Game

Have all the Pathfinders/Senior Branches stand in rows with a leader in front of them. The leader calls out a variety of statements and if it applies to them, the girls must sit down. A few options are included but please feel free to add your own:

- ◆ Long hair / short hair
- ◆ Can touch their toes
- ◆ Has a mother who works
- ◆ Is wearing a ring
- ◆ Has their ears pierced
- ◆ Short / tall
- ◆ Wears glasses
- ◆ Ride a bus to school
- ◆ Is wearing makeup
- ◆ Can read
- ◆ Blond hair / brown hair
- ◆ Is an only child
- ◆ Has a part time job
- ◆ Is in uniform
- ◆ Lives in the country

How did it feel to be segregated based on things that might or might not have been under your control (i.e the colour of your hair). How would you feel if you were told just because you had blond hair, you were unable to buy a house? Or since you were short, you could not get a job? Discuss how this can apply to situations in Canada or your community.

Dear Diary

You have just moved to a new community and you are unsure of the language or customs there. Write a diary entry describing this day and the challenges you faced. How did you feel? Was this day frightening? Exciting? Frustrating? How did you deal with these feelings? What will you miss about the community you left behind? What do you have to look forward to in your new community? How are you going to overcome the challenges of learning a new language, communication and cultural understanding?

Share the diary entries within the Unit and discuss the different challenges people face moving into a new community or country.

“I am” (from Government of BC – Settlement and Multiculturalism – People Power Training Manual)

- Ask the girls to draw a shape on their paper that describes them today or in general. Ask them to write “I Am...” in the shape.
- Anywhere around those words, write “I Am...” sentence with different descriptive words to describe themselves (they should not use their names). For example: I Am green eyed. I Am a girl. I Am in grade ten. I Am a person who volunteers.
- When the girls are done completing their sentences, hang the papers up and see if the group is able to identify which description belongs to which girl.
- Which of the characteristics are visible? Which are invisible? What do people “see” when they first meet us?
- Draw an iceberg shape on a piece of paper. Like an iceberg, people only see a part of us. Characteristics about you that are visible to other members of our society without needing explanation should go near the top of the iceberg. ‘Semi-visible’ characteristics should be found somewhere at or near water level, and ‘non-visible’ characteristics anywhere below, at different depths. For example, above water would be skin colour, hair colour, gender, and ethnic background. At different levels below the water would be religion, family, friends, hobbies, likes and dislikes etc.