

Challenge - To Celebrate Our Diversity

Part 2 - 2007—2008



Challenges

Spark
Diversity
Challenge
Part 2

Brownie
Diversity
Challenge
Part 2

Guide
Diversity
Challenge
Part 2

Pathfinder/
Senior
Branches
Diversity
Challenge
Part 2

In the fall of 2006, the Alberta Membership Committee rolled out a special Challenge for each branch of Guiding. This year, we are introducing the second part of this Challenge. The Membership Diversity Challenge is intended to help members learn more about themselves as well as others in their units, community, province and around the world. The Challenge is branch specific with different activities for each group. This Challenge will give Guiders and girls the opportunity to embrace what makes each of us unique as well as develop an understanding of ethnicity, race, socio-economics and other qualities or characteristics that make us each an individual.

The Diversity Challenge is in three sections or parts. Parts A and B can be found in the Challenge Booklets and on the Alberta Girl Guide web site. (<http://www.albertagirlguides.ca/challenges.html>). Each part of the Challenge can be completed independent of the others. The Challenges focus on exploring and accepting our differences and those around us such as sex and age as well as the invisible differences like religion, sexual orientation, education and personal values.

A special crest has been designed for each year or 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. Members can display the crest on their camp blankets or hats.

Celebrating our diversity is exciting as it allows us to learn more about our own background as well as that of others in our communities. We hope that Guiders will embrace this Challenge and use it at workshops and training, filtering down to the unit Guiders. All the parts of the Challenge can be easily worked into the current Guide branch programs. The Challenge has been laid out so that it is easy to follow and includes a number of suggested activities. Why not plan a Diversity Night!

The Alberta Membership Committee hopes that you will introduce this Challenge at your next Provincial, Area or District meeting and incorporate some of the Challenge activities into your adult-focused as well as youth-focused events. 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.

If you have any questions or comments, please contact me at:

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**By embracing our uniqueness – we
can grow Guiding together!**



ALBERTA DIVERSITY CHALLENGE – Part 2 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. The three-year Diversity Challenge allows us to discover the diversity within our families, Guiding units, community, our world and ourselves. Complete just one year of the challenge or all three parts to discover the diversity that makes us unique. Part 1 is already available on the Albert Girl Guides website and Part 3 will be available in the fall of 2008. (<http://www.albertagirlguides.ca/challenges.html>)

CHALLENGE – Do any 4 of the following 7 activities

The Same on the Inside (from <http://www.atozteacherstuff.com/pages/404.shtml>)

Materials: one or more brown eggs, one or more white eggs, a bowl. Following a discussion with the Sparks about how people are alike (we all have two eyes, we all have hair) and how we differ (blue eyes vs. brown eyes-long hair vs. short) show them a brown egg and a white egg. Discuss the similarities and differences in the eggs. Break each egg into the bowl and dispose of shell. (Hint: this is best done above the Sparks' eye level because if they see which yolk came from which egg, they may be able to make a distinction). Can they tell which is which? No - because just like people, even though we may LOOK different on the outside, we're all the same on the inside!

This is Me!

Develop a book for the Sparks to work on at home. Have one line at the top of each page with room at the bottom for the Spark to draw and colour a picture. Include things such as: I live in _____, On weekends I like to _____, My favourite food is _____, I love to wear _____. Ask an adult at home to assist with the writing. Have the Sparks bring their completed books back to share with the group. Were there ways some of the Sparks were similar? Different?

My Passport

Using the template provided at the end of the Spark Challenge, create a passport for each Spark. The Sparks can add a photo to their passport or draw pictures of themselves. Assist the Sparks to fill in the additional information. Talk about the countries they know and where they would like to visit (this could be pretend places). After deciding on a few countries, pretend what it would be like to visit. Go on an imaginary trip, ensuring that the Sparks have their passports stamped upon entry. How would you greet someone in this country? What would the people eat? What do the children do for fun? Explore this real or imaginary country.

Our Fingers and Toes

Photograph and print two pictures of each of the Sparks' and leaders' fingers and toes. Have each member of the unit create and decorate a sign with their name on it. Place the name signs a variety of locations around the room. Lay all the pictures on the ground and try to match each photo with the person's name (i.e – if you think this is a picture of Mary's toes, place that picture by Mary's name sign). See if you can get everyone matched with the correct fingers and toes. Once complete, bring the pictures back and discuss how we are different but the same.

Walk Apart, Walk Together

*Adapted from http://www.poehealth.org/pdfs/Lower_Elementary_Nutrition_Supplemental_Materials.pdf)

This activity is to let the Sparks see the similarities between themselves and other Sparks in their unit. Ask for two volunteers to come forward and stand with their backs together. Have the remaining Sparks call out ways these two volunteers are different. (Remind students to be nice!) Differences sometimes push us apart, so as each difference is called, the volunteers take one step apart. When they reach the end of available space, have them turn and face each other. Next have the remaining Sparks to call out things about the volunteers that are similar/alike. As each similarity is called out, the volunteers take one step toward each other. Most times the *differences* are things we can see: hair/skin colour, wearing glasses or not, different type shoes, clothes. The *similarities* are often things that the audience perceives: both are Sparks, both are enthusiastic or nervous, etc. This is an excellent way to introduce a talk about accepting all members of a given group and to remember the similarities that bond us instead of letting differences push us apart.

The Black Crayon from <http://www.uen.org/Lessonplan/preview.cgi?LPid=10572>

This activity focuses on being an individual and reminds the Sparks that it is okay to be different. Differences such as skin colour, eye colour, hair colour, emotions, and families can be discussed. Place empty crayon boxes on the tables with only the black crayons left for the Sparks to draw with. Have the Sparks draw a colourful picture with only the black crayon. Discuss how our world would be if we only had a black crayon. How would our world be if we all looked alike? Why is the black crayon important? What about the other colours? How is each crayon important even though they look different? Now ask the Sparks to draw another picture with all the crayons.

What Makes Me Special?

This is a good activity to do either at the beginning of your meeting or as a closing. Have the Sparks walk around the room skipping, hopping, jumping etc to music. When the music stops the Sparks must stop and find a partner. The partners shake hands and then give a compliment to each other. After this has been done, the music can be turned on again and repeat the process this time having the Sparks find a new partner. Repeat the process a number of times. How did it make you feel to have positive things said to you? What if people were saying things that were not nice?

SIGNATURE

PICTURE

TOWN

AGE

NAME

STAMPS

GIRL GUIDES OF CANADA



PASSPORT



Girl Guides of Canada Guides du Canada