

## FAMILY & CULTURE

### AN INSTANT MEETING FOR BROWNIES FROM THE BC PROGRAM COMMITTEE

The BC Diversity Challenge has so much program work in it that it requires two meetings to complete. It is worth it, though! With these two meetings you will not only earn the challenge badge, but also complete a significant number of program requirements.  
*\*originally published in the June 2013 FunFinder.*



### Meeting Plan

Before the meeting: ask for cultural items to be brought in

- 10 min: Gathering: Different Families Scavenger Hunt
- 5 min: Brownie Opening
- 10-15 min: Opening Discussion
- 10-15 min: Cultural Heritage Kim's Game
- 5-10 min: African Catching Stars Game
- 20-25 min: Australian Dot Art
- 10-15 min: Songs From Other Countries
- 5 min: Brownie Closing

*90 minute meeting. Approximate activity times shown.*

### Meeting Supplies

- scavenger hunt sheets
- pencils or pens
- cultural items (Guiders may wish to bring extras)
- tray
- towel
- paper
- optional: Australian animal colouring sheets
- poster or tempera paint
- cotton swabs

### Program Connections

**Key to Me:** Who Am I?, I Feel Proud, Respecting Others

**Key to My Community:** Family Heritage interest badge (special family treasure)

**Key to Active Living:** Go For It! Interest badge (play an active game)

**Key to the Arts:** Crafts from Afar, Around the World in Song and Dance, Super Crafts interest badge (aboriginal craft), Artist at Work interest badge (try different kinds of art)

**Key to Girl Guides:** Thinking Day and Guide Scout Week (play a game from another WAGGGS country)

## Gathering: Different Families Scavenger Hunt

### Directions

Instead of talking about different kinds of families (as suggested in the challenge document), 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

- scavenger hunt sheet (next page)
- pencils or pens

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## Opening Discussion

Using the Scavenger Hunt results from the **Gathering** as a starting point, talk about 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.

What type of family is not represented in your unit?

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## 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. Either: 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).

Or: have the girls write down as many of the items as they can remember.

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
- tray to place items on
- towel to cover items
- paper & pencil

## Find Someone Who Lives in a Family That...

|  |  |  |   |  |
|--|--|--|---|--|
| ...has no brothers or sisters.                     | ...has a grandparent living with them.   | ...has two parents living with them.                           | ...has a stay-at-home dad.                                | ...lives with a stepsister or stepbrother.   |
| ...lives with just one parent or guardian.         | ...has more than 6 people in her family living together.   | ...has two people of different races living together.          | ...lives with a stepmother or stepfather.                 | ...lives half the time with one parent, and half the time with the other parent.     |
| ...has adopted or foster children in their family. | ...has a stay-at-home mom.   | ...has a young mom or dad (less than 20 years older than her.) | ...does not live with mom or dad, but with aunt or uncle. | ...has a mom or dad who works away from home and is away more than they are at home. |
| ...lives with either two moms or two dads.         | ...has a brother or sister who is more than 10 years older, and no brothers or sisters in between. | ...has another family living with them.                        | ...lives with half-brothers or half-sisters.              | ...speaks a language other than English at home.                                     |

## African Catching Stars Game

This is a game from Zaire, which is now called the Democratic Republic of Congo.

People all around the world have always been fascinated by stars. In this game, the children try to catch the stars.

### Directions

1. Divide the girls into two groups – the Stars and the Catchers. You should have more Stars than Catchers to begin the game.
2. Define two boundaries, about 20 feet apart. This could be from one wall to another wall in your meeting place.
3. The Catchers stand in the middle of the playing area, while the Stars stand together at one of the boundaries.
4. The Catchers all call out together: Star light, star bright, how many stars are out tonight?
5. The Stars all answer: More than you can catch!
6. The Stars then run across the playing area, trying to make it to the other boundary without being tagged. The Catchers attempt to tag as many Stars as they can, and tagged Stars become Catchers for the next round.
7. Continue the game until all of the Stars are caught.

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## Australian Dot Art

Dot art is a traditional form of artwork by Australian Aboriginals. See the search for more information about dot art:

<https://www.google.ca/search?q=australian+aboriginal+dot+painting>.

### Directions

1. Either sketch a picture of a traditional Australian animal, or choose a template.
2. Dip a cotton swab into the paint and dab it onto the paper, careful to only make dots and not to drag it.
3. Change cotton swabs for each colour of paint.
4. Option for older girls: use acrylic paints on a cork trivet or coasters and varnish when dry.



### Supplies

- paper or template to fill in (i.e. colouring pages of Australian animals); the sample was done on brown construction paper.
- pencils
- poster or tempera paint
- cotton swabs

## Songs From Other Countries

### The International Welcome Song

Learn to say Hello in two languages other than English or French with this public domain song which includes English, French, German and Spanish. Hear the song online at <http://youtu.be/mTLGZTLPliw>.

*Public Domain (2-part round)*

**Hey, Hello, Bonjour, Guten Tag**

**Welcome, Welcome, Welcome, Welcome!**

**Buenos Dias, Buenos Dias!**

### Tzena (Israeli Song)

Tzena is a lively Israeli song which can be sung in a round. This song can be found in the Our Chalet Songbook and in the Sangam Songbook, where it is listed as Public Domain. Hear the song at <http://tuneguide.e-guiding.com/tzena.mp3>.

**Tzena, Tzena, Tzena, Tzena,  
Can't you hear the music playing in the village square?  
Tzena, Tzena, Tzena, Tzena,  
Can't you hear the music playing in the village square?**

**Tzena, Tzena, join the celebration.  
There'll be people there from every nation.  
Dawn will find us dancing in the sunlight,  
Dancing in the village square.**

### Tingalayo (Caribbean Song)

Tingalayo is a Carribean song found in the Jubilee Songbook and listed as Public Domain. Hear the song at <http://youtu.be/GTtnvGhyMAU>.

**Tingalayo, come, little donkey, come.  
Tingalayo, come, little donkey, come.**

**My donkey walk, my donkey talk,  
My donkey eat with a knife and fork.**

**Tingalayo, come, little donkey, come.  
Tingalayo, come, little donkey, come.**

**My donkey eat, my donkey sleep,  
My donkey kick with his two hind feet.**

**Tingalayo, come, little donkey, come.  
Tingalayo, come, little donkey, come.**

## **Tongo (African Chant)**

Tongo is an African chant song found in the Jubilee Songbook and listed as Public Domain. Each bar is chanted by the leader, then repeated by the whole group. At the end, the last two phrases gradually slow down and die away. Hear the song at <http://tuneguide.e-guiding.com/tongo.mp3>.

Sing through the following song twice.

**Tongo (Tongo)**

**Jim-de-be-na be-i-oh (Jim-de-be-na be-i-oh)**

**Tongo (Tongo)**

**Oo-pe-oo-kum-ba-yah (Oo-pe-oo-kum-ba-yah)**

**Oh-wa-lay (Oh-wa-lay)**

**Mah-lee-pah-may-lee-way (Mah-lee-pah-may-lee-way)**

# CELEBRATING & UNDERSTANDING OUR DIFFERENCES

AN INSTANT MEETING FOR BROWNIES  
FROM THE BC PROGRAM COMMITTEE

The second of two meetings to complete the BC Diversity challenge. *\*originally published in the June 2013 FunFinder.*

## Meeting Plan

Before the meeting: ask for food bank items to be brought in

10 min: Gathering: Food Bank Donations Word Search

5 min: Brownie Opening

10-15 min: Rich Rabbit, Poor Rabbit Game

10-20 min: Hidden Disabilities: The Misunderstood Child

15-20 min: Awesome Aliens Craft

10 min: Queimada (Brazilian Tag)

5-10 min: Make New Friends Song with Sign Language

5 min: Brownie Closing

*90 minute meeting. Approximate activity times shown.*

## Meeting Supplies

- Food Bank Donations word search
- pencils
- Pictures of different items that would be sold in a green grocer, toyshop and music shop.
- beads
- a variety of craft supplies
- beach ball or foam ball (something soft)

## Program Connections

**Key to Me:** Respecting Others, Helping Others

**Key to My Community:** My Neighbourhood (service project), Community Counts interest badge (help food bank)

**Key to Active Living:** Go For It! Interest badge (play an active game)

**Key to the Arts:** Super Crafts interest badge (make a craft using recycled materials)

**Key to Girl Guides:** Thinking Day and Guide Scout Week (play a game from another WAGGGS country)

# Food Bank Donations Word Search

Find the words listed below in the puzzle. Use the leftover letters to fill in the blanks below to reveal a secret message.

K S W C H S F E D N S I S Y T S C  
 L B E O A L O R U A G T R I O E E  
 I A V P O K Y U E E T T E R O H R  
 M B T U I S E P P I R E P E T S E  
 D Y R O O W D M U S E H A P H I A  
 E F T U H E Y R I F T G I A P D L  
 N O P E I F F B F X T A D P A E U  
 N O O R O D D O A B U P E T S D M  
 A D D A E N C K Y B B S L E T I R  
 C A N N E D V E G E T A B L E S O  
 O U N A R E H R A G U S A I L H F  
 M A C A R O N I E L N P S O A A Y  
 C L A U N D R Y S O A P O T E M B  
 I L I Q U I D H O N E Y P N M P A  
 L I O E V I L O G O P T S H T O B  
 P O W D E R E D M I L K I E A O R  
 G R A N O L A B A R S K D I O D S

- BABY FOOD
- BABY FORMULA
- BABY WIPES
- CAKE MIX
- CANNED FRUIT
- CANNED MILK
- CANNED VEGETABLES
- CEREAL
- COFFEE
- DISPOSABLE DIAPERS
- DRIED PEAS
- DRY SOUP
- FLOUR
- GRANOLA BARS
- LAUNDRY SOAP
- LIQUID HONEY
- MACARONI
- OATMEAL
- OLIVE OIL
- PEANUT BUTTER
- POWDERED MILK
- SHAMPOO
- SIDE DISHES
- SOUPS
- SPAGHETTI
- SUGAR
- TOILET PAPER
- TOOTHPASTE

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## Rich Rabbit, Poor Rabbit Game

From the WAGGGS Global Action Theme (GAT) Curriculum booklet,  
<http://www.wagggsworld.org/en/grab/20082/1/2GATcurriculumENG.pdf>

To lead into this activity, thank the girls for bringing items for the food bank and talk about why these donations are important. Explain that this activity will help to show them the difference between being rich or poor.

### Directions

1. Explain to the girls that extreme poverty is living on less than \$1 per day. In developed countries, poverty is defined as living on less than \$10 per day.
2. Guiders prepare by setting up some shops such as a green grocer, toyshop and music shop. Display pictures of different items where each item is between one and three beads to buy.
3. Divide the group into two. One group is the rich rabbits and one is the poor rabbits.
4. Give the rich rabbits 20 beads (seeds or beans) each and the poor rabbits one bead each.
5. Ask all the rabbits to hop around and choose what they want to buy.
6. Afterwards, discuss with the group what it felt like to be a rich rabbit or a poor rabbit.

### Supplies

- Pictures of different items that would be sold in a green grocer, toyshop and music shop. Each item must be labeled with a price of between one and three beads.
- beads

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## Hidden Disabilities: The Misunderstood Child

The challenge document suggests that you use your community resources to bring in someone who works in the field of "hidden disabilities" to talk to your girls about children with hidden disabilities (such as autism, dyslexia, hemophilia, sensory processing disorder, etc.). You may wish to bring someone in for a short talk during this meeting, or have them in to another meeting to allow for more time.

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/ydGdZdTiy5c>

Asperger's Syndrome Explained for Children (an Arthur cartoon which is good for Sparks and Brownies) - <http://youtu.be/s9eATBV-lg> - to view the entire episode (~12 minutes long) see <http://youtu.be/nsmjwHW40ps>

The Power of Dyslexia - [http://youtu.be/l\\_qGJ9svUbM](http://youtu.be/l_qGJ9svUbM)

Sensory Processing Disorder - <http://youtu.be/-GPpbvtiwc0>

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> for instructions.

## 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.

## Awesome Aliens Craft

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

### Directions

1. Before beginning this activity, talk about how everyone is different, and everyone is beautiful. Explain that this activity will reinforce that it's cool to be different.
2. Using your Unit's craft supplies, have each girl draw and create her own alien.
3. She can make it look any way she wants – three eyes, purple teeth, funny feet, etc.
4. Ask the girls to volunteer to present her alien to the Unit and describe how it looks.
5. Celebrate the differences between each girl's creations!

### Supplies

- a variety of craft supplies

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## Queimada (Brazilian Tag)

You will need a large playing area divided in half – one side for each of two teams.

### Directions

1. Divide the group into two teams.
2. Each team occupies half of the playing area. At the far end of each side of the playing area is a cemetery. One player from each team starts in the cemetery.
3. One of the girls in the cemetery throws the ball to her teammates, and they then throw the ball across the playing area, to try and hit one of the players on the other side.
4. The girls on the opposite side try to catch the ball. If the ball touches someone without them catching it, then they are "dead" and must go to their cemetery for the remainder of the game.
5. The girls continue to throw the ball at the players on the other team. The game continues until there are no "live" players left on one team.

### Supplies

- beach ball or foam ball (something soft)

Optional: use multiple balls!

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## Make New Friends: Sign Language Song

Explain to the girls that part of diversity is having diverse physical abilities. Different abilities means that people adapt to what they are able to do. Since deaf people cannot hear spoken language, they adapt by using sign language. The girls will now learn a simple song using sign language.

To see the signs in action, visit <http://www.handspeak.com/word/>.

To hear the tune for the song, visit <http://guidingjewels.ca/resources/songs/520-song-make-new-friends>. Detailed actions are on the next page!

***Make new friends,  
But keep the old.  
One is silver,  
And the other gold.***

|  |   |
|--|---|
| <p><b>MAKE</b></p> <p>Bring both fists together, one on top of the other, then separate them slightly, rotate both fists inward and bump them together again.</p>  |    |
| <p><b>NEW</b></p> <p>Palms up, bring one open palm across the other, then bring the one palm upwards (as if something is coming out of the ground!)</p>  |    |
| <p><b>FRIENDS</b></p> <p>Bring hands together with both index fingers extended, putting one over the other and then clasping fingers together. Separate hands and repeat with opposite Index finger on top of the other and clasp again.</p> |    |
| <p><b>BUT</b></p> <p>Bring both index fingers together to cross, then bring hand away to the outside of the body with fingers still extended.</p>  |    |
| <p><b>KEEP</b></p> <p>Make the ASL "K" sign with both hands and bring one wrist down onto other wrist.</p>   |   |
| <p>(THE) - ASL has no signs for the words like "the" or "and" or "is".</p>   |   |
| <p><b>OLD</b></p> <p>Make a fist under the chin and then bring the fist down and out (as if stroking a beard).</p>   |  |
| <p><b>ONE</b></p> <p>Make the ASL sign for the number 1.</p>   |  |
| <p>(IS)</p>  |   |
| <p><b>SILVER</b></p> <p>Put index finger to side of head, just in front of ear. As you bring your hand away, close your fist and shake it twice as you move hand to outside of your body.</p>  |  |
| <p>(THE)</p>   |   |
| <p><b>OTHER</b></p> <p>Place fist with thumb up in front of chest, move hand slightly away to side of body, tilting thumb outwards.</p>  |  |
| <p><b>GOLD</b></p> <p>Put index finger to side of head, Just in front of ear. As you bring your hand down in front of you, open up your hand and bring it up to make the ASL "Y" sign.</p>   |  |