

FAMILY & CULTURE

AN INSTANT MEETING FOR SPARKS 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: Family Picture
- 5 min: Spark Opening
- 10-15 min: Opening Discussion
- 10-15 min: Cultural Heritage Kim's Game
- 5-10 min: Irish Daisy Chain Game
- 5-10 min: African Catching Stars Game
- 5 min: Spark Closing

60 minute meeting. Approximate activity times shown.

Program Connections

Being Me: About Me
The World Around Me: Diversity Meeting, Additional Activities (international games)

Meeting Supplies

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> paper | <input type="checkbox"/> cultural items (Guiders may wish to bring extras) | <input type="checkbox"/> tray |
| <input type="checkbox"/> pencils, crayons, markers | | <input type="checkbox"/> towel |

Gathering: Family Picture

Directions

To prepare the girls to talk about diverse families, have them draw a picture of their family.

Supplies

- paper
- pencils, crayons, markers

Opening Discussion

Using the Family Pictures created in 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?

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. 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).
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

Irish Daisy Chain Game

This game is played by Irish Daisy Bird Guides, who are the same age as Sparks.

Sung to the tune of: Mulberry Bush

We can make a daisy chain,

A daisy chain, a daisy chain,

We can make a daisy chain,

A daisy chain for you.

Directions

1. Girls sit spaced out on the floor.
2. A Guider walks in and out, around the girls, while everyone sings the song.
3. At the end of the song, she holds hands with the girl she is closest with, who stands up to join her in a “daisy chain.”
4. Repeat until you have a long daisy chain, each time adding a new girl to the end of the chain.

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 girls 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.

CELEBRATING & UNDERSTANDING OUR DIFFERENCES

AN INSTANT MEETING FOR SPARKS 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: Body Pride Pledge
- 5 min: Spark Opening
- 5-10 min: I Like Girls Game
- 10-15 min: Rich Rabbit, Poor Rabbit Game
- 10-20 min: Hidden Disabilities: The Misunderstood Child
- 5-10 min: Make New Friends Song with Sign Language
- 5 min: Spark Closing

60 minute meeting. Approximate activity times shown.

Program Connections

Being a Spark: Additional activity (getting to know you game)

Being Me: Who Am I?

Exploring and Experimenting: Additional activity (song using hand motions)

The World Around Me: Diversity Meeting

Brownies and Beyond: Additional activity (food bank donation)

Meeting Supplies

- Body Pride template
- pencils, crayons, markers
- a chair for each girl
- Pictures of different items that would be sold in a green grocer, toyshop and music shop.
- beads

Gathering: Body Pride Pledge

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

Directions

1. Have the girls write down (or draw) on a piece of paper three personal traits they like about themselves (Guiders to help). For example, "I am funny, I like my smile, I am a good friend, I am a great soccer player".
2. Finish each pledge with "I am beautiful".
3. Have each girl decorate their Body Pride Pledge.
4. Encourage girls to take it home and hang it up in their room so they can be reminded every day of how special they are.

Supplies

- Body Pride template (next page)
- pencils, crayons, markers

I Like Girls Game

This game can be used to reflect on the Body Pride pledges that the Sparks made during their gathering time.

Directions

1. All girls sit on a chair facing into a circle.
2. The Guider stands in the middle of the circle without a chair.
3. The Guider call out something which describes some of the girls in the circle, for example, "I like girls who have long hair" – now all girls with long hair must get up from their chair and find a different chair to sit in.
4. As the girls search for a new chair, the Guider takes a chair. This will leave one girl in the middle without a chair to sit on. She now starts the game again with another statement, such as "I like girls with blue eyes" and all girls with blue eyes change seats... etc.
5. Girls cannot be in the centre of the circle more than twice in a row. At the end, say "I like girls who are girls!" so that everyone must change seats!

Supplies

- a chair for each girl

Body Pride - I Love Me!

name

	I am beautiful

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

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-lq> - to view the entire episode (~12 minutes long) see <http://youtu.be/nsmjwHW40ps>

The Power of Dyslexia - 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.

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>MAKE</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>NEW</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>FRIENDS</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>BUT</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>KEEP</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>OLD</p> <p>Make a fist under the chin and then bring the fist down and out (as if stroking a beard).</p>	
<p>ONE</p> <p>Make the ASL sign for the number 1.</p>	
<p>(IS)</p>	
<p>SILVER</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>OTHER</p> <p>Place fist with thumb up in front of chest, move hand slightly away to side of body, tilting thumb outwards.</p>	
<p>GOLD</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>	