

# *Diversity101*

A Learning Opportunity *for*  
Girl Scouts of Eastern PA

**Spring/Summer 2016**



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# What is this?

## WHAT IS DIVERSITY?

This is the first question a staff member/volunteer working with a group of girls needs to answer. The answer may come in very complex text or very simplistic terms. The most simplistic form of a definition of diversity is “the difference amongst a group of people.” Building positive identities and a respect for differences means weaving diversity into the fabric of children’s everyday lives.

## WHY IS IT IMPORTANT TO BE AWARE OF DIVERSITY?

We all want children to grow up in a world free from bias and discrimination, to reach for their dreams and feel that whatever they want to accomplish in life is possible. We want them to feel loved and included and never to experience the pain of rejection or exclusion. But the reality is that we do live in a world in which racism and other forms of bias continue to affect us. Discrimination hurts and leaves scars that can last a lifetime, affecting goals, ambitions, life choices, and feelings of self-worth. We can best prepare children to meet the challenged or the increasingly diverse world they will inherit by teaching them to celebrate and value differences and to be proud of themselves and their family traditions. Differences come in many shapes and sizes. They can vary from race, gender, socioeconomic status, religion, etc. We can teach children to respect and value people regardless of the color of their skin, their physical abilities, or the language they speak. No matter how “alike” a group of people may be, whenever a group of two or more people gathers, they are a diverse group. The level of diversity just depends on how unique the group members turn out to be.

It is important to be aware of diversity, especially when you are teaching or leading a group of. That awareness is important because in order to teach and to lead one must be able to reach every girl in one’s group. Each girl may need to be reached in a different way because each and every one of them is different. A person from Australia may have a different way of speaking than one from Pennsylvania. For example, a “torch” to an American means a fire on the end of a stick, while to an Australian it means a flashlight. A Girl Scout from Center City Philadelphia may have a different way of speaking than a person from the rural town of Oxford. In all these cases, English is the language spoken, just in many different forms. Being aware of the way different group members speak may save great strife later. The same with hand gestures, tone of voice, language, body movement, etc. The ability to relate well to all types of people is a leadership skill that is becoming increasingly important. Understanding, accepting, and valuing diverse backgrounds can help young people and adults thrive in this ever-changing society.

## WHAT ACTIVITY SHOULD I USE?

Many activities can be used to explore diversity in a group and things that could possibly happen in a group due to differences. Learning about diversity can be fun! These activities can help your group discover that, in many ways, people from different cultures and backgrounds hold similar values and beliefs. You and your girls will become more aware of cultural viewpoints and the stereotypes you may have inadvertently picked up as you learn to accept and respect the differences and similarities in people. Debriefing is important for dealing with unresolved feelings or misunderstandings. It is equally important to conduct activities in an atmosphere of warmth, trust, and acceptance.

The following activities explore a few of these ideas. **The younger activities can definitely be used successfully at older levels. However, using older activities for younger girls is not suggested.**

## Color Your World

### Objectives:

Girl Scouts will learn not to judge a book by its cover and will understand that looking at what is on the inside of a person is what matters most.

### Suggested Age Groups:

Daisy, Brownie, & Junior

**Time:** 20 Minutes

### Materials:

- Crayons, Markers, or Color Pencils
- Large box
- “A Box of Crayons” Poem (A4)
- Crayon Pattern for each Girl Scout (A7)

### Personal Notes:

### Activity:

- 1) Ask the girls what their favorite ice cream flavor is.
- 2) After listening to the girls’ responses, tell them to imagine not being friends with someone whose favorite flavor is different from yours. How does that make you feel?
- 3) What happens when you put chocolate and vanilla together? You make a swirl and we all know how good that is!
- 4) Read the poem “A Box of Crayons.”
  - a. If you have older girls, let them each read a stanza.
- 5) This group is like a big box of crayons. Everyone is different colors, different heights, and different names.
- 6) DO you ever expect a person to be a certain way just because of the way they look?
- 7) What does the saying “Don’t judge a book by its cover” mean?
- 8) How can we apply that saying to our life?
- 9) Give each girl a crayon pattern to decorate the way they like to.
  - a. Have one made to share as an example for the girls.
- 10) Once the girls are done decorating their crayon, put them all in the large box.
- 11) When the crayons are back in the “box” say...

*Wouldn't it be terrible? Wouldn't it be sad?  
 If just one single color was the color that we had?  
 If everything was purple? Or red? Or blue? Or green?  
 If yellow, pink, or orange was all that could be seen?  
 Can you just imagine how dull our world would be if  
 Just one single color was all we got to see?  
 We could all learn a lot from a box of crayons.  
 They are all different, but exist quite nicely in the box together.*

- 12) Give the girls back their crayons or keep them to display.

## Diversity Circle

### Objectives:

Girl Scouts will become open and aware of each other's diversity and how to be inclusive to everyone who wants to be a Girl Scout.

### Suggested Age Groups:

Daisy, Brownie, & Junior

**Time:** 15 Minutes

**Materials:** None

### Personal Notes:

### Activity:

- 1) Have all the girls stand in a giant circle.
- 2) Explain to the girls that you are going to call out different community groups and if you are part of that community group you step into the center of the circle and become an inner circle with your peers who also came into the circle
  - a. You will say "Step into the circle if \*insert community group\*"
    - b. **NOTE:** you can create your own community groups for this activity or use the handout on A. You should adapt the questions based on the age of your girls.
- 3) Start off with calling out low risk community groups
  - a. Example: "Step into the circle if your favorite color is purple"
- 4) Later on in the activity, move to higher risk community groups
  - a. Example: "Step into the circle if you every felt left out of a group of friends."
  - b. Avoid questions about sensitive topics like sexual preference, rape, etc.

### Debrief:

- 1) How did it feel when you crossed the line and looked back at your peers?
- 2) How did it feel to not be part of a particular community group?
- 3) How diverse do you think we are as Girl Scouts?
- 4) How can Girl Scouts become even more inclusive?

**NOTE:** Encourage further discussion if these questions spark interest with the girls. Avoid sensitive topics like sexuality, rape, etc.

## Diversity Circle Community Groups

### 1. **Low Risk Community Groups:**

- a. If you have [insert color] hair.
- b. If you wear glasses.
- c. If you have [insert number] siblings.
- d. If you live in [insert city].
- e. If your favorite flavor of ice cream is [insert ice cream flavor].
- f. If you've ever been to Girl Scout Camp.
- g. If you've traveled to another country.
- h. If you play a sport.
- i. If you play a musical instrument.
- j. If you write with your left hand.
- k. If your favorite color is [insert color].
- l. If your favorite subject in school is [insert subject].
- m. If you are over 4'5".
- n. If you have [insert color] eyes.
- o. If you've read an entire book in the last month.
- f. If you've ever felt discriminated against because of your age.
- g. If you've ever been falsely accused of something you didn't do and received consequences for it.
- h. If you've ever lied about something and felt repercussions of that lie later on.
- i. Have you ever done something that your family would not be happy about?
- j. Have you ever made fun of someone?
- k. Have you been made fun of (in person or online)?
- l. Have you ever tried change yourself (either outward appearance or personality-wise) because of what someone has said to you?
- m. Have you ever felt ashamed of an interest you have or someone your friends with because that thing/person isn't "cool"?
- n. Have you ever done something you thought was "cool" that you regretted later?
- o. Have you ever felt like your voice wasn't heard in an argument or discussion?

### 2. **High Risk Community Groups:**

- a. If you've ever felt excluded from a friendship group.
- b. If you were born in another country.
- c. If one or both of your parents/guardians are from another country.
- d. If you've ever felt self-conscious about your physical appearance.
- e. If you've ever felt like you couldn't complete a challenge.

## Dot Diversity

### Objectives:

Girl Scouts will understand how groups are formed in daily life, understand how groups may become exclusive, experience feeling of being insiders and outsiders, and see that sometimes we need to step outside our comfort zone and challenge what is seen as the norm if we are to make changes.

### Suggested Age Groups:

Daisy, Brownie, Junior, Cadette,  
Senior, & Ambassador

**Time:** 15 Minutes

### Materials:

- Colored Dot Stickers  
Or
- Colored Squares (A6)
- Tape

### Activity:

- 1) Have group close their eyes.
- 2) Put different colored stickers on the foreheads of girls or tape different colored squares on the foreheads of girls
  - a. Give one girl a separate color sticker/square than the rest of the group
  - b. Give the rest of the campers a sticker/square the same color as at least two other girls (group sizes may vary).
- 3) Have the girls open their eyes and tell them to “Find their groups, without talking.”
  - a. Be careful not to tell them to find their groups based on the color sticker/square.

### Debrief:

- 1) After the girls have split into groups, debrief the activity with questions:
  - a. How did you find your group?
  - b. How do you feel when you found your group?
  - c. For the girls who were unique, how did you feel when you could not find a group?
  - d. How did you figure out where you belonged?
  - e. Did it occur to invite the “different” ones into their groups? Why or Why Not?
  - f. Does this have to do with real life?
  - g. When are groups good and when can they be harmful?

### Wrap Up Discussion:

The next time you see someone excluded from a group, invite them in. It will not only make you feel good, but you as well, and you may even make a new friend!



# Everybody is Unique: A Lesson in Respect for Others

## Objectives:

Girl Scouts will search for the most positive aspects of some very unusual “people.” This activity reinforces the idea that one can’t always judge the quality of a person by her or his appearance; sometimes people can be appreciated for their differences.

## Suggested Age Groups:

Daisy, Brownie, Junior, Cadette,  
Senior, & Ambassador

**Time:** 20 Minutes

## Materials:

- Crayons, Markers
- Pencils
- Tape
- Paper, Chart Paper, or Writing Board
- 3 Containers or Baskets
- 3-inch square white drawing paper for each Girl Scout (A1)
- 4-inch square white drawing paper for each Girl Scout (A2)
- 5-inch square white drawing paper for each Girl Scout (A3)
- Silhouette (A12)

## Activity:

- 1) Write the word *UNIQUE* on the board or paper. Ask the campers what the word means to them and what makes YOU unique among the other Girl Scouts.
- 2) Use the Silhouette and draw three lines to separate the head (include the neck), the torso (shoulders to waist), and leg area (from the waist down).
- 3) Talk about one section at a time; have the girls give you answers about what unique features can a person have in that section of the body. List the girls’ ideas in the margins.
  - a. Head (eye color, ears size, curly or straight hair, skin color, freckles, glasses, hat, etc.)
  - b. Torso (skinny or heavy, muscular or frail, square or round shoulders, different clothing, etc.)
  - c. Lower body (skinny or stubby legs, feet point in, out, or straight, clothes, shoes, etc.)
- 4) Give each girl a 3-inch square. Have them write their name on one side and on the other create/draw a unique persons head and neck based on the qualities they have noted-filling the entire square.
- 5) Give each girl a 5-inch square. Have them write their names on one side and on the other create/draw a unique persons torso based on the qualities they have noted-filling the entire square.
- 6) Give each girl a 4-inch square. Have them write their names on one side and on the other create/draw a unique person from the waist down based on the qualities they have notices-filling the entire square.
- 7) Collect all the heads, torsos, and legs and placed them into separate containers
- 8) Have each girl pick one of each body part that is not their own out of the container. Do not let the girls look at the created pictures yet.
- 9) Once all the girls have their three body parts, have them flip over the paper and tape the three pieces together to create a totally new and unique friend.
- 10) Say ‘Everybody is different, or UNIQUE. What a person looks like on the outside has nothing to do with what is on the inside. Every person has special qualities and talents that make them special.’
- 11) Have them name their new friend.
- 12) Have the girls pair up and introduce their new friend to one another. Have them talk about what makes their new friend unique and what similarities and differences they have with them.

## Personal Notes:

## Never be the Same Again Blues

### Objectives:

Girl Scouts learn that words have the power to hurt others- or to heal others.

### Suggested Age Groups:

Daisy, Brownie, & Junior

**Time:** 25 Minutes

### Materials:

- Silhouette (A12)
- Tape (Optional)

### Personal Notes:

- If using the silhouette (A12), break into small groups for the activity and debrief as a large group.

### Activity:

- 1) Before the activity, cut out the silhouette.
  - a. Fun activity idea: You can have the girls create a life size silhouette for this activity to use as a substitute for the 8 ½" by 11" silhouette.
- 2) Gather the girls in a circle and introduce them to their new "group member" whose name is Greenie!
- 3) Explain that sometimes it is hard for new people to enter and become part of a new group because the group has already formed groups of their own and bonds of friendship. Some people decide to automatically put up barriers to a new person before they even get to know them.
- 4) Now, let us imagine that Greenie just joined our group today and we are all very unwelcoming to Greenie.
- 5) Invite the girls, one at a time, to say something mean to Greenie. The girls will really need to use their imaginations because Greenie has no characteristics that we know of to pick on. You may start it off by saying, "We don't want you here Greenie!" Each time a mean thing is said to Greenie, tear off a small piece of Greenie to the girl who made the comment to hold onto.
- 6) After everyone has had a chance to say a mean thing, have them come back up one at a time and try to put Greenie back together (you can use tape if you want to tape Greenie back together). As each girl puts their piece back, they must say an apology for their comment. Help them out if they are stuck.
- 7) When Greenie is all repaired, no matter how hard they try, Greenie will never be the same again.

### Debrief:

- 1) Ask the girls to think about a time where they were new to a group of people. How did you feel being a part of that new group?
- 2) Was it easier to say something mean to Greenie or to apologize to Greenie? Why?
- 3) Are we surprised that mean words could do so much harm to someone else?
- 4) Think about a time where you were a part of a group and someone new joined your group. What can you do to help make the new person feel included?
- 5) What will you remember about Greenie and this activity?

# The Princess List

## Objectives:

Girl Scouts learn that we are all beautiful and unique in our own ways.

## Suggested Age Groups:

Daisy, Brownie, & Junior

**Time:** 20 Minutes

## Materials:

- Markers/Crayons
- Princess Silhouette (A10)
- Chart Paper or Board to write on

## Personal Notes:

## Activity:

- 1) Organize the girls into small groups. Give each group a princess silhouette and drawing materials.
  - a. Fun activity idea: You can have the girls create their own princess drawing! Give the girls a sheet of paper and have them draw their princess.
- 2) Ask each group to choose a popular fairy-tale princess character they all know, and spend five minutes making your princess silhouette show what their character looks like.
- 3) Encourage the girls to discuss the character's specific appearance features (i.e long hair, blue eyes) as they draw. Focus on what the character looks like, rather than what she is wearing.
- 4) Bring the groups into one circle and put all the drawings in the middle.
- 5) On the chart paper or board, write at the top "Perfect-Looking Princess."
- 6) Say: Look at all these great princesses! Do you think the princesses share similar features in the way they look? Let's see how many ways they look alike that we can spot.
- 7) As girls say features, write them down on chart paper or board.
- 8) When the girls finish creating the list, read the features back to them.
  - a. Say: So the "Perfect-Looking Princess" has...

## Debrief:

- 1) Wrap up the activity by asking:
  - a. Isn't it strange how similar all these princesses look?
  - b. Can you think of other places we see this princess look?
    - i. Media, TV, celebrities, etc.
  - c. IN real life, do lots of girls have all these features?
- 2) Say: You're right. Actually, we often get told the story that there's only one way to be beautiful. The list you wrote describes the look that's shown a lot in our society. But it's not true-there are lots of ways to look beautiful. There is no such thing as a perfect look!
- 3) Cross out the words "The Perfect-Looking Princess" that you wrote at the top of your list.
- 4) Say: We know there can't be just one way to look beautiful, because even in this group we all look different and that's even truer if you travel around the world. What are some ways that you are beautiful?
- 5) Give the girls an opportunity to share why they are beautiful and unique in their own way.

## Triangles are Not Bad!

### Objectives:

Girl Scouts will develop a sense of shared humanity and will question their own views, as well as others views on stereotypes. If we don't teach diversity, then the message becomes, "You are not okay if you are different from the majority of the culture members."

### Suggested Age Groups:

Daisy, Brownie, Junior, Cadette,  
Senior, & Ambassador

**Time:** 15 Minutes

### Materials:

- Triangles are Not Bad Script (A15)
- Circles (A5)
- Rectangles (A11)
- Squares (A14)
- Triangles (A16)

### Personal Notes:

### Activity:

- 1) Divide the girls into four equal groups.
- 2) Assign each group to a shape and pass out the shapes to each individual girl.
- 3) Tell the girls that they are part of a play and as you read the script that they need to act out the story when their shape is named.
- 4) Read the script and have the girls act out their part. Let them get creative!
- 5) At the end of the script, pull back with the debrief.

### Debrief:

- 1) What is the definition of stereotype?
- 2) What shape do you think was the smartest in the play?
- 3) What shape do you think was the most beautiful in the play?
- 4) Which shape do you relate to in this story? The squares, triangles, rectangles, or circles?
- 5) Is it ok to be different from someone else?
- 6) Say:

*People of all "shapes" have contributions to make.*

*People are more alike than they are different.*

*Differences in customs and attitudes can be an asset to society.*

*Prejudice and stereotyping are usually based on a lack of information.*

*Understanding and accepting other will enrich our own lives.*

## Web of Good Feelings

### Objectives:

Girl Scouts are asked to think about situations where they have witnessed bullying take place. They will learn that it is harder to give a compliment than to make fun of someone, but the compliments we share are connectors for us.

### Suggested Age Groups:

Daisy, Brownie, Junior, Cadette,  
Senior, & Ambassador

**Time:** 15 Minutes

### Materials:

- Big Ball of Yarn
- Scissors

### Personal Notes:

### Activity:

- 1) Have everyone stand in a circle with a little wiggle room.
- 2) Have the girls think of a mean thing they have heard someone say to someone else. Don't have them share.
- 3) You Start. Say "I will show you how to give a compliment, because it is important to know and practice."
- 4) Wrap a little bit of yarn around your wrist.
- 5) Say a person's name and throw the ball of yarn to that person.
- 6) Give that person a compliment.
- 7) The person who now has the ball of yarn wraps a little bit of yarn around their wrist, says the name of someone else, throws the ball of yarn to that person, and gives them a compliment.
- 8) The activity continues until everyone has received the ball of yarn and given a compliment.
  - a. You can assist girls as needed.

### Debrief:

- 1) Think about those compliments you received today. How does it feel to hear someone say something nice about you?
- 2) Was it hard to think of nice things to say for others and make compliments? Why or why not?
- 3) Do you think it is easier to say mean things to others or say nice things to them?
- 4) What is a compliment?
- 5) Is it ok to give a compliment to others who are different from you?

### Post-Activity:

- 1) Take the scissors and cut the stings of the web.
- 2) Let each girl take a piece of the yarn to remind them of the good things that were said about them
  - a. They can tie it around their wrist, ankle, or hang it somewhere.

## Cross the Line

### Objectives:

Girl Scouts will become open and aware of each other's diversity and how to be inclusive to everyone who wants to be a Girl Scout.

### Suggested Age Groups:

Cadette, Senior, & Ambassador

**Time:** 20 Minutes

### Materials:

- Tape to create a line

### Personal Notes:

### Activity:

- 1) Create a line in the center of the space.
  - a. Whatever material you decide to use to create this line, make sure that the girls cannot trip over it as they cross over the line throughout the game.
- 2) Have all the girls stand on one side of the line.
- 3) Explain to the girls that you are going to call out different community groups and if you are part of that community group you cross the line and turn around and face your peers on the other side.
  - a. You will say "Cross the Line if \*insert community group\*"
  - b. **NOTE:** you can create your own community groups for this activity or use the handout on A. You should adapt the questions based on the age of your girls.
- 4) Start off with calling out low risk community groups
  - a. Example: "Cross the line if your favorite color is purple"
- 5) Later on in the activity, move to higher risk community groups
  - a. Example: "Cross the line if you ever felt left out of a group of friends."
  - b. Avoid questions about sensitive topics like sexual preference, rape, etc.

### Debrief:

- 1) How did it feel when you crossed the line and looked back at your peers?
- 2) How did it feel to not be part of a particular community group?
- 3) How diverse do you think we are as Girl Scouts?
- 4) How can Girl Scouts become even more inclusive?

**NOTE:** Encourage further discussion if these questions spark interest with the girls. Avoid sensitive topics like sexuality, rape, etc.

## Cross the Line Community Groups

### 1. **Low Risk Community Groups:**

- a. If you have [insert color] hair.
- b. If you wear glasses.
- c. If you have [insert number] siblings.
- d. If you live in [insert city].
- e. If you own an iPhone.
- f. If you've been a Girl Scout for longer than 5 years.
- g. If you've traveled to another country.
- h. If you play a sport.
- i. If you play a musical instrument.
- j. If you write with your left hand.
- k. If your favorite color is [insert color].
- l. If your favorite subject in school is [insert subject].
- m. If you are over 5'5".
- n. If you have [insert color] eyes.
- o. If you've read an entire book in the last month.
- f. If you've ever felt discriminated against because of your age.
- g. If you've ever been falsely accused of something you didn't do and received consequences for it.
- h. If you've ever lied about something and felt repercussions of that lie later on.
- i. Have you ever done something against morals/beliefs of your family?
- j. Have you ever bullied someone (in person or online)?
- k. Have you been bullied (in person or online)?
- l. Have you ever tried change yourself (either outward appearance or personality-wise) because of what someone has said to you?
- m. Have you ever felt ashamed of an interest you have or someone your friends with because that thing/person isn't "cool"?
- n. Have you ever done something you thought was "cool" that you regretted later?
- o. Have you ever felt like your voice wasn't heard in an argument or discussion?

### 2. **High Risk Community Groups:**

- a. If you've ever felt discriminated against for the color of your skin.
- b. If you were born in another country.
- c. If one or both of your parents/guardians are from another country.
- d. If you've ever felt self-conscious about your physical appearance.
- e. If you've ever tried to lose weight.

## Dot Diversity

### Objectives:

Girl Scouts will understand how groups are formed in daily life, understand how groups may become exclusive, experience feeling of being insiders and outsiders, and see that sometimes we need to step outside our comfort zone and challenge what is seen as the norm if we are to make changes.

### Suggested Age Groups:

Daisy, Brownie, Junior, Cadette,  
Senior, & Ambassador

### Activity:

- 1) Have group close their eyes.
- 2) Put different colored stickers on the foreheads of girls or tape different colored squares on the foreheads of girls
  - a. Give one girl a separate color sticker/square than the rest of the group
  - b. Give the rest of the campers a sticker/square the same color as at least two other girls (group sizes may vary).
- 3) Have the girls open their eyes and tell them to “Find their groups, without talking.”
  - a. Be careful not to tell them to find their groups based on the color sticker/square.

**Time:** 15 Minutes

### Materials:

- Colored Dot Stickers  
Or
- Colored Squares (A6)
- Tape

### Debrief:

- 1) After the girls have split into groups, debrief the activity with questions:
  - a. How did you find your group?
  - b. How do you feel when you found your group?
  - c. For the girls who were unique, how did you feel when you could not find a group?
  - d. How did you figure out where you belonged?
  - e. Did it occur to invite the “different” ones into their groups? Why or Why Not?
  - f. Does this have to do with real life?
  - g. When are groups good and when can they be harmful?

### Wrap Up Discussion:

The next time you see someone excluded from a group, invite them in. It will not only make you feel good, but you as well, and you may even make a new friend!



# Everybody is Unique: A Lesson in Respect for Others

## Objectives:

Girl Scouts will search for the most positive aspects of some very unusual “people.” This activity reinforces the idea that one can’t always judge the quality of a person by her or his appearance; sometimes people can be appreciated for their differences.

## Suggested Age Groups:

Daisy, Brownie, Junior, Cadette,  
Senior, & Ambassador

**Time:** 20 Minutes

## Materials:

- Crayons, Markers
- Pencils
- Tape
- Paper, Chart Paper, or Writing Board
- 3 Containers or Baskets
- 3-inch square white drawing paper for each Girl Scout (A1)
- 4-inch square white drawing paper for each Girl Scout (A2)
- 5-inch square white drawing paper for each Girl Scout (A3)
- Silhouette (A12)

## Activity:

- 1) Write the word *UNIQUE* on the board or paper. Ask the campers what the word means to them and what makes YOU unique among the other Girl Scouts.
- 2) Use the Silhouette and draw three lines to separate the head (include the neck), the torso (shoulders to waist), and leg area (from the waist down).
- 3) Talk about one section at a time; have the girls give you answers about what unique features can a person have in that section of the body. List the girls’ ideas in the margins.
  - a. Head (eye color, ears size, curly or straight hair, skin color, freckles, glasses, hat, etc.)
  - b. Torso (skinny or heavy, muscular or frail, square or round shoulders, different clothing, etc.)
  - c. Lower body (skinny or stubby legs, feet point in, out, or straight, clothes, shoes, etc.)
- 4) Give each girl a 3-inch square. Have them write their name on one side and on the other create/draw a unique persons head and neck based on the qualities they have noted-filling the entire square.
- 5) Give each girl a 5-inch square. Have them write their names on one side and on the other create/draw a unique persons torso based on the qualities they have noted-filling the entire square.
- 6) Give each girl a 4-inch square. Have them write their names on one side and on the other create/draw a unique person from the waist down based on the qualities they have notices-filling the entire square.
- 7) Collect all the heads, torsos, and legs and placed them into separate containers
- 8) Have each girl pick one of each body part that is not their own out of the container. Do not let the girls look at the created pictures yet.
- 9) Once all the girls have their three body parts, have them flip over the paper and tape the three pieces together to create a totally new and unique friend.
- 10) Say ‘Everybody is different, or UNIQUE. What a person looks like on the outside has nothing to do with what is on the inside. Every person has special qualities and talents that make them special.’
- 11) Have them name their new friend.
- 12) Have the girls pair up and introduce their new friend to one another. Have them talk about what makes their new friend unique and what similarities and differences they have with them.

## Personal Notes:

## One Step Forward

### Objectives:

Girl Scouts will experience what it would be like to have a different identity and to think about discrimination and exclusion.

### Suggested Age Groups:

Cadette, Senior, & Ambassador

### Activity:

**Time:** 30 Minutes

### Materials:

- One Step Forward Role Cards (A8)

### Personal Notes:

- 1) Copy and cut out the One Step Forward Role Cards.
- 2) Hand out a card to each girl, specifying that two or more people may receive the same card. Ask girls to read their cards without showing them to anyone else.
- 3) Ask girls to imagine they are the person on their card. To help them, ask them a few questions which they will answer in their heads:
  - a. What was your childhood like? Describe the house you lived in. What were the games you used to play? What were your parents like?
  - b. What is your life like now? Where do you live? What do you do during your spare time or holidays? What motivates you and what scares you?
  - c. Where would you like to be 5 years from now?
- 4) Ask the girls to stand in a line facing you.
- 5) Read a statement from the One Step Forward Statements sheet. If the girl believes that the statement applies to the person on their card, they take one step forward. Otherwise, they stay where they are. Continue on with the other statements. At the end, some girls will be way out in the front, while others will not have moved at all.
- 6) Ask the girls to describe who they were.

### Debrief:

- 1) What do you think about this activity?
- 2) How did you feel when you couldn't move? How did you feel when you stepped forward?
- 3) What was your basis for defining the person you were playing?
- 4) Have you ever experienced situation where you felt excluded because of who you are?
- 5) Do you always feel respected and listened to? Why?
- 6) What lessons can we draw from this activity?
- 7) What can you do to include others and make them feel respected?
- 8) What concrete changes could we make to encourage everyone's participation in our activities?
- 9) What services are available to people whose rights are not being respected?
- 10) What are the factors that we don't have any control over and that determine who we are? What can we change?

## **One Step Forward Statements**

- 1) You have never been in serious financial difficulty.
- 2) You live in an apartment with a telephone and TV.
- 3) You believe that your language, religion, and culture are respected.
- 4) You feel that your views are really listened to.
- 5) You have never been discriminated against.
- 6) You can go on vacation once a year.
- 7) You can invite friends over.
- 8) You have an interesting life and feel positive about the future.
- 9) You think you will be able to study and practice whatever profession you choose.
- 10) You can celebrate important religious holidays with your family and close ones.
- 11) You can go to the movies at least once a week.
- 12) You can buy yourself new clothes at least every three months.
- 13) You can fall in love with whomever you wish.
- 14) You can access the Internet and take advantage of what it has to offer.
- 15) You are not afraid of standing up for yourself.

## Opinions and Traditions

### Objectives:

Girl Scouts will recognize that their peers have a variety of opinion, identify factors that influence perspective and opinions, and examine their own culture and how their own traditions influence their perception of other groups.

### Suggested Age Groups:

Cadette, Senior, & Ambassador

### Activity:

Part One:

- 1) Hand out pencils and Opinions and Traditions Worksheet to each girl.
- 2) Explain to the girls that they will be filling this out quietly. Instruct them to answer honestly, and that the answer should be an activity, thing, or idea, NOT A PERSON, that represents each category.
- 3) Once they have completed the worksheet, have some girls share their answers.
- 4) Debrief the activity:
  - a. Is everyone's answer the same?
  - b. How do you feel when someone disagrees with your opinion about something?
  - c. Whose opinion is the right one? Is there a right one?
  - d. How many different things did we hear that were delicious? Can we all agree that one thing is delicious?
  - e. Why are there so many differences of opinion about these things?
  - f. What would our group be like if we all have the same opinion?
  - g. What are some ways differences can be used to make a community work better? How about our Girl Scout community?

**Time:** 30 Minutes

### Materials:

- Pencils
- Opinions and Traditions Worksheet (A9)

### Personal Notes:

Part Two:

- 1) Discuss how different cultures identify to different holiday traditions.
- 2) Pick two holidays that are commonly celebrated in the United States
  - a. Try not to pick religious Holidays.
- 3) Have the girls close their eyes and picture what they do on these holidays.
- 4) Have each camper finish the sentence "On this day my family always \_\_\_\_" in their heads.
- 5) Make sure that this is an emotionally safe activity by making the expectations clear that we will respect the statements made, without commenting.
- 6) Go around the group and have each camper share one of their sentences.
- 7) Debrief:
  - a. Comment on a variety of events celebrated.
  - b. Do any of you celebrate in similar ways?
  - c. What do the different celebrations tell about what each individual and their families value?
  - d. Are any of your traditions completely unique?
  - e. Are any connected to a larger community or cultural group?
  - f. Is your family its own culture?
  - g. Do your family traditions affect the way that you view the traditions of others? How?

## Split Sayings/Split Sayings

### Objectives:

Girl Scouts will discover that, in many ways, people from different backgrounds and cultures hold similar values and beliefs.

### Suggested Age Levels:

Cadette, Senior, & Ambassador

**Time:** 15 Minutes

### Materials:

- “Split Sayings” Phrases (A13)
- Index Cards (optional)

### Personal Notes:

### Pre-Activity Work:

- 1) Print and cut out “Split Sayings” Phrases
  - a. You can put the quotes on individual index cards if desired.
  - b. Each phrase pair will have a phrase from the US and a phrase from another country.

### Activity:

- 1) Count the numbers of girls in your group and take out any extra Split Saying Phrases that you have.
  - a. You need an even number of participants, so you will have to play if you have an odd number of girls.
  - b. When taking phrases out of the game, make sure you take out sets of cards that match
    - i. The phrase from the other country and the pair phrase from the US.
- 2) Give each girl a Split Saying Phrase.
- 3) After each girl has a phrase, tell them to locate the girl who has phrase that matches the idea of their phrase and stand with them.
  - a. If they are having a hard time, you can give them a hint by saying a US phrase will match up with a phrase from another country.
- 4) When all the pairs are matched, have the pairs take turns reading their phrases to the group.
  - a. Have them read the phrase from the other country first and then the one from the US.

### Debrief:

- 1) What did you think about this activity?
- 2) How do people learn about other cultures?
- 3) Say:

*When we compare ourselves with other countries, we find many differences, but we also find similarities. We might have different ways of talking or saying the same thing, different behaviors, or different patterns, but most basic needs and interests are similar.*

## Triangles are Not Bad!

### Objectives:

Girl Scouts will develop a sense of shared humanity and will question their own views, as well as others views on stereotypes. If we don't teach diversity, then the message becomes, "You are not okay if you are different from the majority of the culture members."

### Suggested Age Groups:

Daisy, Brownie, Junior, Cadette, Senior, & Ambassador

**Time:** 15 Minutes

### Materials:

- Triangles are Not Bad Script (A15)
- Circles (A5)
- Rectangles (A11)
- Squares (A14)
- Triangles (A16)

### Personal Notes:

### Activity:

- 1) Divide the girls into four equal groups.
- 2) Assign each group to a shape and pass out the shapes to each individual girl.
- 3) Tell the girls that they are part of a play and as you read the script that they need to act out the story when their shape is named.
- 4) Read the script and have the girls act out their part. Let them get creative!
- 5) At the end of the script, pull back with the debrief.

### Debrief:

- 1) What is the definition of stereotype?
- 2) What shape do you think was the smartest in the play?
- 3) What shape do you think was the most beautiful in the play?
- 4) Which shape do you relate to in this story? The squares, triangles, rectangles, or circles?
- 5) Is it ok to be different from someone else?
- 6) Say:

*People of all "shapes" have contributions to make.*

*People are more alike than they are different.*

*Differences in customs and attitudes can be an asset to society.*

*Prejudice and stereotyping are usually based on a lack of information.*

*Understanding and accepting other will enrich our own lives.*

## Web of Good Feelings

### Objectives:

Girl Scouts are asked to think about situations where they have witnessed bullying take place. They will learn that it is harder to give a compliment than to make fun of someone, but the compliments we share are connectors for us.

### Suggested Age Groups:

Daisy, Brownie, Junior, Cadette,  
Senior, & Ambassador

**Time:** 15 Minutes

### Materials:

- Big Ball of Yarn
- Scissors

### Personal Notes:

### Activity:

- 1) Have everyone stand in a circle with a little wiggle room.
- 2) Have the girls think of a mean thing they have heard someone say to someone else. Don't have them share.
- 3) You Start. Say "I will show you how to give a compliment, because it is important to know and practice."
- 4) Wrap a little bit of yarn around your wrist.
- 5) Say a person's name and throw the ball of yarn to that person.
- 6) Give that person a compliment.
- 7) The person who now has the ball of yarn wraps a little bit of yarn around their wrist, says the name of someone else, throws the ball of yarn to that person, and gives them a compliment.
- 8) The activity continues until everyone has received the ball of yarn and given a compliment.
  - a. You can assist girls as needed.

### Debrief:

- 1) Think about those compliments you received today. How does it feel to hear someone say something nice about you?
- 2) Was it hard to think of nice things to say for others and make compliments? Why or why not?
- 3) Do you think it is easier to say mean things to others or say nice things to them?
- 4) What is a compliment?
- 5) Is it ok to give a compliment to others who are different from you?

### Post-Activity:

- 1) Take the scissors and cut the stings of the web.
- 2) Let each girl take a piece of the yarn to remind them of the good things that were said about them
  - a. They can tie it around their wrist, ankle, or hang it somewhere.

# Appendix

**3-inch Square Template | A1**

**4-inch Square Template | A2**

**5-inch Square template | A3**

**“A Box of Crayons” Poem | A4**

**Circles Template | A5**

**Colored Squares Template | A6**

**Crayon Template | A7**

**One Step Forward Roles | A8**

**Opinions & Traditions Worksheet | A9**

**Princess Silhouette | A10**

**Rectangles Template | A11**

**Silhouette | A12**

**“Split Sayings” Phrases | A13**

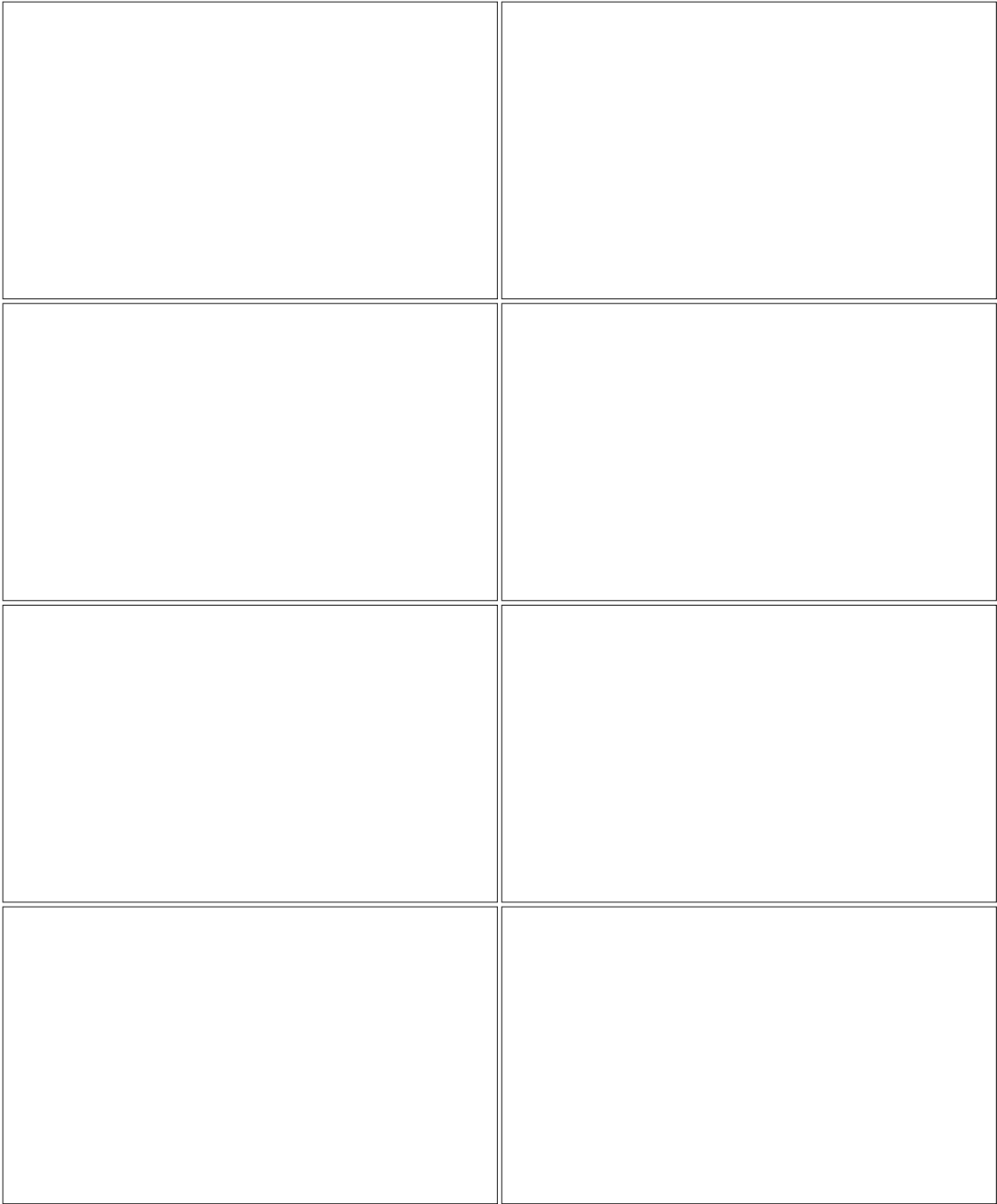
**Squares Template | A14**

**“Triangles are Not Bad!” Script | A15**

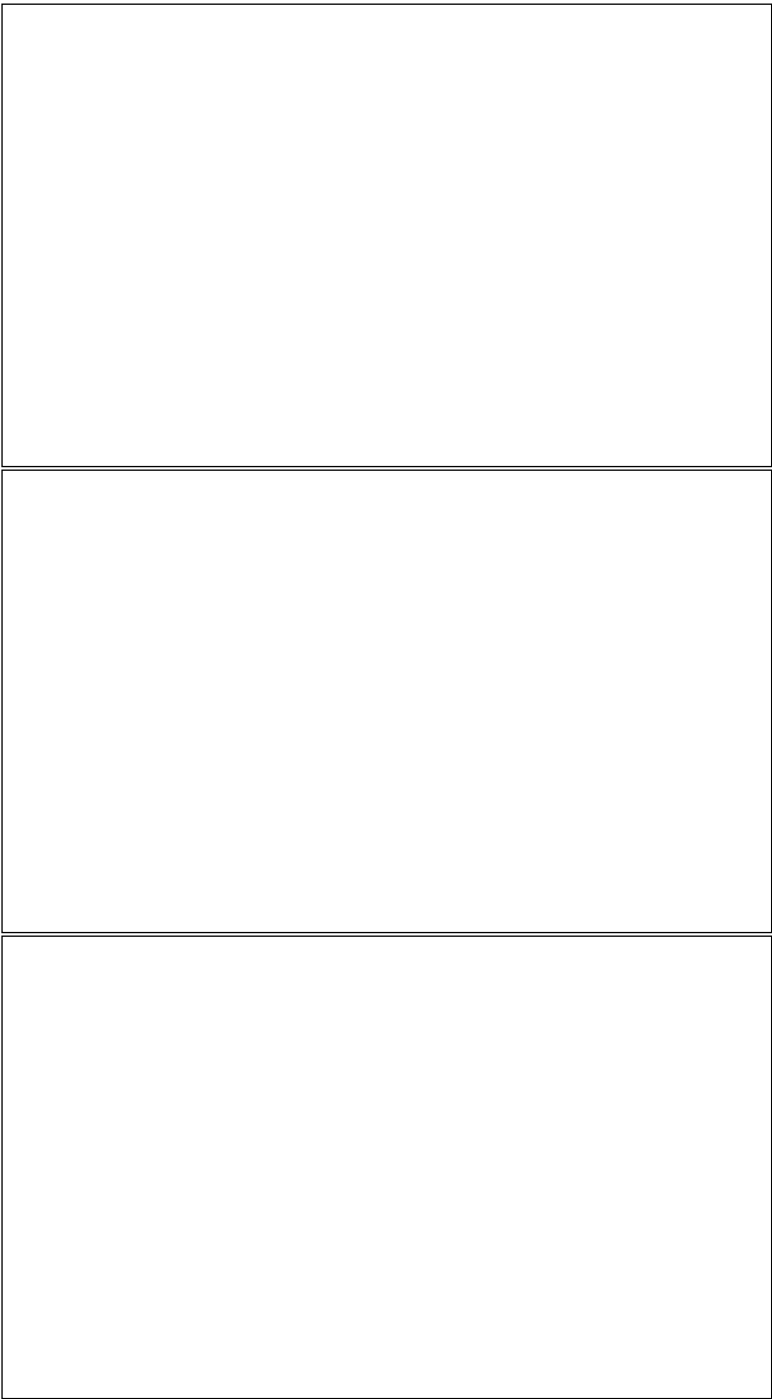
**Triangles Template | A16**



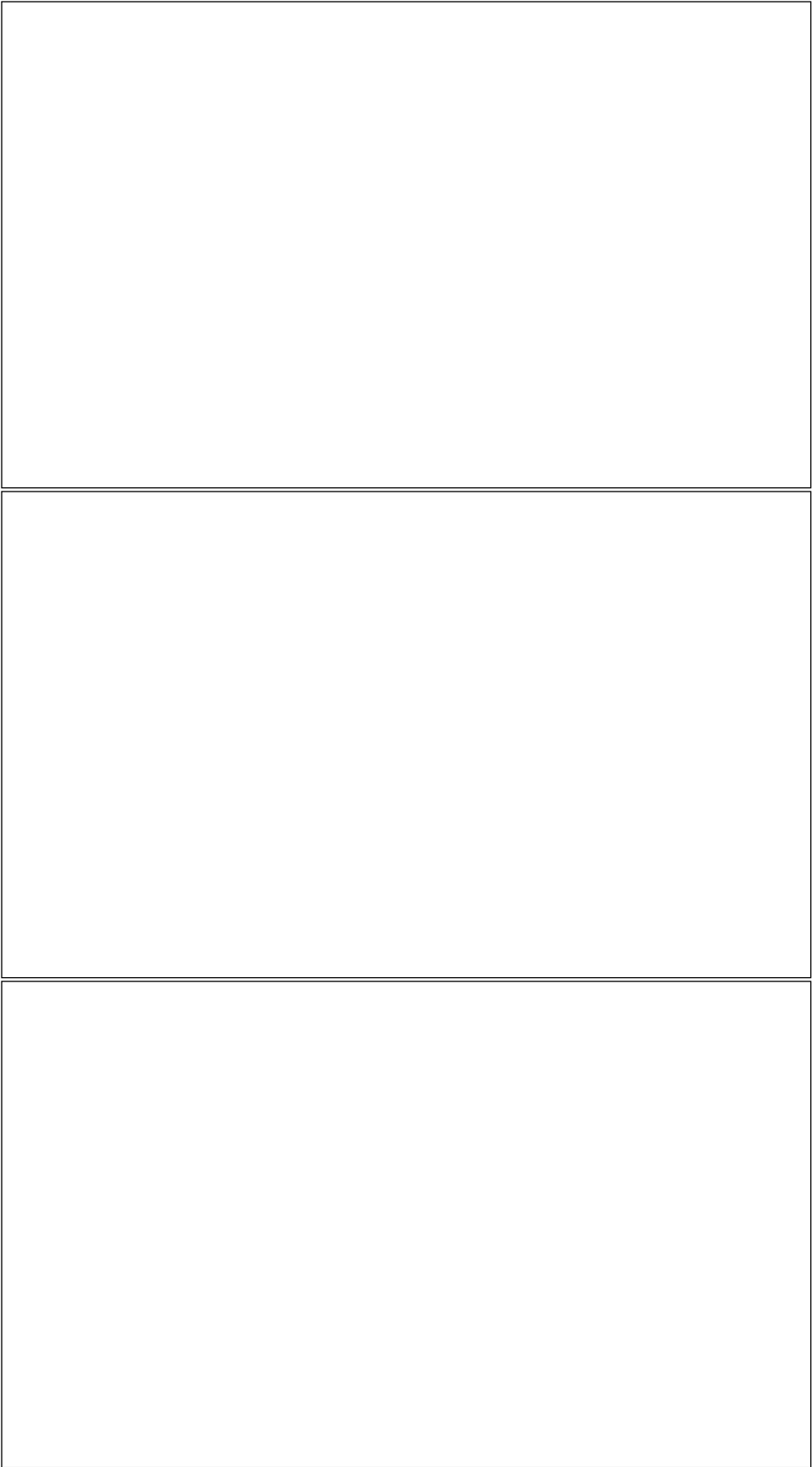
3-inch Square Template



# 4-inch Square Template



# 5-inch Square Template



## A Box of Crayons

While walking in a toy store  
The day before today,  
I overheard a crayon box  
With many things to say.

"I don't like red!" said yellow.  
And green said, "Nor do I!"  
And no one here likes orange,  
But no one knows quite why.

"We are a box of crayons  
That don't really get along."  
Said blue to all the others  
"Something here is wrong!"

Well, I bought that box of crayons  
And took it home with me  
I laid out all the crayons  
SO the crayons could all see

They watched me as I colored  
With red and blue and green  
And black and white and orange  
And every color in between.

They watched as green became the grass  
And blue became the sky.  
They yellow sun was shining bright  
On white clouds drifting by.

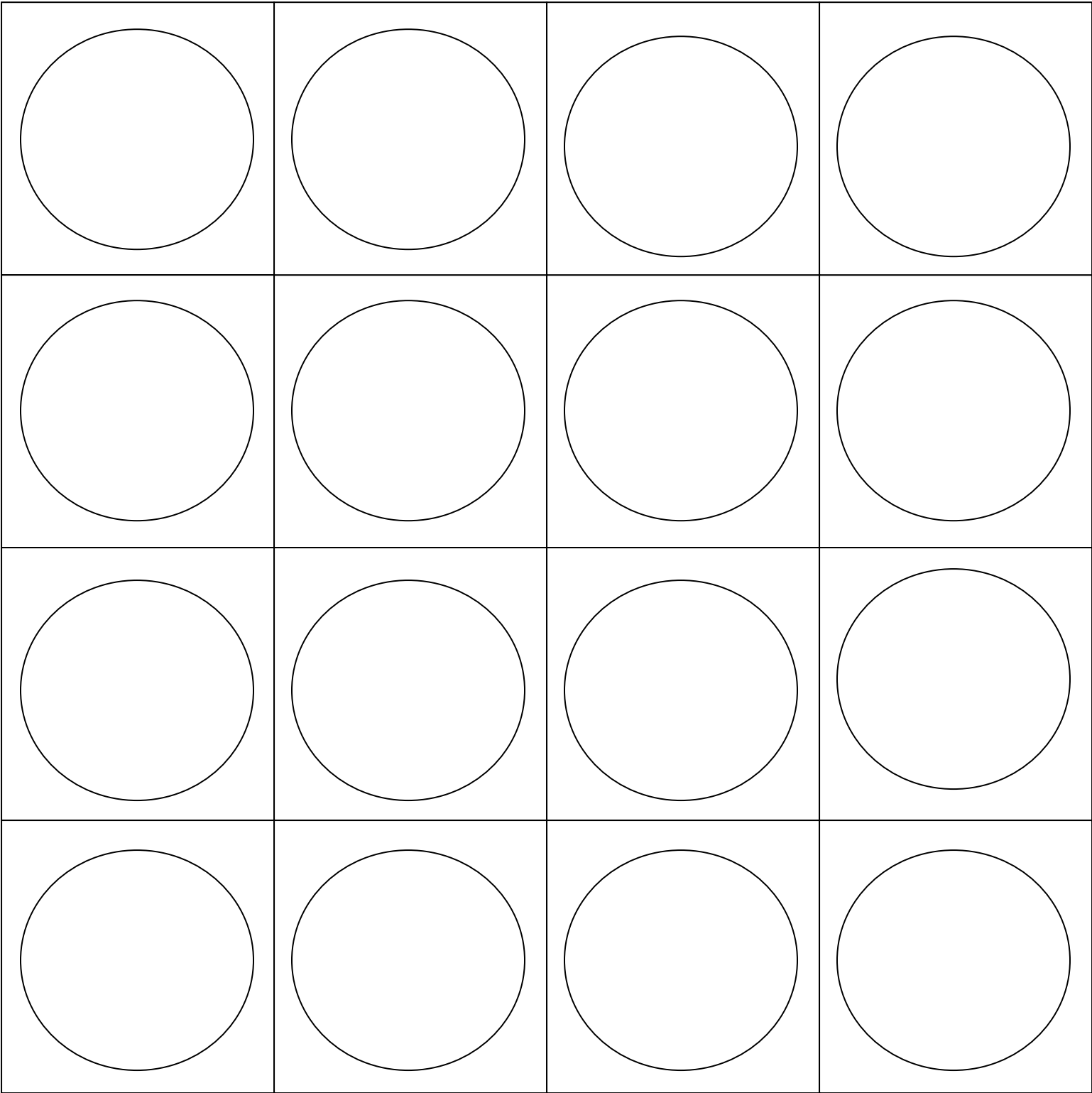
Colors changing as they touched,  
Becoming something new.  
They watched me as I colored.  
They watched till I was through.

And when I'd finally finished,  
I began to walk away.  
And as I did the crayon box  
Had something more to say...

"I DO like red!" said the yellow  
And green said, "So do I!"  
"And blue you are terrific  
So high up in the sky."

We are a box of crayons  
Each of us unique,  
But when we get together  
The picture is complete.

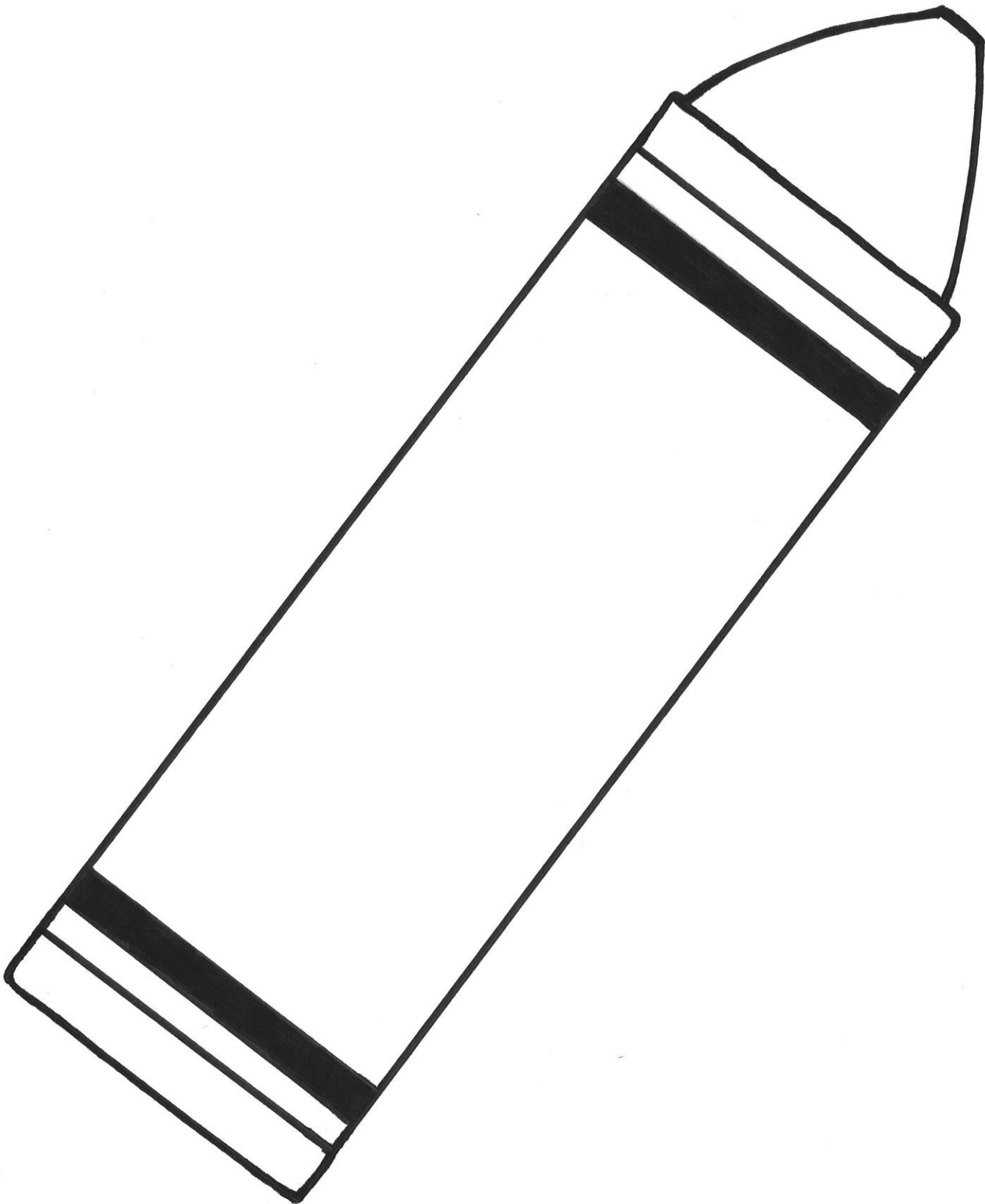
Circles Template



# Colored Squares Template

**NOTE:** Color in the squares, making sure that you have one square as its own color and the rest having at least two of the same color squares.


# Crayon Template



## One Step Forward Roles

You are the most popular person at school.	You are the editor-in-chief of the school newspaper.	You father is the president of T.D. Bank.
You have been expelled from high school.	You are Chinese exchange student at a high school in Allentown.	You are an Arabic Muslim girl living with your parents.
Your mother is the Mayor of Harrisburg, Pennsylvania.	You are a fashion model of African origin.	You are 15 years old. You live in the countryside.
You move from school to school due to your family moving constantly for work.	You are 14 years old. Your parents don't let you go out after 8 pm.	You are 16 years old. You left home 2 weeks ago.
You have a disability and use a wheelchair.	Your parents are rich.	You are Russian. You live in Philadelphia and don't speak English.



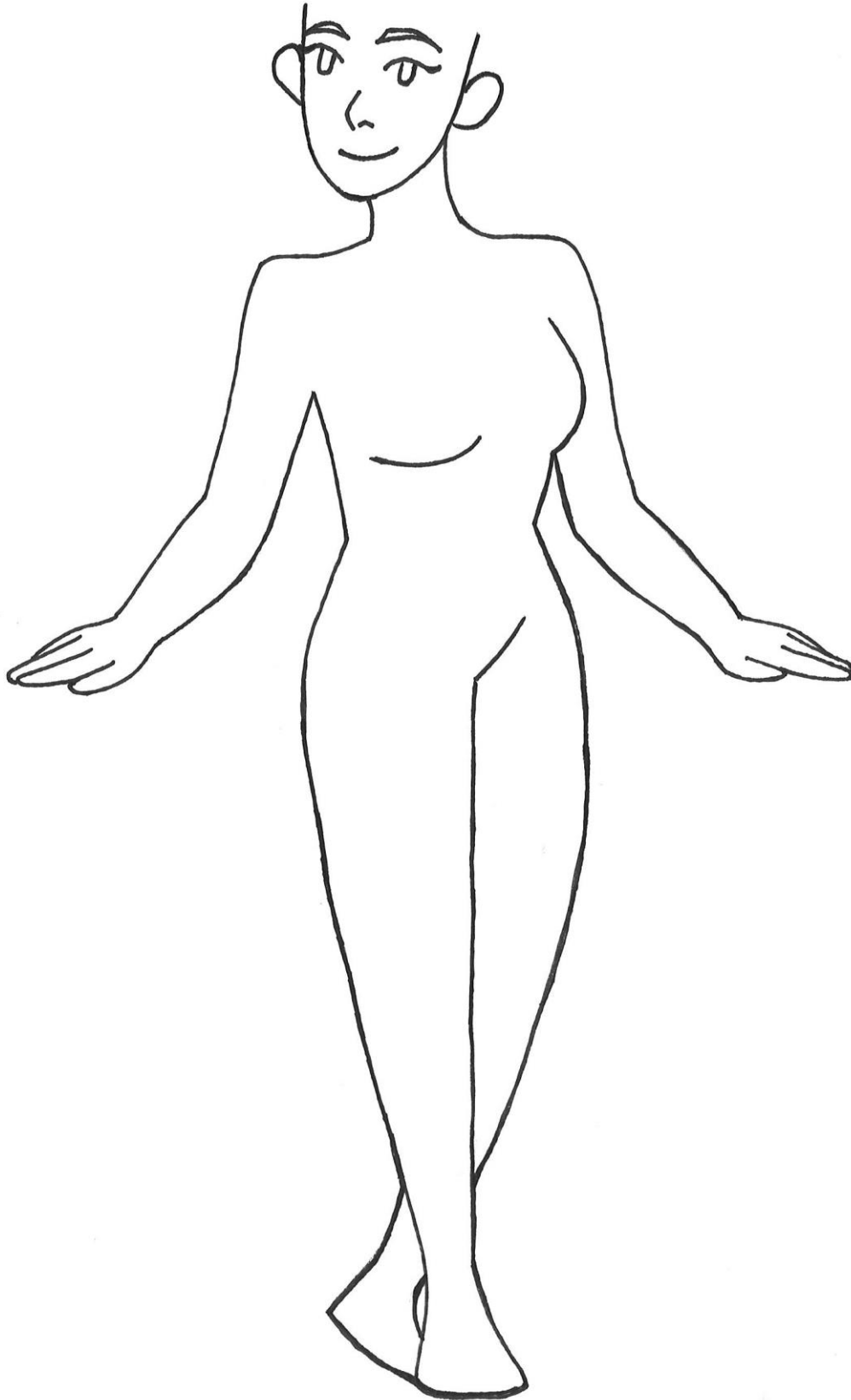
## Opinions and Traditions Worksheet

<b>Easy</b>		<b>Difficult</b>	
<b>Delicious</b>		<b>Disgusting</b>	
<b>Boring</b>		<b>Interesting</b>	
<b>Beautiful</b>		<b>Ugly</b>	
<b>Normal</b>		<b>Weird</b>	

<b>Easy</b>		<b>Difficult</b>	
<b>Delicious</b>		<b>Disgusting</b>	
<b>Boring</b>		<b>Interesting</b>	
<b>Beautiful</b>		<b>Ugly</b>	
<b>Normal</b>		<b>Weird</b>	

<b>Easy</b>		<b>Difficult</b>	
<b>Delicious</b>		<b>Disgusting</b>	
<b>Boring</b>		<b>Interesting</b>	
<b>Beautiful</b>		<b>Ugly</b>	
<b>Normal</b>		<b>Weird</b>	

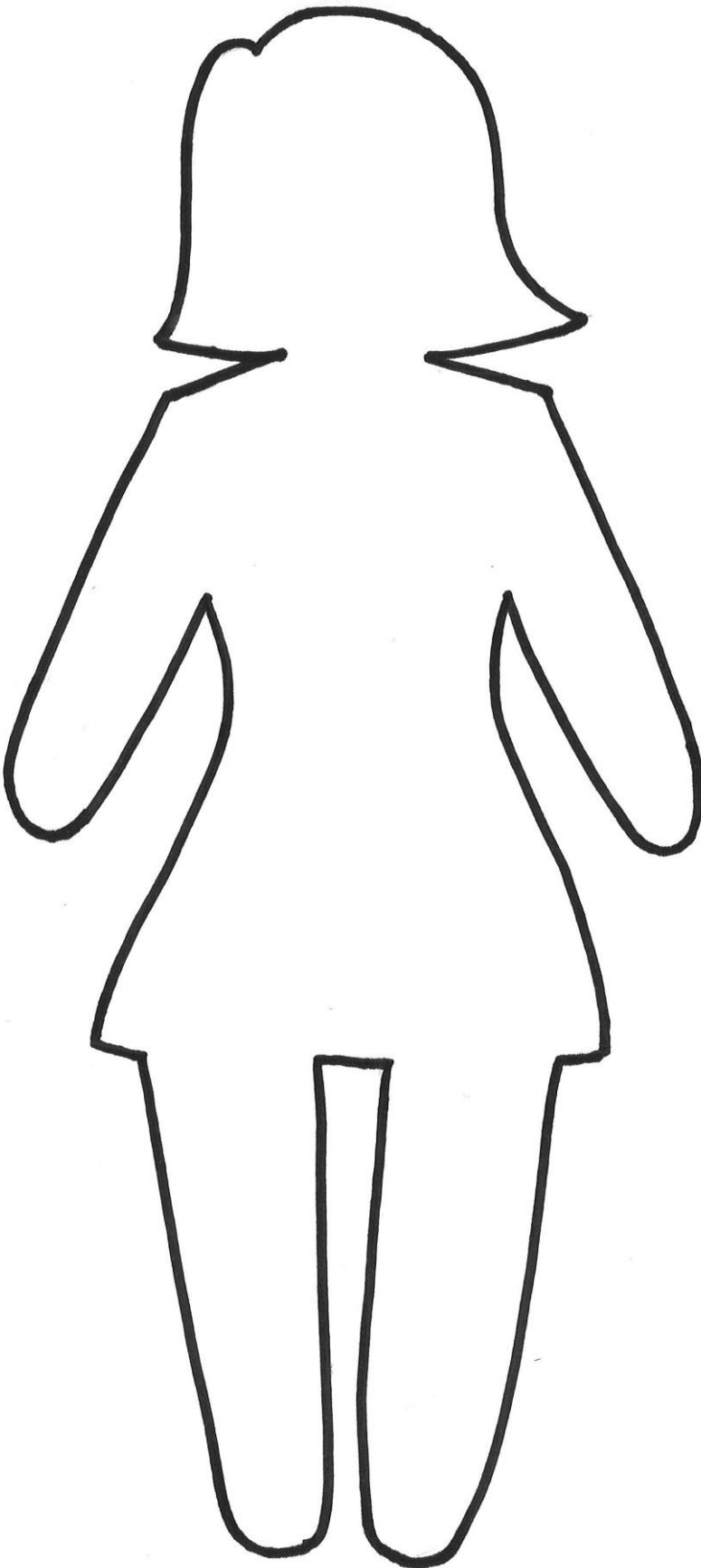
## Princess Silhouette



# Rectangle Template

<div></div>	<div></div>	<div></div>	<div></div>
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<div></div>	<div></div>	<div></div>	<div></div>
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Silhouette



## “Split Sayings” Phrases

He makes a wine cellar from one raisin. (Lebanon)	He makes a mountain out of a molehill. (United States)	Even a tiger will appear if you talk about him. (Korea)	Speak of the devil and he will appear. (United States)
I will not cry over a mishap and injure my eyes. (Tanzania)	It's no use crying over split milk. (United States)	You can force a man to shut his eyes, but you can't make him sleep. (Denmark)	You can lead a horse to water, but you can't make him drink. (United States)
A little in your own pocket is better than much in another's purse. (Spain)	One bird in the hand is worth two in the bush. (United States)	If you climb a tree, you must climb down that same tree. (Ghana)	What goes up must come down. (United States)
From the rain into the gutter. (Germany)	From the frying pan into the fire. (United States)	My house burned down, but it was a relief the bedbugs died. (Korea)	Every cloud has a silver lining. (United States)
He who is not in sight is not in the heart. (Tanzania)	Out of sight, out of mind. (United States)	Two captains sink the ship. (Japan)	Too many cooks spoil the soup. (United States)
By trying often, the monkey learns to jump from the tree. (Zaire)	Practice makes perfect. (United States)	A person that arrives early to the spring, never gets dirty drinking water. (Zaire)	The early bird gets the worm. (United States)
Trust in God but tie your camel. (Iran)	God helps those who help themselves. (United States)	Where something is thin, that's where it tears. (Russia)	A chain is only as strong as its weakest link. (United States)
Not everyone who has a cowl on is a monk. (Russia)	Don't judge a book by its cover. (United States)	As you cooked the porridge, so must you eat it. (Russia)	As you sow, so shall you reap. (United States)
Every seed knows its time. (Russia)	All in good time. (United States)		

# Squares Template

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<div></div>	<div></div>	<div></div>	<div></div>

## **“Triangles are Not Bad!” Script**

Here are the Squares. They live all by themselves in Square Town. Here are the Circles. They live all by themselves in Circle Town. Here are the Triangles. They live all by themselves in Triangle Town. Here are the Rectangles. They live all by themselves in Rectangle Town.

The Squares do not like the Circles. The Circles so not like the Triangles. The Triangles do not like the Rectangles. The Rectangles do not like the Squares. They do not like anyone but themselves. They think the others are stupid, lazy, and mean, and bad! Bad! Bad!

The Squares say this: “If you want to be smart and beautiful, and good, you must have four sides exactly the same. If you don’t have four sides exactly the same, then you are stupid, and ugly, and bad! Bad! Bad!

The Circles say this: “If you want to be smart and beautiful, and good, you must be perfectly round, and if you’re not perfectly round, then you are stupid, and ugly, and bad! Bad! Bad!

The Triangles say this: “If you want to be smart and beautiful, and good, you must have three sides. If you don’t have three sides, then you are stupid, and ugly, and bad! Bad! Bad!

The Rectangles say this: “If you want to be smart and beautiful, and good, you must have two short sides exactly the same, and you must have two long sides exactly the same. If you do not have two short sides and two long sides, then you are stupid, and ugly, and bad! Bad! Bad!

One beautiful summer day the little Squares, and the little Circles, and the little Triangles, and the little Rectangles went out to play. But not together. While

they were playing, a terrible thing happened! The little Circles were playing on top of a hill. Some of them slipped and went rolling down the hill. Faster and faster, they rolled to where the little Rectangles were playing.

The Rectangles were very angry. They thought the Circles were very bad to roll into the Rectangles’ very own playground. They called the Circles bad names, and threw rocks at them. The Circles were frightened. The Squares and Triangles heard the yelling and crying. They ran as fast as they could to see what was happening and they started yelling and throwing stones. There was more and more yelling and more and more crying. IT was terrible!

At last one of the Rectangles become so angry that they leaped into the air and came down right on top of the Circles. Oh, Wonder of Wonder! Everyone was absolutely quiet. No one said a word! They just looked and looked and looked. The Rectangles and the Circles had made a wagon! A lovely, beautiful wagon!

Everyone became excited! They all wanted to make something. The Squares and Circles made a train. A Rectangle made the smokestack. Some Circles made smoke. The Triangles and Rectangles made trees. They all worked together and made a lovely house. They made things that were pretty (e.g., sun, boat, Jack-in-the-Box, houses, and flowers). They made things that were fun. Everyone had a wonderful, marvelous, beautiful time.

When it was time to go home, they all sang a little song! “We are glad, glad, glad! Being different isn’t bad!” and they sang it over and over, all the way home.

The End

# Triangles Template

