



Sisters in Scouting

All Grade Levels

Purpose

We are all the same. We are all different. By learning about one another and coming to an acceptance of differences, we can recognize the potential of sharing those differences.

Segment 1 • Investigation

Participate in all five of the following activities. Keep in mind the age of your girls. Alter activities as you seem fit and make them appropriate for the girls' age level.

Activity #1

Create a troop journal – in your journal, explore the following topics:

- What holidays do you celebrate at your home?
- How do you celebrate holidays?
- What are the rules at your home? For Bedtime? Television? Chores? Allowance?
- How many people live with you?
- What colors do you like?
- What are some of your favorite things to do?
- Compare everyone's responses and show the girls the differences and similarities of your troop.

Activity #2

Have the girls choose a partner to work with. Sit down in front of one another. Pretend that this is the first time you two have seen each other. Now answer these questions by writing one person's name after each statement.

- Who has darker eyes?
- Who has lighter hair?
- Stand up and decide who is taller.
- Who has bigger hands?
- Who has longer hair?
- Who has darker skin?
- Who has more freckles?
- Who has bigger feet?
- Describe the clothes each of you is wearing.
- List three things that are the same about you and your partner in the way you look.
- Let the girls report their finding to the other girls.

Activity #3 • Build A Person

This is a group exercise to focus on individual perceptions. You will need masking tape, large newsprint, magic markers, or crayons.

- Divide the girls into small groups.
- Assign each group (or each individual if the group is small) the task of drawing a person.
- Have members of the group pick parts to draw:

Hair	Face	Left Hand
Right Hand	Ears	Right Foot
Right Leg	Lower Torso	Upper Torso
Left Leg	Left Arm	Left Foot
- Members may not consult with each other. They must draw on their own. When this is finished, the group(s) should assemble their “person” on the wall.
- After completing your people:
- Discuss what each “person” looks like and why each one is not consistent. What does this say about how people perceive the same idea differently?
- Does any real person have identical hair, face, limbs, etc.?
- How does this pertain to people we meet every day? (No real-life person has identical limbs, hair, face, etc.)
- Do we have trouble when people don’t meet our expectations or our perceptions of what they should look like or act like?
- What about our perceptions of the way people are, which are based on their physical appearance only?

Activity #4 • Four Corners

This activity teaches about labels, put-downs, and being left out. This exercise is best done with no less than 8 – 9 people.

- Select four girls. Take them aside and explain that they will be accepting people into their corner based entirely on the one characteristic that you give them as part of their instructions. Examples: girl A will only accept girls
- into her corner who have short hair; girl B will only accept girls who are wearing glasses; girl C will only accept girls wearing something blue, etc. (Use your own characteristics according to the composition of the group.)
- Explain to the four selected girls that they will be accepting girls into their corners by nodding their heads “yes” and rejecting girls by shaking their heads “no”. They are not to say anything at all. This exercise is totally non-verbal.
- After each girl is in her corner, explain to the other girls that they are being divided into four groups. Everyone, being totally silent, is to walk to a girl in each corner moving clockwise. As they get to a girl in a corner, they are to hold out their hand to non-verbally ask to be accepted. If a girl from the circle is accepted, the girl in the corner will nod her head “yes,” and the newcomer is to get in a line behind the girl in the corner. If the girl is not accepted, the girl in the corner will shake her head “no,” and the girl not accepted will stay in the circle and go to the next corner where she repeats the process of asking to be accepted.
- Let the circle go around two or three times. Then stop the circle and call the girls together for a discussion.

Discuss the following:

- Ask the four girls who were in the corners not to say anything until you call on them. Ask the other girls, “Can anybody explain what just happened?”
- Explain how the selection process was set up. Ask the girls who were in the corners how they felt about accepting or not accepting the other girls.
- Ask the girls who were not picked at all how they felt.
- Explain the concept of prejudice, an attitude in a closed mind.

Activity #5 – Scavenger Hunt

Go on a scavenger hunt. You may do as many activities as you choose but do at least:
Daisy – 1, Brownie – 2, Junior, Cadette, Senior, Ambassador – 3

1. Learn about fashion in another country
2. Say “Hello” in five different languages
3. Read a book, magazine, or article about a different country.
4. Celebrate a culture’s holiday.
5. Draw a family tree
6. Watch a movie involving the differences in people.
7. Invite a bilingual guest to your troop meeting.
8. Learn five sign language signs.
9. Put together a jigsaw puzzle.
10. Recite a poem in a different language.
11. Write a Pen Pal in a foreign country. (or e-mail)
12. Read a folk tale or legend from another culture.

Segment 2 • Exploration

Explore the world of differences by participating in the following cultural connection activities. Each troop must do at least three activities including one field trip.

1. Tour a museum
2. Eat at an ethnic restaurant
3. Make a craft from a different country
4. Shop at an ethnic clothing or grocery store
5. Learn an ethnic song or dance
6. Visit a place of worship
7. Learn to play a game or sport from another country
8. Prepare an ethnic cuisine
9. Research a country’s customs using the internet
10. Visit your local library and research a country

Segment 3 • Participation and Service

Discuss the importance of helping others. Helping others through service should become a way of thinking. It can be simple everyday acts at home, participating in community service projects, or doing projects with an international impact.

Participate in a service project(s) that will help others from the categories below. You may choose from the list or make up your own. Do as many Service Projects as you choose, but do at least:

Daisy – 1, Brownie – 2, Junior, Cadette, Senior, Ambassador – 3

1. Your local community
 - a. Volunteer car wash for parents in appreciation of all the driving they do.
 - b. Volunteer to read stories to children at your local library’s “Children’s Hour” or develop one if none is present.
 - c. Collect Lost Pennies – and buy a book for your library.
 - d. Prepare an illustrated what-to-do book for the area that includes kids activities, walking tours, annual events, fun things to do and see, local history, etc. for new home owners.
 - e. Adopt a family for a holiday and/or birthdays (check with churches or outreach agencies near you)
 - f. Collect Prom dresses and accessories for girls in need – www.fairygodmothersinc.org (Philadelphia based) or www.glassslipperproject.org (Chicago)



2. School
 - a. Loaded Book Bag. Bring in school supplies and new or like new book bags and donate them to schools or teachers that know any children that would need them.
3. Girl Scout Council
 - a. Help clean-up one of our camps.
 - b. Donate your time to plant flowers or trees.
4. Other Children
 - a. Make a birthday box for under privileged children. Place items in a box: Cake mix, frosting, candles, decorative plates and napkins, a packet of streamers, a favor, a birthday card, etc.
 - b. Construct baby or children's quilts to work on and donate to local battered women and children's shelters.
 - c. Read books onto tapes and donate them to the local pediatric unit, shelter, or school for the blind.
 - d. Collect old suitcases for foster children. www.suitcasesforkids.org
5. Other Girl Scouts
 - a. Have a dinner for the leaders on Leader's Day or during Girl Scout week.
 - b. Coordinate and organize a "Guardian-Daughter" or "Leader-Daughter" event.
 - c. Create a display of Girl Scout "stuff" for the showcases at school or library display case.
 - d. Create First Aid kits for new leaders with a canvas bag filled with items from the Safety Wise first aid kit list. (get them donated or each girl can bring in one item, or have the troop purchase items.)
6. Local Shelter
 - a. Collect blankets and pillows to donate to a local shelter.
 - b. Collect and donate canned foods or non-perishable foods.
 - c. Volunteer at local food pantry.
7. Environment
 - a. Plant flowers at a local park, nursing home, library, etc.
 - b. Pick up litter around local ball park/church grounds/school grounds.
 - c. Ask church/school/library if your troop could plant and maintain their flowerbeds for the summer.
 - d. Help with trail maintenance on local hiking trails.
8. People in Other Countries
 - a. Make packages to mail to servicemen and women overseas (contact the Red Cross on how to distribute). Include items such as books, videos, hot chocolate and hot cider packets, hard candy, greeting cards that they can use to send home, small games, magazines, etc.
 - b. Make food baskets to send to other countries through a local charity.
9. Other Organizations
 - a. Go on-line and search for non-profit charity organizations and see if they are collecting items for special needs.

When you have completed the requirements, you can purchase the patch at any of our six regional offices, www.girlscoutsgcnwi.org or our online shop, www.shopgirlscouts.com and go to "Uniquely Ours".