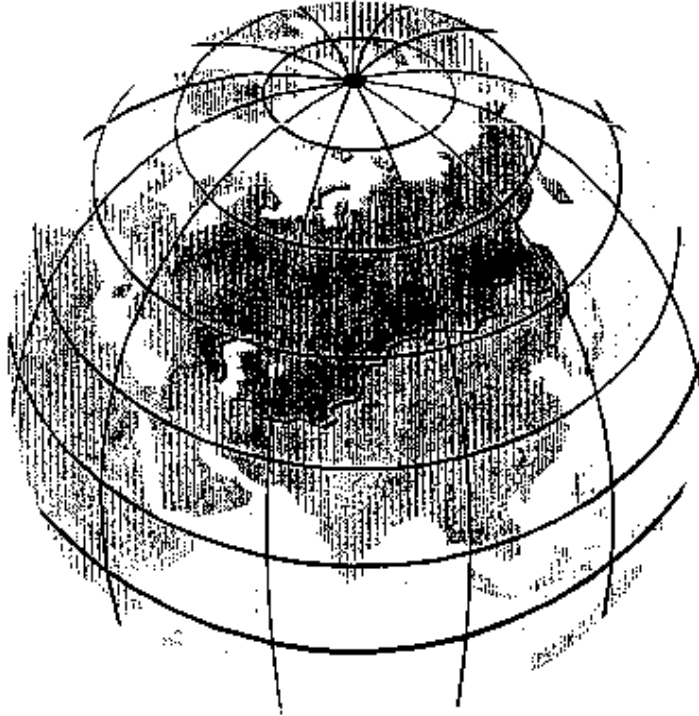


New Jersey Girl Scouts
Celebrate
A Festival of People





The ***Festival of People*** patch was adapted from the Rainbow Patch Program developed by Great Valley Girl Scout Council of Allentown, Pa., and reviewed and revised by the Program Cluster of the New Jersey Girl Scout Councils. Thank You and Acknowledgement to Camden County Council of Girl Scouts, Delaware-Raritan Girl Scout Council, Girl Scouts of the South Jersey Pines, Ocean County Girl Scout Council of NJ, and Washington Rock Girl Scout Council.

Through this patch program you will be able to experience and celebrate the rich human diversity found within the boundaries of New Jersey.

Festival of People will not only help you and your girls learn more about others, but will also give your girls an opportunity to learn more about themselves.

To requirements for completing this patch program we as follows

The ***Festival of People*** patch is earned by completing activities from the ***MORE ALIKE THAN DIFFERENT*** segment.

Rockers to the ***Festival of People*** patch can be earned, by completing activities in the following:

African American
Asian American
Exploring Abilities
Exploring Religions
Latino American
Middle Eastern American
More Alike Than Different
Native American Indian
Older American

MORE ALIKE THAN DIFFERENT



MORE ALIKE THAN DIFFERENT

INTRODUCTION

Why do children tease and taunt the fat child, the skinny girl the girl who wears funny clothes, the boy from a foster home, the girl who walks with a limp, etc.? They see these children as different from themselves and we humans tend to fear people who are different.

All children at one time or another in their lives will come in contact with individuals who are ethnically, racially, and culturally different from themselves. Fear and mistrust can easily lead to stereotyping, prejudice and racism. It is Imperative that all children learn acceptance and cooperation so that they will be able to live, play, and work in our culturally diverse society.

Children are eager to find out about the word around them, and they are constantly learning. As a Girl Scout leader you can play a key role in helping the girls in your troop gain an understanding and appreciation of the similarities and differences of people so that they will be able to live and work in our diverse society.

REQUIREMENTS:

To earn the center patch Festival of People, complete the ***MORE ALIKE THAN DIFFERENT*** section. The troop needs to do the following number of activities

	Group A	Group B
Brownie Girl Scout troops	3 Activities	3 Activities
Junior Girl Scout troops	3 Activities	4 Activities
Cadette Girl Scout troops	3 Activities	4 Activities
Senior Girl Scout troops	3 Activities	4 Activities

FAMILY PRIDE

Activity Group: A

It is important for the girls to understand that there are many different types of families. Not all families have Mom and Dad and children under the same roof. Some children live with one parent; with their grandparents; In a foster home; etc. A family may be defined as a group of people who live together and share many experiences. A family may be as few as two people.

Age level: Browne Girl Scout

Materials: Paper, pencils, crayons, old magazines, glue, scissors

Ask each girl to draw a picture of her family. Remember that families often include pets too, Then draw or cut out pictures of five things that are important to her family. Ask her to include such things as favorite foods, places, hobbies, recreational activities, people, and holidays. Have girls share their drawings or pictures with the troop or group and their families.

Age Level Junior - Senior Girl Scouts

Materials: Paper, pencils, crayons

A girl can gain pride in her family heritage by exploring her family history. She can draw a family tree on a large sheet of paper. On her tree she can include names, pictures, or photographs of all the members of her family that she discover by talking to her parents, grandparents, aunts, uncles, or others who make up her family. She can add pictures of important events in her family's history or of activities and skills that make her family special.



THE ME TREE

Activity Group: A

Age Level Brownie – Senior

Materials. Paper and pencil, crayons, or markers

One way of helping girls to become genuinely proud of their own uniqueness is to provide experiences for them to look at uniqueness in the rest of their world. If there isn't a place with trees and bushes within walking distance of the troop meeting site arrange for a trip to a nearby park.

Ask the girls to be particularly alert to the many different trees, leaves, bushes, flowers, grasses, etc., and how they all grew together to make a place beautiful.

Ask them if they think it would look as nice or be as interesting if every tree were the same size, shape, and color, or if every flower was exactly like every other flower.

Find out what each individual girl likes the best: a majestic tree, a tiny purple wild flower a blossom-covered bush, and so on.

Once back in the troop meeting place, give each girl a piece of paper and ask her to draw a picture of something she saw on the trip that she would like to represent herself, and to label it with words which she feels describe herself. For instance, if a girl chose to draw a tree she could label the branches with such descriptive words as friendly, tall, quick, etc.

After everyone is through, each girl (or selected girls) can show her picture and read her labels. Talk about how different each of them is from the others. Ask if they feel different about their own uniqueness. Allow them to look at things that keep us from appreciating uniqueness, i.e., racial and culturally stereotypes, attitudes of conformity in our culture, lack of understanding, and even fear of people who do not look like us.

Leave this experience as open-ended as possible. Ask girls to make a commitment to understanding and accepting differences between individuals as something desirable. Ask them for suggestions on how their troop can best reflect the uniqueness of its members. What activities can they suggest that might help them learn more about each other? The possibilities are as infinite as are the differences that exist in the troop.



PERSONAL NAME TAGS

Activity Group: A

Age Level: Brownie - Senior Girl Scouts

Materials: Paper, crayons or markers, pins

Pass out materials and explain that everyone is going to make a personal nametag by writing her first name in the middle of her paper and drawing symbols around her name.

Ask the group to decide on four areas of interest (for example, food, sports, TV show, free time activity, etc.) and which corner of the nametag will represent that interest.

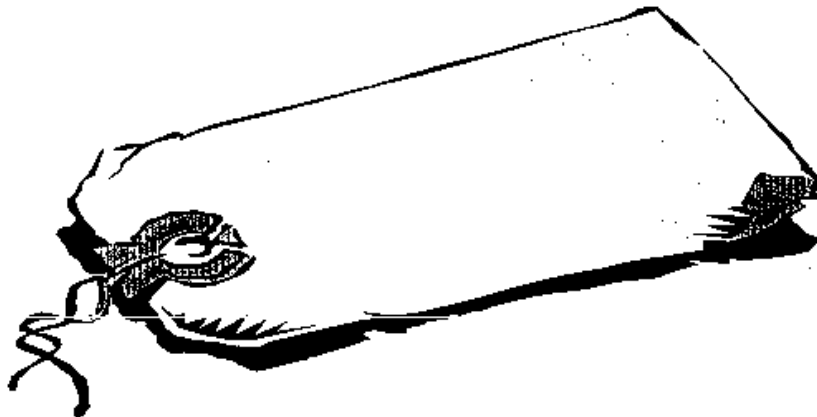
Each girl then draws a symbol of her favorite interest in the proper area.

Then have each girl pin on her nametag and move quietly around the room until she has seen everyone's tag.

Call the group together in a circle. The leader opens the discussion by asking the girls to guess what her (the leader's favorite _____ (pick one of the interests)) is. Move around the circle having the girls guess and discuss the symbol you used. Continue in this manner until all the symbols have been guessed and discussed.

Guessing and talking about each symbol is an important part of this activity.

During the discussion, encourage the girls to say they like certain things. Point out the fact that everyone has different favorites and good reasons why they like their favorites. Stress that everyone is unique and that what a person likes best is one of the things that make her unique. Ask if the girls think they will always have the same favorites.



HERITAGE

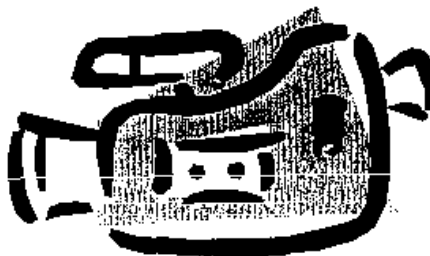
Activity Group: B

Age Level Junior - Senior Girl Scouts

Materials Each girl would need access to a tape recorder or video camera

Select one or more of the older members of your family, like a grandparent, aunt, or uncle. Using a tape recorder or video camera, interview that person. Share your tape with other members of your family. Here are some questions you might ask:

- ~~///~~ Full name and date of birth
- ~~///~~ Where were you born?
- ~~///~~ Where were your parents and grandparents born?
- ~~///~~ What are some of your childhood memories?
- ~~///~~ Where did you go to school? What was it like?
- ~~///~~ How large was your family?
- ~~///~~ Did you have a nickname?
- ~~///~~ Did you have chores as a child?
- ~~///~~ Do you remember any family legends or stories?
- ~~///~~ What was your mother's or father's occupation?
- ~~///~~ What was your house like?
- ~~///~~ What was the neighborhood like?
- ~~///~~ As a teenager, did you have a job?
- ~~///~~ What types of recreational until do you remember?
- ~~///~~ If married, describe your courtship and marriage.
- ~~///~~ What customs do you remember associated with courtship and marriage?
- ~~///~~ Where did you live after you were married?
- ~~///~~ What was your occupation?
- ~~///~~ Describe any family customs or traditions that you remember.
- ~~///~~ How many children did you have?
- ~~///~~ What do you remember about raising your children, sending them to school, church or synagogue? How has your neighborhood changed since you first moved there?



TRIGGER STORIES

Activity Group: B

Age Level Brownie - Senior Girl Scouts

Materials None

Select two or three situations to discuss. If a girl in the troop has the same name as one of the characters, change the character a name.

1. Brownie -- Junior

Beth has two very good friends, Amy and Nicole. During the summer, Amy and Nicole went away on a long vacation. At first, Beth was very lonesome. Then she began playing with Tamara. Tamara had lived in the neighborhood just as long as Beth but they never played together much. It seemed that Tamara just didn't fit in when Beth, Amy and Nicole were playing together. And besides, lots of times Amy and Nicole weren't very nice to Tamara, so she usually went home. But now Amy and Nicole were gone, and Beth found herself playing with Tamara almost every day.

As time went by, Beth and Tamara became good friends. They especially liked playing with their Barbie dolls under the big shade tree in Beth's back yard. One afternoon near the end of the summer, Beth and Tamara were playing with their Barbies under the tree. Amy and Nicole had just returned from vacation and came into the yard to play with Beth. They sat down under the tree. Nicole leaned over to Beth and said, "What's she doing here? Tamara's black. Tell her to go home." ... What could Beth say?

2. Cadette -- Senior

Jim is a new 9th grader. He is very fat and all the other kids make fun of him behind his back and in front of him. You have felt sorry for him and have tried your best to make him feel welcome. You have been irritated that your other friends tease him. Two weeks ago, Jim told you he appreciated you being his friend, otherwise, he would have dropped out of school. You felt very good about that compliment. But last night, he asked you to go to the spring dance, the biggest event of the year... What could you do? What might happen?

3. Brownie -- Senior

There is a girl in your class who is in a wheelchair. She seems nice, but no one has paid much attention to her. You would like to make friends with her. ...What five things could you do to get to know her better?

4. Brownie - Senior

There are some students who attend a special class at your school. They eat lunch in the cafeteria with the rest of the school. Some of your friends mimic them and say unkind things to them. ...What can you do? What might happen?

5. Brownie - Senior

Kristy is a new girl on the block. She is fat and cannot play games well. Your friends decide to go down to her house and stand in front of her window and call her fatty. ... What can you do? ...What might happen?

6. Brownie - Senior

Stephanie, who is slightly mentally retarded, will be going to your school. You know her from church. You aren't sure how the other kids will react toward Stephanie or toward you when they learn you know each other. ...What can you do? What might happen?

7. Junior - Senior

You and your friends are standing in the schoolyard talking to each other. You notice another group of girls nearby who are speaking Spanish. One of your friends says, "They are talking about us! Look at them!" Everyone in your group turns and looks at the other group of girls, and, sure enough, some of them are looking at your group. You know that none of your friends can understand or speak Spanish. You don't think they were talking about any of your friends. ...What can you do? What might happen?

8. Junior - Senior

Georgia was depressed. There was a new girl in class and she had been asked by her teacher to show the new girl around for a couple of days and introduce her to other kids. Usually she would think it was great to help the teacher and show someone around, but this kid was different. Paula, the new girl, was a creep. She had stringy hair and she wore awful clothes. Her pants were too short and it looked like she had on a boy's old shirt. If this wasn't enough, at lunch, Paula asked about free lunches. Georgia was embarrassed to be seen with this girl. She didn't think this girl belonged at her school. She just didn't fit in. ...Why did Georgia think Paula didn't fit in? Why was Georgia ashamed to be seen with Paula? What did Georgia judge Paula on? Is it important to get to know people before you make judgments about them? What do you think Georgia could do to help Paula not to feel left out?

WE'RE THE SAME/WE'RE DIFFERENT

Activity Group: B

Age Level: Brownie - Junior Girl Scouts

Materials: None

The slogan We're the Same/We're Different can encourage an appreciation of differences. Assign partners and ask girls to sit or stand facing each other. Ask the girls to think of three ways in which they are like their partners and three ways they are different from their partners. Ask the partners to share their similarities and differences with each other and the group.

In what ways are we different? How are we similar?

How are we similar and different at the same time? (Everyone has skin, but skin color can differ)

Was a person's appearance the important difference?

What things could be noticed besides a person's appearance?

What differences and similarities are we born with? What can change as girls grow up?

Discuss what makes your Girl Scout troop special. What makes the girls in this Brownie/Junior troops different from all other Brownie/Junior troops? What makes them the same as all the other Brownie/Junior troops?



WHAT IS PREJUDICE?

Activity Group: B

Age Level: Brownie - Senior Girl Scout

Materials: None

Read the paragraph below to the girls

Once there was a girl named Tara who didn't like green beans. She didn't know why she didn't like them. Tara was prejudiced against green beans, although she had never even tasted them. So she built a wall around green beans and shut them out of her life for no reason. As Tara grew older, her dislike for green beans grew and grew. Pretty soon, she began to dislike all green food, even lime sherbet. Of course, Tara's prejudice against green foods didn't hurt them, as they had no feelings.

Talk about foods the girls like and dislike. Why? Have all these foods been tasted? Has anyone changed her mind after tasting a food? Would anyone care to share this experience?

Continue the discussion relating prejudice toward green food to the prejudice toward groups of people. Ask, Did Tara miss out on a lot of good green foods she may have liked because of her prejudice? Do people who do not give themselves the opportunity to really know people of all colors, shapes, and sizes, avoiding them with no reason, build up prejudice in the same manner? Are they missing out on a lot of neat friendships? Point out that prejudice towards people hurts them because all people have feelings.

Close by using one of the two following discussion topics

1. When we group people according to likeness and think of them as being alike we are generalizing, judging all of the group by the actions of a few.

Here is how it could happen,

Here is how it could happen:

I saw sue steal a toy.

Sue lives on Canyon Drive.

All people who live on Canyon Drive steal.

No, it is an unfair generalization of people

Mr. Smith was drunk yesterday

Mr. Smith is Irish.

All Irish people are drunkards.

Is that true? No It is unfair to judge a group of people by the actions of one person.

This is called stereotyping. If a girl with red hair likes to fight, is it fair to expect all girls with red hair to fight? Why? Why not? Can you think of other examples of stereotyping?

2. Careless statements or ethnic jokes made about people contribute to prejudice. An example would be, *You're acting like an idiot, or fatso, or skinny bones*. Can anyone else think of other examples? Should we think twice before using any of these statements?

If a girl makes an ethnic or racial slur during the discussion, it is extremely important to emphasize that these words are highly inappropriate and will not be tolerated in a Girl Scout troop.

WHAT MAKES PEOPLE DIFFERENT COLORS?

Activity Group: B

Age Level: Brownie - Senior Girl Scouts

Materials: Pictures of white, red, brown, yellow, and black flowers and birds; pictures of peoples of different shadings; three small glasses or clear jars, 3 spoons; white tapioca or Cream of Wheat or quick cooking rice; cornmeal; some red flavored instant drink mix such as Kool-Aid; some coffee (instant or real 1, 1/2, and 1/8 teaspoon measures. Blackboard and chalk or large piece of paper and marker.

Begin with a discussion on the different colors of people. *How many colors of people are there in the world? In what parts of the world do we find these colors?* Be sure that the United States is listed under each color. Look at the pictures of the flowers, birds, and people. It will be obvious that the color differences of people are small when compared to the color differences of birds and flowers.

Write the word *melanin*. Explain that melanin is the substance that makes people different colors. Melanin is a Greek word for dark or black. Melanin is found in everyone's skin.

Write the words *carotene* and *hemoglobin*. Carotene is the name of the yellow coloring in skin, and hemoglobin is the red coloring in skin. Everyone's skin contains melanin, carotene and hemoglobin, but melanin is the most important in determining skin color.

Place three glasses or clear glass jam on a table in front of the room. Invite three girls to come to the table. Have them fill each glass halfway with white tapioca to represent the color of the top layer of everyone's skin. (Tapioca works best, but Cream of Wheat or any other brand of short grain, quick-cooking rice will also work.)

Have each volunteer add 1/2 teaspoon of cornmeal to each glass to represent the color of carotene in all skin.

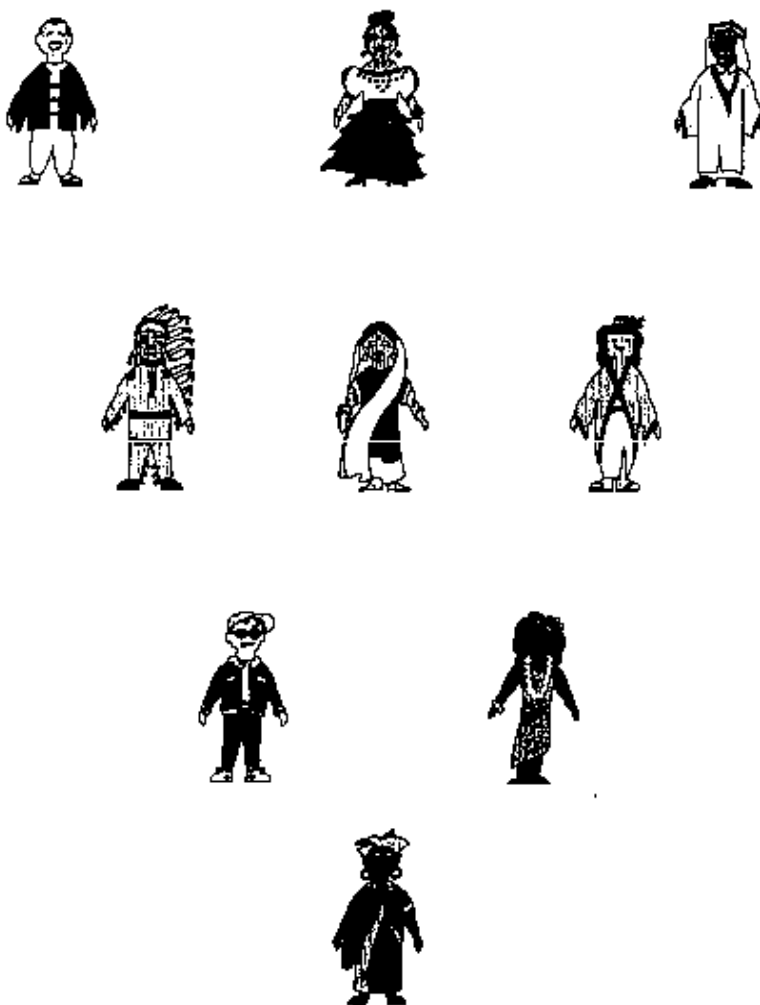
Have each volunteer add 1/8 teaspoon of red Kool Aid to represent hemoglobin in skin.

Use coffee to represent melanin in the skin. The first girl adds 3 teaspoons of coffee to her glass. The second girl adds 1 teaspoon of coffee and the third adds 1/2 teaspoon of coffee.

Have the girls stir their glasses. The rest of the group should name the color of each glass. From a distance, each glass will look like a solid color.

When people have a lot of melanin, their skin looks dark brown, as in the first glass. When they have a medium amount of melanin, their skin looks as even brown or tan color as in the second glass. When they have only a few scattered granules of melanin, their skin is very light, as in the third glass. All of the shades between very dark and very light are composed of the same ingredients.

The sun gives off rays that are dangerous to the skin. Melanin protects the skin from these dangerous rays. When the sun shines on the skin, the melanin absorbs and soaks up the rays and protects the skin from burning. The more melanin in your skin, the less likely you are to get sunburned. The skin usually has enough melanin to protect it, but the body can produce more melanin if it is needed. This is what happens in the summer when you get tanned or darker. Because you were outside in the sun more, your body made more melanin to protect your skin.



YOU'RE UNIQUE, I RESPECT YOU

Activity Group: B

Age Level: Brownie – Senior

Materials The poster *You're Unique, I Respect You, So, ...* which can be found in this packet.

To introduce this activity say; *Each day many things happen that affect the way we feel. We feel happy when we are included in a group and sad when we are excluded. We are proud when we do something well. We all like to be accepted for ourselves. Sometimes things happen that we feel aren't fair. Today I'd like to talk about how we can handle unfairness. Let's take a look at the poster I have.*

Read through the entire poster, then go back and discuss each section with the troop members, using some of these questions as a guide. Choose words that best suit your troop's age level and situation. Move around and encourage each girl to enter into the discussion.

1. Have you ever been treated unfairly because you were black or white or thin or fat? Or because you were a girl instead of a boy? Would you care to share how you felt when you were teased or left out? Can the rest of you understand this feeling? Do you think its fair? Have you ever been treated unfairly because of a difference? Or have you ever used a difference as a reason to tease someone or leave someone out?
2. How do you feel inside when someone hits you? Kicks you? Pushes you? Can you remember a time when you didn't feel safe? How do you think the person who is hiding or pushing feels? Could they feel left out? How many of you can remember a time when you may have made a person feel unsafe?
3. What does; *You have a right to hear* mean? Has anyone ever forgotten about your right to hear? How do you feel when you can't hear when someone's making noise? Is it fair? How do you feel when you are talking and other people aren't listening? Is that fair?
4. What does compassion mean? Has anyone ever laughed at you? Has anyone ever hurt your feelings? How does it feel inside when that happens? Is that fair? Do you have a right to be treated with compassion?
5. What is an opinion? Have you ever been interrupted when you were trying to express an idea? How does it feel to be interrupted when you are trying to express your feelings? Have you ever interrupted another person when she was giving her ideas?
6. What does it mean that people (you) have rights? What responsibilities go along with our rights?
7. How can this poster help when your feelings have been hurt?
8. If you feel safe, if you feel listened to, if you feel accepted, will you do a better job of working and learning and being a friend?

You have a right to be yourself in this troop.
This means I will not treat you unfairly
because you are



black or white
fat or thin
tall or short
rich or poor

You have a right to be safe in this troop.
This means I will not

hit you
kick you
push you
pinch you
or hurt you



You have a right to hear and be heard in this
troop. This means I will not

yell
scream
shout
or make loud
noises.



You have a right to be respected
and treated with compassion in this
troop. This means I will not

laugh at you
or hurt your feelings

You have a right to learn about
yourself in this troop. This means
that you will be free to express
your feelings and opinions without
being interrupted or punished.

These are your rights as an
individual as long as you do not
interfere with the rights of others.
This means you will respect

my feelings
my beliefs
and my values

as a unique individual and a member
of the human family

WHAT IS RACE?

Activity Group: B

Age Level: Brownie - Senior Gill Scouts

Materials: Scissors, construction paper in five different colors, blackboard and chalk, or a large piece of paper and a marker.

Preparation: Leaders of Brownie troops will probably want to cut out all of the shapes in advance. The leaders of older troops may have the girls cut out the shapes needed for this exercise.

Using one color of construction paper, cut triangles, squares, circles, rectangles, and pentagons that are approximately 6', 3' and 1" long. You should have 15 geometric patterns of one color in 5 different shapes in 3 different sizes. Using these as patterns cut one of each from the other 4 colors of construction paper.

Explain that, as humans, we like to put things in groups. The items in a grocery store are in groups. If you want a bag of chips, you look for the grouping of chips and pretzels. If you go to the library for a storybook to read, you go to the shelves where the children's books are grouped.

Ask the girls *If you had a big bunch of toys, how could you group them?* By size, whether they have wheels or not, toys you throw, toys you hold, etc.?

Ask the group *What does it take to be a human being?* Write down the answers on the blackboard or large paper. The answers will include such things as: arms, legs, brains, intelligence, memory, etc.

Then ask, *What are some of the ways humans can be put into groups? By family, by country of birth, by color of eyes, by where they live, by size, by shade of skin, etc.?* Point out that the same person can be in many different groups.

Divide the group into small groups and give each group a variety of geometric shapes of different sizes and colors. Ask them to arrange the shapes into groups. Undoubtedly some of the groups will arrange the shapes by color, others by size, and still others by shape.

Explain that in the past scientists have made attempts to group people according to shade of skin color, kind of hair, shape of nose, and other physical characteristics. This idea of grouping has been called race, but scientists have never agreed on how many such groups or races there are.

Point out that the more one looks at differences in people, the more it seems that every individual should be in his or her own special group. Although it is often quite useful to group people and even to categorize them into races, it must always be remembered that no one group or race is better than any other is

WHAT DOES MINORITY MEAN?

Activity Group: B

Age Level: Brownie - Senior Girl Scouts

Materials: Blackboard and chalk, or a large piece of paper and marker, and dictionary.

Begin by writing the word minority. Ask the girls what they think the word means. They will probably mention ethnic groups.

Look up the meaning in the dictionary. (*1. The lesser part or smaller number, less than half of the total. 2. a racial, religious, national or political group smaller than and differing from the larger group of which it is a part.*)

Have all the girls and adults stand up. Instruct all the adults to go to one side of the room and the girls to another. Which group is the minority? Use several other ways to divide the group, for example, those wearing red, those with blue eyes, those who had cereal for breakfast. Have everyone sit down.

Ask the girls, *Can you think of a time when you were a minority? The only kid in class who forgot her lunch, a child in a bunch of adults, one of a few girls on the playground with lots of boys, etc.* The point to be made is that everyone is a minority at some time. Sometimes that feels uncomfortable. *Were you ever surrounded by a bunch of dogs or cats? Were you ever a little kid surrounded by a bunch of bigger kids? A student in a roomful of teachers?*

Return to the concept of racial minorities by asking, *Do you think black (white, Chinese, Hispanic) people feel like a minority when they are at home? Are they a minority when they are home?* The point should be made that different racial groups are minorities only when they feel outnumbered.

Since we are all minorities at different times, is there anything we can learn from this? Here the point should be that if we learn what it's like to feel alone in a crowd of people different from ourselves, then maybe we will learn how to make someone else feel less alone in a similar situation.

<p>If a girl utters an ethnic or racial slur during the discussion, it is extremely important to emphasize that these words are inappropriate and will not be tolerated in a Girl Scout troop</p>

NAME CALLING

Activity Group: B

Age Level: Brownie - Senior Girl Scouts

Materials: None

The most prevalent form of teasing in young children is to be called stupid, dummy, or baby.

Ask the girls in your troop to remember a time when they have been a name. How did they feel?

Ask the girls, *Are children ever teased about how they look?* (Fat, skinny, chubby cheeks, your clothes are stupid, etc.) How do you think they feel? What can they do about it?

Have you ever called someone a name? Why? How did they feel afterward? Almost everyone has been called a name and almost everyone has called someone a name. It might be common, but there are more positive ways to express feelings. Think of some ways.

<p>If a girl utters an ethnic or racial slur during the discussion, it is extremely important to emphasize that these words are inappropriate and will not be tolerated in a Girl Scout troop</p>

STAND UP AND BE COUNTED

Activity Group: A

Age Level: Brownie - Senior Girl Scouts

Materials: Make four large signs and post them around the room.

Yes Almost Yes Almost No No

Explain that you will read a statement and each girl, without speaking, will walk to the sign that best describes how she feels. If she agrees with the statement, she will walk to the Yes sign. If she disagrees, she will walk to the No sign. Sometimes you will feel that a statement is Almost Yes or Almost No. There is no right or wrong answer.

Read the following statements one by one. After each statement, have everyone return to the center of the room before the next statement is read. Continue the exercise for no more than five minutes.

Sample Statements: Add some of your own. It is important not to use statements which may be threatening or make someone feel uncomfortable by responding in public.

- ~~///~~ Summer is the best time of year.
- ~~///~~ Cats are better pets than dogs.
- ~~///~~ All children are sloppy
- ~~///~~ Girls are smarter than boys are.
- ~~///~~ It is okay to eat junk food every day.
- ~~///~~ Football is a fun sport to play
- ~~///~~ It is okay to hit someone if they hit you first.
- ~~///~~ People who wear nice clothes are always nice themselves.
- ~~///~~ Playing with friends is more important than doing your homework.

Discuss the exercise. Did everyone respond exactly alike? At times was it difficult to make a decision? What did you think about to help you choose a particular sign? If a troop member's opinion did not agree with yours, is her opinion wrong? Can we learn to respect other people's values? Do we all have the right to like and dislike things? Add some questions of your own.

End by saying: *The statements I read to you help us understand our values. Values are the things in life that are important to each person because of their ideas, beliefs, experiences, likes and dislikes. Each one of us has different values.*

ORANGE EXPERIENCE

Activity Group: A

Age Level: Brownie - Senior Girl Scouts

Materials: One orange (or apple) per girl and one for you, a bag that can hold all the oranges.

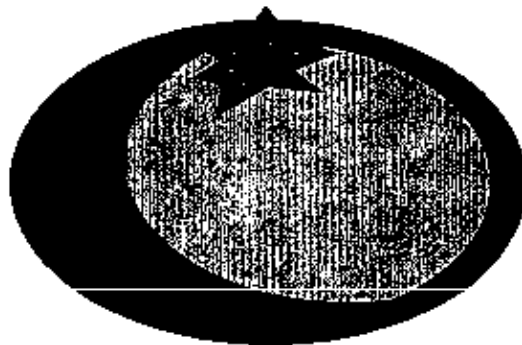
Discuss the tendency we have to generalize people. Many times we lump people together. That can be unfair. Are you like all the other girls in this troop? Are you like all the other girls in your class at school? No. You are special. You are unique. What about old people, are they all alike? What about oranges or apples, are they all alike? Let's try this experiment and see.

Pass out the oranges. Make friends with the orange in front of you. Look at it carefully. What does it really look like? Brownie Girl Scouts may need help in finding the bump or dent or discoloration that makes her orange unique. Think up a way to introduce your orange to the other girls in the troop. Introduce your orange first to give the girls the idea.

EXAMPLE: Please meet my new friend, Yvonne. Yvonne is from California and doesn't know too many people here. When she was young, she fell off an orange tree and has a little scar here by her mouth. It doesn't hurt her anymore, and some people think it is a dimple. Yvonne is a nice orange and I hope you will get to know her as well as I do.

Give each girl a chance to introduce her orange. Then ask all the girls to put their oranges in the bag. Now roll all the oranges out onto the table and ask each girl to pick out her orange friend.

Like oranges, we often lump people together until we get to know them and they become our friends. But even oranges, that are so much alike, have enough differences that you can tell them apart.



I LIKE ME COLOR WHEEL

Activity Group: A

Age Level: Brownie - Senior Girl Scouts

Materials: Paper, crayons or markers, several mirrors

Look into a mirror. What do you see there? How many colors do you see in the mirror? What colors are your eyes, hair, skin, and lips? What are the colors of the clothes you are wearing today? If you don't have mirror, pair the girls and have them tell each other the colors they see.

Have each girl draw six circles on her paper. In each circle put a different color according to the following responses (use these or others of your own choosing): color of your eyes; one color you are wearing; color of your skin; color of your lips; color of your hair; another color you are wearing.)

Look at the color wheel you have made. All these colors are a part of you today. Look at the color wheels of other people. Notice that no two are exactly alike. Emphasize the large variety of colors. One color wheel is as special as another is.

Emphasize how people are all very different and that prejudging according to color, shape of eyes, height, weight, etc., is prejudice.

.....

NO TWO PEOPLE ARE EXACTLY ALIKE

Activity Group: A

Age Level: Brownie Girl Scouts

Materials: Bouquet of mixed flowers, paper, colors of construction paper, scissors, glue or tape.

Ask are all of the flowers alike? In what ways are they different? Are they different in other ways? Show two of the same kind of flower. Are they exactly alike? In what ways are they different? Are all of us just alike? Why are we different? (Families, ethnic, ancestors, etc.)

Have each girl draw a picture of her face on a piece of paper. Color them to look as much like each child. Cut out the heads. Make petals out of construction paper. Cut them out and attach the petals around the cutout heads. Stems and leaves may be added as a finishing touch. Look at them all and compare them to the bouquet of flowers.

Activities in Group A:

Family Pride
I Like Me Color Wheel
The Me Tree
No Two People Are Exactly Alike
Orange Experience
Personal Name Tags
Stand Up and Be Counted

Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts

Activities in Group B:

Heritage
Name Calling
Trigger Stories
We're the Same/We're Different
What Does Minority Mean?
What Is Prejudice?
What Is Race?
What Makes People Different Colors?
You're Unique, I Respect You

Junior - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts
Brownie - Senior Girl Scouts

OTHER RESOURCES AND PROGRAMS

Troop leaders using this patch program will want to become familiar with the new Issues For Girls series, Connections, which contains additional activities, as well as background material for leaders. Troops completing activities from this Issue For Girls may purchase and wear the appropriate level patch.

RESOURCES USED IN DEVELOPING THIS PATCH

Green Circle Follow Up Activities

The four Girl Scout Program Emphasis, Girl Scout Council of Bergen County

Rainbow Activities and *No Two Alike*, Girl Scouts of Milwaukee Area

Promoting Pluralism: Valuing Differences, Girl Scouts of the USA

GLOSSARY

Culture	The collective behavior patterns, communication styles, beliefs, concepts, values, institutions, standards, and other factors unique to a community that are socially transmitted to individuals and to which individuals are expected to conform.
Discrimination	Illegal treatment of a person or group (either intentional or unintentional) based on race, color, national origin, religion, sex, handicap, or veteran 's status. This term also includes the failure to remedy the effects past discrimination.
Diversity	Differences among people or peoples reflected in a variety of forms, such as race, culture, perspective, talent, interest, age, or religion.
Ethnic	Of or relating to people grouped according to a common racial, national, tribal religious, linguistic, or cultural origin.
Institutional Racism	A variety of systems operating within an organization that have attitudes, behaviors, and practices that subordinate persons or groups because of color.
Multicultural	The coexistence of many distinct cultures within a given context, such as community or nation.
Pluralism	<ol style="list-style-type: none">1. A system that holds within It Individuals or groups differing in basic background experiences and cultures. It allows for the development of a common tradition, while preserving the right of each group to maintain its cultural heritage.2. The increased involvement in Girl Scouting of people from diverse cultures In our society and the elimination of institutional racism throughout the Girl Scout Movement.
Prejudice	Implies a preconceived idea or judgment, or opinion, usually an unfavorable one marked by suspicion, fear, intolerance or hatred and is directed toward 3 racial, religious cultural, or ethnic group.
Racism	An assumption that there is inherent purity and superiority of certain races and inferiority of others. It denotes any attitude, behavior, or institutional structure that subordinates persons or groups because of their color. Such practices can be intentional or unintentional.
Self-Esteem	How a person feels about herself or himself; pride in oneself. Self-esteem is linked to family traditions, language, social customs, economic background, and other aspects of ones cultural environment.
Stereotype	The belief that all people of a certain racial, ethnic, or cultural group am the same and behave in the same way.
Values	A culture's or group's shared standard of what is good or bad, acceptable or unacceptable, desirable or undesirable.

I LIKE ME COLOR WHEEL

