

Girl Scout Daisies (Grades K and 1)

DISCOVER: Read “Strictly No Elephants” by Lisa Mantchev or “The Sneetches and Other Stories” by Dr. Seuss

Optional: If reading “The Sneetches and Other Stories” by Dr. Seuss

- At the conclusion of the book, introduce and define diversity (being different). When the two groups of Sneetches were together, could they have been considered diverse? Did they celebrate their diversity?
- Define and discuss the importance of respect for others. Have them give examples of how people act toward one another if they have respect for each other.

CONNECT: Introduce the topic of diversity by drawing the girls’ attention to their differences and similarities. You can present four or five criteria statements for the group to consider and ask them to stand up when it refers to them. Some examples of criteria statements are:

- All the 6-year-olds stand up
- Everyone wearing tennis shoes stand up
- If you like baseball stand up
- Stand up if you have any freckles on your skin

Ask the girls to consider if differences are important in how people should be treated or is it fair for all people to be treated the same.

TAKE ACTION:

Preparation: This is a painting activity. Set up a place for distributing paint. Have available: large white paper plates, paintbrushes, newspaper, tempera paint - white, black, brown, red, yellow, and a way to wash hands. You will also need white paper scraps and a roll of mural paper.

Ask the girls to describe the color of their skin. Point out that none of the tempera paint colors match. Demonstrate how to put small amounts of selected colors on the plate, and then how to mix various skin tones. Allow the girls time to explore mixing the paint and testing the colors on scraps of paper. When they are satisfied with their personal color, they are to paint their palms and fingers and make a handprint on the mural paper. Have each girl write their name by their handprint.

Girl Scout Brownies (Grades 2 and 3)

DISCOVER: Ask the girls to look around the room and observe how they are different and how they are similar to each other. Now tell them they are going to play a game. List about five characteristics such as, oldest child in the family, rode a bike to school today, ate cereal for breakfast, wearing blue jeans, etc., for the girls to see. Ask them to stand based on the characteristics named. Each time the girls sort themselves, count the number of people in the groups and record the result by the appropriate characteristic.

Generate a discussion about whether these characteristics make them more important than the others in the group/troop. Tell them that even though they are different in some ways, they are also alike in many other ways. Brainstorm with the girls those things appropriate to the group that they all have in common such as: all in 2nd grade, all in the same classroom, all live in the same community.

CONNECT: Read “Let’s Talk About Race” by Julius Lester and tie the discussion back to how what they just read relates to the girls’ own experiences.

Ask the girls to consider if differences are important to how people should be treated, or is it fair that all people be treated the same?

Define and discuss the importance of respect for others. Have the girls give examples of how people act toward one another if they have respect for each other.

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