



Activity Guide for Daisies, Brownies, and Juniors



World Thinking Day

In Girl Scouts, you are part of a special group of girls that stretches across the world. On February 22 of each year, Girl Scouts and Girl Guides from 150 countries celebrate World Thinking Day. (That's one big celebration!) World Thinking Day is a way to celebrate with girls all over the world by doing the same activities around a shared theme.

The 2020 World Thinking Day theme is “Diversity, Equity, and Inclusion.”

To earn your World Thinking Day award, you will explore the meaning of diversity, equity, and inclusion and carry out a Take Action™ project to address the theme in your community or beyond!

World Thinking Day Award Activities

There are five steps to earning your World Thinking Day award.

1. Explore World Thinking Day and the diversity of the Girl Scout movement
2. Explore inclusion and diversity
3. Explore equity
4. Prepare and plan a *Take Action* project for World Thinking Day
5. Carry out your *Take Action* project

The first three steps have choices that will help you explore diversity, equity, and inclusion, and connect to your Girl Scout sisters! In steps four and five, you'll plan and then carry out a *Take Action* project that makes your community, country or world a more diverse, equitable or inclusive place.

Let's get started!



STEP 1

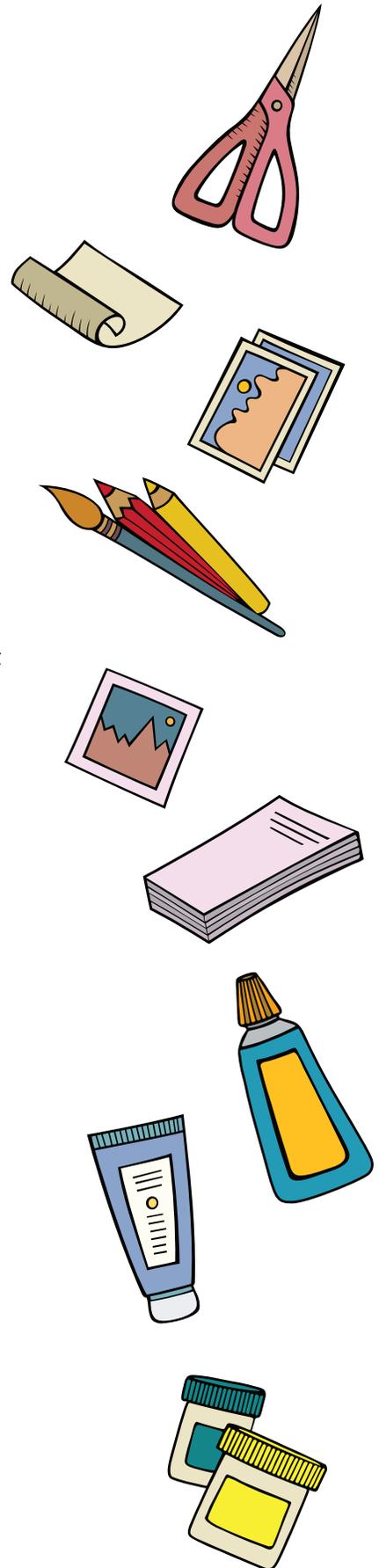
Explore World Thinking Day and the diversity of the Girl Scout Movement

Choice 1: Make a Diversity, Equity, Inclusion Collage

With your Girl Scout friends and an adult if you need help, look up the definitions for diversity, equity, and inclusion in the dictionary or the glossary at the end of this activity pack. Then split up into three teams and make a collage that represents one of the words. You can use magazines, poster board, crayons, markers, whatever supplies you have!

Once every team is finished, present your collage to the group. Make sure you all understand the meaning of diversity, equity, and inclusion by talking about what you created! You might want to talk about:

- Do you know someone who is different from you? What makes that person different?
- Do you know someone who is the same as you? What makes that person the same?
- Is it a good thing that some people are the same and some people are different? Why or why not?
- What does it mean to be included? What does it feel like?
- What are ways that you can include others?
- What does it mean to be fair? How are you fair at home or at school?



Choice 2: Create a World Thinking Day Song

Singing songs is one of many fun Girl Scout traditions. You can sing while you are hiking, at meetings, at ceremonies, and around a campfire! Songs help bring us all together.

One song that connects all Girl Scouts and Girl Guides around the world is The World Song.

The World Song¹

*Our way is clear as we march on,
And see! Our flag on high,
Is never furled throughout the world,
For hope shall never die!
We must unite for what is right,
In friendship true and strong,
Until the earth,
In its rebirth,
Shall sing our song!
Shall sing our song!
All those who loved the true and good,
Whose promises were kept,
With humble mind, whose acts were kind,
whose honor never slept;
These were the free!
And we must be,
Prepared like them to live,
To give to all,
Both great and small,
All we can give.*

After singing the world song, make your own song for World Thinking Day (you can also make a poem if you prefer). Try to use some of these words: diversity, equity, inclusion, sisterhood, girls, and world. Then teach your song to the group!

¹ GSUSA acknowledges the World Association of Girl Guides and Girl Scouts. For more, <https://www.waggs.org/en/terms-conditions/> (accessed May 7, 2019)



Choice 3: Connect to Girl Scouts and Girl Guides around the World

The Girl Guide/Girl Scout Global Sisterhood is huge! Did you know you have 10 million sisters in over 150 different countries? Take a look at the pictures of Girl Guides and Girl Scouts and see if you can find three similarities and three differences between the girls in the pictures and Girl Scouts in your community.

Then talk with a friend, family member, or other Girl Scout about what you see in these pictures. Do these pictures represent diversity within our movement? How can you help girls in your community feel included in Girl Scouts and make sure that all girls are treated fairly?

Girl Guides of Mexico



Girl Guides of India



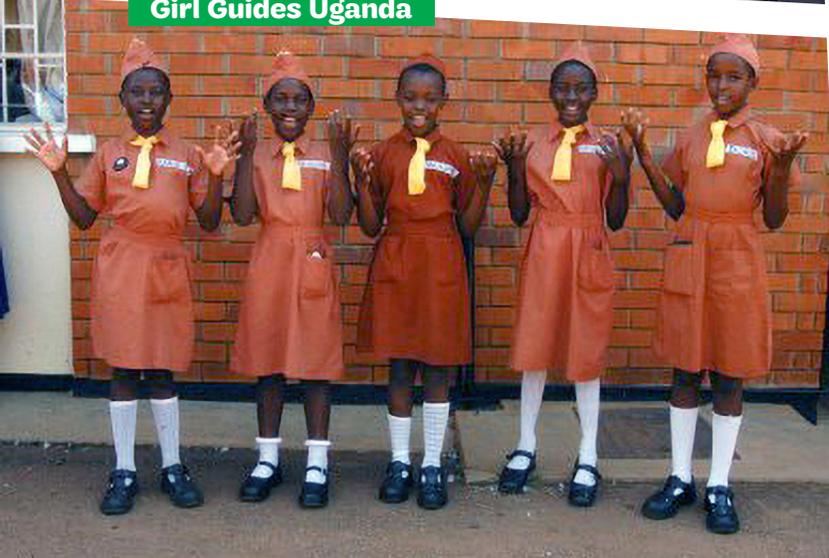
Girl Guides UK



Scouts Switzerland



Girl Guides Uganda



Girl Scouts of the United States of America



STEP 2:

Explore inclusion and diversity

Choice 1: Play the Tight Hands Game

You will need a group to play this game. Hold hands with other girls and make a circle. Have three girls be “outsiders.” The outsiders must try to get into the circle through spaces between people, while everyone else tries to keep them out—gently, no pushing or shoving allowed.

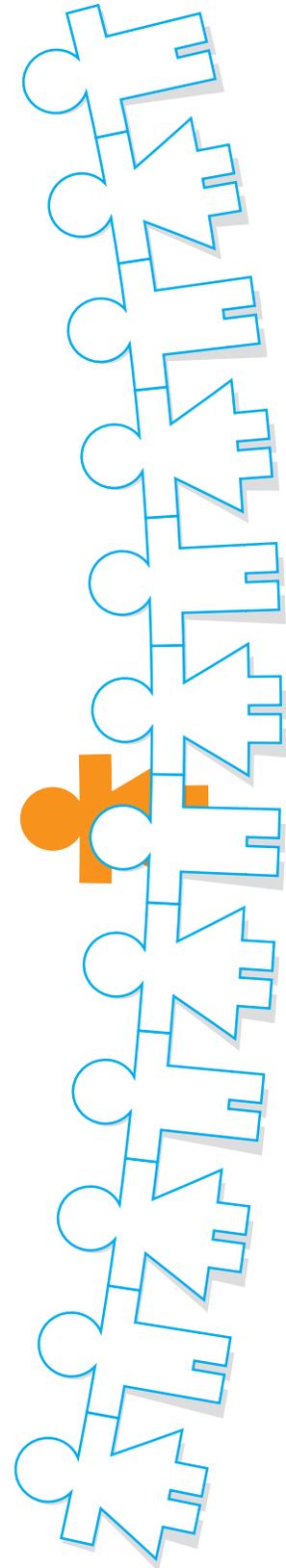
When the outsiders get into the circle, choose new girls to be “outsiders” until everyone has had a chance.

After everyone has had a chance to be the “outsider,” talk about what the game felt like. Some questions you might want to ask to get the conversation going are:

- *What did it feel like to be an outsider?*
- *Did anyone want to let the outsiders inside the circle?*
- *Did you let her slip in? Why or why not?*
- *Have you ever felt like an outsider in school? When?*

After discussing the game, play again, but this time in addition to the three outsiders, one girl in the circle will be the “Peaceful Person.” As a Peaceful Person, this girl can help an outsider get into the circle. The other girls in the circle must follow the Peaceful Person’s directions, so if she says “Let her join” or “Release your hands,” the other members in the circle must do it. When an outsider gets into the circle, she becomes the new peaceful person. Play until everyone has had a chance to be an outsider and the peaceful person. Then talk about how this felt. You may want to ask:

- *What did it feel like to be an outsider in the first version of the game?*
- *What did it feel like to be part of the circle?*
- *What did it feel like to be a Peaceful Person?*
- *How did it feel to be left out?*
- *Are there any clubs or daily routines that exclude certain groups? What can we do to make sure everyone’s included?*



Choice 2: Act Out a Piece of Girl Scouts History

Girl Scouts has always been a movement that is diverse and inclusive. From the very beginning, Juliette Low thought that girls of every ability and background should be able to participate in Girl Scouts. The first 18 Girl Scouts in Savannah, Georgia, included girls from wealthy families as well as girls from the Female Orphan Asylum and Jewish girls from Congregation Mickve Israel.

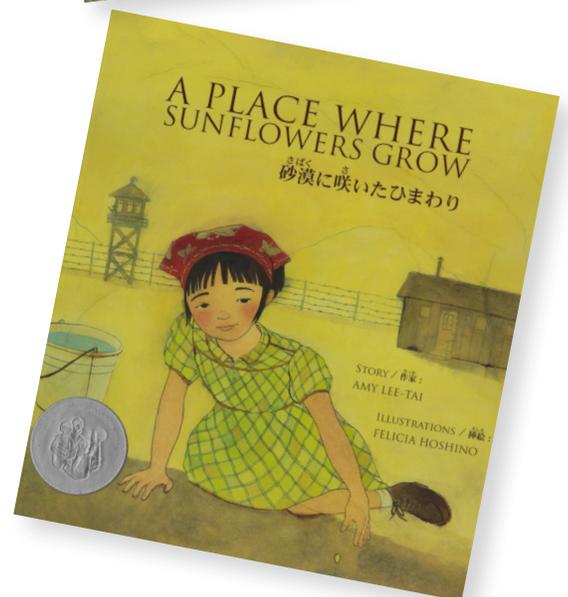
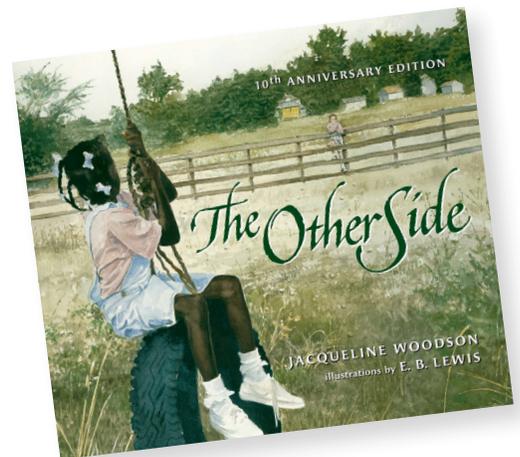
Girl Scouts has also played an important role in difficult periods of our nation's history. Girl Scout troops supported Japanese-American girls in internment camps during World War II in the 1940s, and by the 1950s Girl Scouts was leading the way to integrate all of its Girl Scout troops during the civil rights era.

Visit your local library, and check out *The Other Side* by Jacqueline Woodson about two friends during the civil rights era or *A Place Where Sunflowers Grow* by Amy Lee-Tai about a girl and her family during Japanese internment in World War II, or a picture book that addresses this year's theme of Diversity, Equity, and Inclusion.

After reading, talk about the girls in these stories:

- *What did the main characters feel in the story?*
- *Why do you think they felt that way?*
- *How might you have felt if that happened to you?*
- *What do you think would happen if these girls joined Girl Scouts?*

Then act it out! Pretend you are starting a troop in Clover and Annie's town in *The Other Side* or in Topaz, the internment camp where Mari and her family live in *A Place Where Sunflowers Grow*. Divide into roles of a troop leader, characters from the story, and other girls who might be in the troop they are imagining. Explore what it might have been like to be a Girl Scout in those circumstances—how might it have been challenging? How might it have been rewarding?



Choice 3: Make a Welcome Mat

For this activity, you will need:

- Plain coir mat
- Spray paint
- Masking tape
- Adhesive letters
- Rulers (optional)
- Newspaper or something to protect a worktable or floor.



Think about a time when you might welcome others—for example, when someone new comes to your school or if you are having friends over to your house. When you welcome someone, that person feels included. How does it feel when you are included in something? How does it feel when you are left out of something?

In this activity, you'll create a welcome mat using words in many other languages. Pick two or three of the words that mean welcome in another language (there are some examples below). Carefully apply adhesive letters to your coir rug, as straight as possible. When the letters are on, use masking tape to make a pattern. Then spray with spray paint and wait for the rug to dry. Once it is completely dry, remove the tape and letters to see your inclusive creation!

Velkommen (Danish—pronounced Vel-koh-men)

Welkom (Dutch—pronounced Wel-comb)

Bienvenue (French—pronounced Bee-ehn-ven-oo)

Bienvido (Spanish—pronounced Bee-ehn-ve-nee-doh)

Fòonying (Chinese Cantonese—pronounced Foon-yen)

Huanyíng (Chinese Mandarin—pronounced Hoo-ahn-ying)

Aloha (Hawaiian—pronounced Ah-loh-ha)

Svagat hain (Hindi, a language spoken in India—pronounced Sva-gaht ha-AIN)

Yokoso (Japanese—pronounced Yo-o-ko-so)

Hwangyong-Haminda (Korean—pronounced Hwan-yan Ham-ee-doh)

Mabuhay (Filipino—pronounced Ma-BU-high)

Ahlan 'wa Sahlan (Arabic—pronounced Ahh-lehn wa Sa-lehn)

Shalom (Hebrew, language spoken in Israel—pronounced Sha-loam)

Karibu (Swahili—pronounced Care-ee-boo)

Vítej (Czechoslovakia—pronounced Vee-tai)

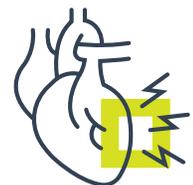
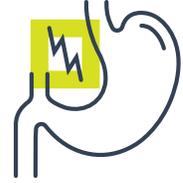
STEP 3:
Explore equity

Choice 1: Play the Bandage Game

Write different types of sicknesses or health issues on index cards (for example: a cold, broken leg, cough, headache, knee scrape, paper cut, etc.), enough for one card for each girl who is playing this game. Give each girl a card and have everyone act out their card.

Once everyone has acted out their illness, give each girl a bandage to “cure” her illness. Then talk about whether this solved each girl’s problem. For girls who had a paper cut, a bandage might be a good solution, but it wouldn’t really help a girl with a cold. It was equal, but it wasn’t equity.

Even though everyone was treated equally in this situation (they received a bandage), everyone didn’t get what they needed. Equity means giving everyone what they need to be successful, even if what they need is different. People have different needs. In this case, equity would have meant giving people different treatments because they had different injuries.



Choice 2: Find out “What’s Fair”

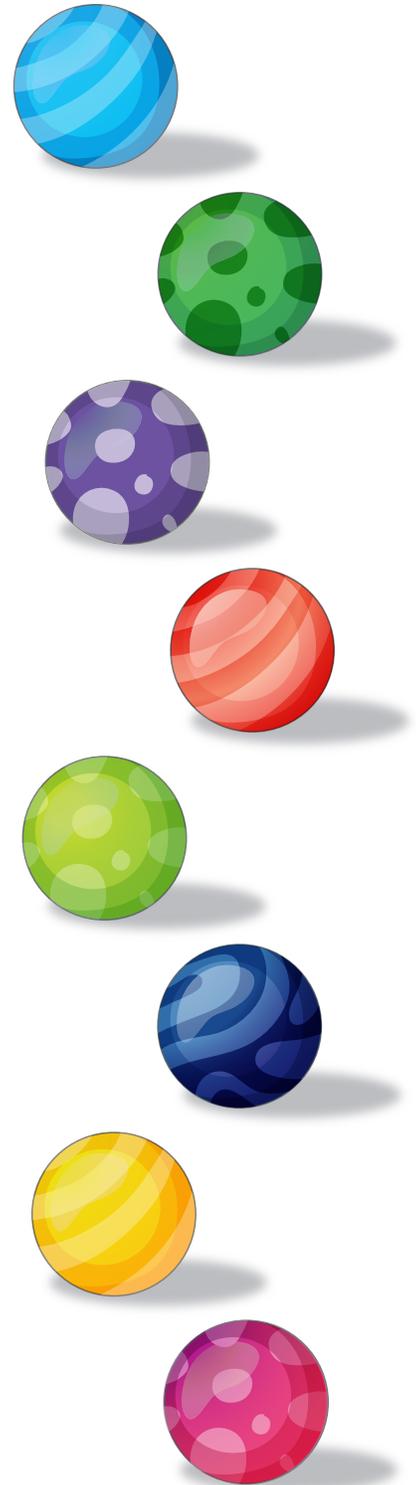
For this activity, you will need small items, such as pieces of candy or marbles. Hand them out to everyone in the group, but don’t share them equally. Give some girls 5 or 6, some 3 or 4, and some girls should just have 1. Keep the most items for yourself.

After handing out the items, ask girls to write or draw how they feel about the stash they just received. For example, do they feel upset, angry, sad, pleased, or happy?

Once everyone has written down how they feel, ask the group to share their feelings. You might want to ask:

- *How did it feel when you didn’t have the same marbles (or candy) as the other girls?*
- *Is this fair? What would be equitable?*
- *Let’s say you know one of the girls already has marbles (or candy) at home. Should she still get some here? Is that fair?*
- *What would you do if one of you asked to bring some marbles (or candy) home for her brother or sister? Should everyone be able to bring something home?*

After talking about the piles and your feelings, decide as a group how you’d like to share the items to be more equitable.



Choice 3: Take an Equal Hike

Take a hike in a park or outdoor space in your community. As you are hiking, think about whether this hike is accessible to everyone, and how it could be made accessible. For example, could someone in a wheelchair use this path? What about someone with visual impairments? Or someone who speaks another language? Would they be able to read any signs?

Talk with a park ranger to find out more about accessible trails and why they are important. If possible, ask if there is an accessible trail available and compare it to the trail you hiked.



STEP 4:

Prepare and plan a *Take Action* project for World Thinking Day

In a *Take Action* project, you:

- Identify a problem
- Come up with a sustainable solution
- Develop a team plan
- Put the plan into action
- Reflect and celebrate!

To think of a problem for your World Thinking Day *Take Action* project, you can ask yourself: are there times you have seen people excluded or treated unfairly? Do people feel welcome in your community?

Remember to make your project sustainable. That means the benefits of your project will last even after your project is over. Here are three ways to make your project sustainable and an example of each!

- **Make your solution permanent.** For example, you might build a buddy bench at your school to help new students feel welcome and included.
- **Educate and inspire others.** Make a video celebrating the diversity of your community and share it with your network.
- **Change a rule or law.** Work with your city government to ensure that city resources are available to the blind or visually impaired.

The ideas are endless! Please do not choose a project from these examples. Instead, brainstorm ideas that will meet a need in **your** community, get feedback, and come up with a plan.

Once you've settled on your idea, you'll need to plan your project. Here are some good questions that can help you get started:

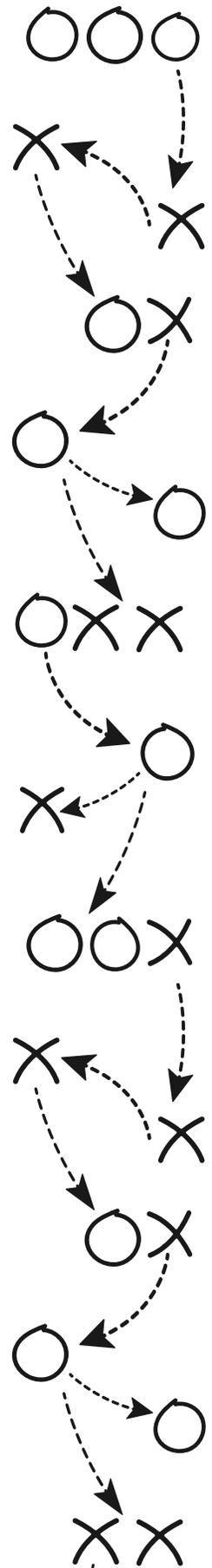
- **People:** *Who can help with your project?*
- **Supplies:** *Will you need to create posters? Print flyers?*
- **A space:** *Will you need a place to carry out your project? Do you need help getting there?*
- **Money:** *Do you need to put together a budget? Will you use cookie money to support this project?*
- **Time:** *What tasks need to be done? When does each task need to be finished? How much time will you need?*
- **What else?**

STEP 5:
Carry out your *Take Action* project

Once you've created your plan, it's time to carry it out! This step will depend on the plan you created in Step 4, but you might need to create something (posters, videos, presentations, etc.) or contact someone (your principal, a community member, an administrator, or a government official). Whatever your next step is, be sure to complete it!

Once you've finished your *Take Action* project, take time to celebrate and reflect. What did you like about your *Take Action* project? What did you learn? What might you change next time?

Congratulations on earning your World Thinking Day award and making the world a more diverse, equitable and inclusive place!



GLOSSARY

Accessible: Something that can be used or entered. For example, an entryway with a ramp is accessible for a person in a wheelchair.

Braille: A system of writing or printing used by the blind. Braille uses raised dots and points on a page that represent letters, and a blind person can “read” these by touch.

Brainstorm: When you try to solve a problem or come up with new ideas by having a discussion with another person or group of people.

Civil rights era: During the 1950s and 1960s, African Americans fought to have the same rights that other Americans had. For example, they fought to allow blacks to attend the same schools as whites, to sit where they wanted on public transportation, and to end unfair voting practices against black Americans.

Collage: Artwork made by gluing different pieces of material to a flat surface such as paper or poster board.

Disability: A condition that makes a person unable to do something most people can do.

Discrimination: When you treat someone unfairly because of something about their identity, especially race, age, gender, sex, religion, etc.

Diversity: Having different types of people in a group, such as people of different races and cultures. Many schools in America are diverse and include students of different races and from different backgrounds and cultures. It’s important to accept and respect people from different background in order to support diversity.

Equality: Being equal, fair, and the same for everyone. For example, equality is when everyone has the same right to go to school.

Equity: Fairness or justice in how people are treated. For example, providing children with disabilities accommodations at school so they can use their equal right to education.

Fairness: Treating people in a way that is right or reasonable.

Heritage: Something that comes from a person’s family or ethnic background. For example, a person may be proud of her Latina heritage.

Inclusion: Accepting or taking in others. The opposite of this is exclusion, which is when you don’t allow or take in others.

Internment (Japanese internment camps): To confine someone especially in a war. During World War II, after the Japanese bombed Pearl Harbor in Hawaii, Japanese Americans in the western part of the United States were forced to leave their homes and live in prison camps.

Movement: A group of people or organizations working together to achieve the same goal.

Outsider: A person who does not belong to, or is not allowed to join, a particular group.

Society: A community or group of people who live in the same country or area and are linked to each other by things such as their laws and customs.

WAGGGS: World Association of Girl Guides and Girl Scouts

World Thinking Day: On February 22 of every year, Girl Scouts and Girl Guides celebrate global sisterhood by giving back to the movement in honor of World Thinking Day. Each year is marked by a theme—in 2020, it’s Diversity, Equity, and Inclusion.