

Short and Snappy – Inclusion, Diversity, and Pluralism

Part 2



Objective

This Short and Snappy is a part 2 training, that digs a bit deeper into issues affecting inclusion and pluralism.

Length

20-25 minutes

Materials Needed

5 large ziplock bags; regular pencils; colored pencils; crayons; construction paper; glue; scissors; rulers; markers; glitter; tape; ribbons; etc. (see activity description on next page)

Information to Share (spend 5 minutes on this section)

In the Part 1 of this Short and Snappy, we learned about the importance of Inclusion, Diversity, and Pluralism and how these three concepts are key to what Girl Scouts is all about.

Review: What do these words mean?

Inclusion – being included within a group or structure. In Girl Scouts, this means that all girls and volunteers are included equally in any Girl Scout event, activity, or group.

Diversity – a range of different things or types. In Girl Scouts, this means that all girls and volunteers who come to Girl Scouts have unique backgrounds and beliefs, and those differences are valued and respected.

Pluralism – a condition where many different groups, ideas, backgrounds, etc. coexist. In Girl Scouts, this means that regardless of our differences, we are all one body in the Girl Scout organization. While we value our diversity, we also value our belonging and our sisterhood – we are all Girl Scouts.

Digging Deeper: What challenges stand in the way of inclusion?

Inclusion sounds easy as a concept, but sometimes it can be difficult to facilitate and maintain. There are many barriers to inclusion that girls bring with them when they come to Girl Scouts. These include social barriers that lead girls to reject diversity instead of embracing and valuing it. It is your job, as a Girl Scout volunteer, to break down those barriers as much as you can by creating a safe space where all girls are included equally.

The following activity is a great way to introduce the complexities of our diverse world by looking at economic diversity. It examines attitudes toward and expectations of people from different backgrounds, and leads into meaningful discussion about achieving inclusion and pluralism.

Activity (spend 15-20 minutes on this section)

Unequal Resources

Your will need:

Five large Ziploc bags with the following art supplies for each of the five groups:

Group 1: Regular pencils and one colored pencil

Group 2: Regular pencils, colored pencils, crayons, assorted colored construction paper

Groups 3 and 4: Regular pencils, colored pencils, crayons, assorted colored construction paper, scissors, colored markers, glue.

Group 5: Regular pencils, colored pencils, crayons, assorted colored construction paper, scissors, rulers, colored markers, glue, tape, glitter, ribbons, stencils, and anything you can add to help this group

5 large poster papers

Steps:

- Put participants into 5 groups.
- Choose a holiday, season of the year, or other occasion (for example, World Thinking Day, spring, fall, or Thanksgiving Day) and tell participants that each group will make a poster to celebrate that day or season.
- Tell participants that each group will receive a bag of supplies to use in making their posters, and they can use only the supplies given to their group; they may not borrow supplies from other groups.
- Tell them that their finished posters will be put on display and that they will have 10 minutes to complete their posters.
- Give each group a large sheet of poster paper.
- Have the bags of supplies in view for all to see. Then give each group one of the bags. Hold up the bag (in an inconspicuous manner) so that all groups see the bag that is being given to each group. You need not comment on the contents of the bag. If participants ask why the contents are different, just say that these are the supplies available for your group. That's the way it is.
- When the allotted time is up, one at a time, call each group to come up to the front of the room to display and explain their poster.
- When all groups have completed their presentations, engage the group in a discussion about this activity:

Discussion:

1. How did you feel when you noticed that some people had more materials than you did?
2. How did you feel when you noticed that some people had fewer materials than you did?
3. In what ways did resources affect your project?
4. How would you have felt if I had judged your final products for a prize or for a grade? Would that be fair? Why or why not?
5. If other people saw your posters with no knowledge about the materials used and were asked to pick the most talented students in the room, whom would they pick? Would these posters necessarily be a fair assessment of what all of you can do?
6. In what other situations do people have advantages over others?
7. Is it important to consider individual circumstances and opportunities before judging a person's capabilities? Why or why not?
8. How were the groups with less materials resourceful in creating a good poster?
9. In Girl Scouts, how can we ensure that all girls feel included, regardless of their economic background?
10. What other types of diversity can lead to unfair judgements or being excluded?
11. How can we create an environment that is safe from those judgements...one that is characterized by inclusion and pluralism?