

Girl Scouts North Carolina Coastal Pines invites girls, families, and volunteers to stay involved while at home. We know that today's girl is ready to pivot on a moments notice and is willing to embrace new ways to explore Girl Scouting. That's why we're promoting these options for engaging with us while you're at home today ... or any day!

**TRADITIONS** encourage Girl Scouts to continue to maintain a connection with the Girl Scout traditions. Each Tuesday we'll share ways for you to learn about, celebrate, and practice traditions that are at the heart of the Girl Scout Movement. Join the conversation online.

**#OurGSNCCPCCommunity**



**World Thinking Day**— Celebrated since 1926, World Thinking Day is a day of international friendship. It is an opportunity to speak out on issues that affect young women and fundraise for 10 million Girl Guides and Girl Scouts in 150 countries. Join us today do some of the great activities from our 2020 World Thinking Day!

## STEP 1

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

#### Choice 1: Make a Diversity, Equity, Inclusion Collage

Look up the definitions for diversity, equity, and inclusion in the dictionary. You can create a virtual poster, or use magazines, poster board, crayons, markers, whatever supplies you have!

- Talk 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?

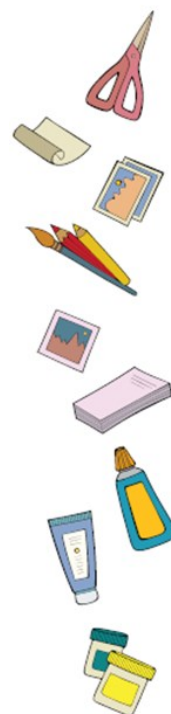
OR

#### Choice 2: 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 (page 4) and see if you can find:

- Three similarities and three differences between the girls in the pictures and Girl Scouts in your community.
- 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?



## STEP 2: Explore Inclusion and Diversity



### Choice 1: 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.

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Read a story:

- [Watch and listen to this PowerPoint of The Other Side by Jacqueline Woodson](#)
- Or go to one of these links to look for a book about inclusion or diversity (maybe you already have a copy or can find one online or at the library):
  - <https://www.iamightygirl.com/blog?p=12992> books about girls with disabilities
  - <https://www.iamightygirl.com/blog?p=13481> books about girls standing up for others
- 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 the book of your choice. 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?

OR

### Choice 2: Make a Welcome Mat

For this activity, you will need:

- Construction or other paper
  - Crayons, markers, or colored pencils
  - 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) and create your "welcome mat". You can add pictures to make your mat even more welcoming!
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- **Velkommen** (Danish—pronounced Vel-koh-men)
  - **Welkom** (Dutch—pronounced Wel-comb)
  - **Bienvenue** (French—pronounced Bee-ehn-ven-oo)
  - **Bienvenido** (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)
  - **Svगत hain** (Hindi, a language spoken in India—pronounced Svagaht ha-AIN)
  - **Yokoso** (Japanese—pronounced Yo-o-ko-so)
  - **Hwangyong-Haminda** (Korean—pronounced Hwan-yan Ham-eedoh)
  - **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) Vitej (Czechoslovakia—pronounced Vee-tai)
  - **Fáilte** (Gaelic, a language spoken in Ireland and Scotland—pronounced Fall-che)
  - **Góđan Dag** (Icelandic—pronounced Go-than-dak)

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[www.nccoastalpines.org](http://www.nccoastalpines.org)

## STEP 3: Explore Equity

### Choice 1: Play the Bandage Game



Look at the chart on page 6.

For each illness, if you give the person a bandage to “cure” the illness, does this solve the person’s problem? If she has a paper cut, a bandage might be a good solution, but would it 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.

OR

### 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 your family, but don’t share them equally. Give some 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 your family to tell you how they feel about the stash they just received. For example, do they feel upset, angry, sad, pleased, or happy? Once everyone has said down how they feel, you might want to ask:

- How did it feel when you didn’t have the same marbles (or candy) as the others?
- Is this fair? What would be equitable?
- Let’s say you know someone already has marbles (or candy) in their room. Should they still get some here? Is that fair?
- What would you do if someone asked to have some more marbles (or candy) to share with someone who wasn’t there? Should everyone be able to have extra?
- After talking about the piles and your feelings, decide how you’d like to share the items to be more equitable.



OR

### 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?
- With an adult, look at your town’s or county’s Parks and Recreation website. Are there accessible trails? Why are they important?
- If possible, visit an accessible trail 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? n What else?

## STEP 5:

### Carry out your Take Action project

- Once you've created your plan, it's time to carry it out (You will probably have to wait until you go back to school or your troop starts meeting before you can carry out your project)! 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!**

## Girl Guides and Girl Scouts from around the world (for STEP 1, Choice 2)

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.
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## Injuries and Illnesses (for STEP 3, Choice 1)

<b>paper cut</b>	<b>bee sting</b>	<b>fever</b>	<b>broken leg</b>
<b>upset stomach</b>	<b>tooth ache</b>	<b>stuffy nose</b>	<b>head-ache</b>
<b>scraped knee</b>	<b>sprained wrist</b>	<b>ear infection</b>	<b>bug bite</b>
<b>blister on foot</b>	<b>sunburn</b>	<b>finger slammed in door</b>	<b>pink eye</b>

Need a copy of a Journey, badge requirements or want to order patches? While our shops are closed, please feel free to [shop online](#) or [email](#) us for merchandise needs. We will provide free shipping within in our council footprint on orders emailed to us (please provide phone number in email so we can call you for payment details).