

West Coast Area



Diversity Challenge

2020

West Coast Area Diversity Challenge

We live in a diverse society with people of different ages and appearances, cultures and religions, abilities, sexual orientations, family compositions, and economic and social status.

Guiding is a global organization, including girls and women of many faiths, cultures, and nationalities. Lord Baden-Powell's goal was to unite all races and countries through shared activities and attitudes. We can welcome more diversity by being inclusive and creating safe spaces.

The goal of this challenge is to understand the importance of respecting differences, considering other points of view, and fostering awareness of the amazing variety in our communities and the world around us.

**** You MUST complete the core challenge PLUS the requirements for your branch. ****

CORE CHALLENGE

1. Celebrate a cultural festival that is new to you: e.g., Diwali, Nowruz, Lunar New Year, Thai Festival of Lights, Holi, Dia de los Muertos, etc.
2. Tour your meeting place to see how accessible it is for people with physical disabilities. What could you do to make it more accessible?
3. We all live in different kinds of families. Draw a picture of your family or talk about your family. Can you think of any other families that are not represented in your unit?
4. What is the UN Convention on the Rights of the Child? Complete the starter activity from the "Rally for Rights" instant meeting for your branch in Girls First.

ADDITIONAL CHALLENGES

Sparks: Do any 3 challenges.

Embers: Do 1 challenge from each category (= 5).

Guides: Do 7 challenges, with at least 1 from each category.

Pathfinders, Rangers & Adults: Do 2 challenges from each category (= 10).

** Suggested branch in italics. Most activities can be modified to fit any branch. **

CULTURE

1. What is “being you” all about? Make a collage to reflect your culture and lifestyle. *(E, G)*
2. Learn how to say “Hello” in two languages (not your first language, English, or French). *(All)*
3. Learn a song from another country (examples below, also <http://www.mamalisa.com>). *(All)*
4. Play a game from another country (examples below). *(All)*
5. Our Area is located on the traditional ancestral and unceded lands of the Musqueam, Squamish, and Tsleil-Waututh peoples. Find out about the First Nation history of your neighbourhood. Discover some local place names in a Coast Salish dialect (e.g., <https://www.firstvoices.com/explore/FV/sections/Data>). *(All)*
6. Find out about the uniforms used in two different WAGGGS countries. Can you think of any cultural or other reasons for the differences? *(S, E, G)*
7. What ethnic foods are available in your community? Go for a walk or create a scavenger hunt to learn about one or more of these food traditions. *(S, E, G)*
8. If you could go on an international trip, where would you go? What would you see there? Make a list of “must-sees” for your trip. *(All)*
9. Have a show-and-tell where each girl brings an item representing her heritage, family tradition, or family favourite. *(All)*
10. Choose a country. Have small groups research different aspects of the country, including the geography, population, language(s), flag, and other facts. *(P, R)*

ACCESSIBILITY

1. Find out about the types of challenges that people can face (e.g., physical disability, mental disability, hidden disability, etc.). (S, E, G)
2. Do an awareness challenge. Try to complete a task using:
 - a wheelchair
 - crutches
 - glasses with Vaseline or waxed paper on the lenses
 - a blindfold
 - ear plugs
 - gloves with cotton balls in the fingersDiscuss the challenges you encountered. (G, P, R)
3. Invite a mental health professional to discuss age-appropriate mental health issues. (All)
4. People who are hearing impaired cannot hear spoken words, so they use sign language to communicate. Learn how to say, "My name is ..." and spell your name in American Sign Language (ASL). (All)
5. People with vision impairments can read using Braille; for example, Canadian money has Braille on the bills. Try reading something in Braille. How would you write your name? (All)
6. Write your name or draw a picture holding a writing utensil with your elbow, mouth, or toes. (G, P, R)
7. What is assistive technology? (E, G, P, R)
8. In some communities, Girl Guides have helped with accessibility by building portable ramps to place in doorways. Can you think of a new way to help someone with a disability? (All)
9. Find out about the Special Olympics (<https://www.specialolympics.ca/british-columbia>). (All)
10. Spoon Theory: Divide up into groups of three. Each group has 12 spoons and the Spoon Theory handout (below). How will the group "spend" their 12 spoons today? Remind the kids that if they use too many spoons today, they will have fewer spoons tomorrow. Each group should make a list of how they would spend their spoons and why. Discuss these decisions as a unit. Can you imagine having limited energy for basic activities? How would it feel to choose between socializing and making and eating a meal? (G, P, R)

ECONOMIC INEQUALITY

1. Popcorn Eco Footprint: You will need popcorn kernels and a metal bowl. Select 2-3 countries for each eco footprint – small, medium, and large – using this global footprint map (<http://data.footprintnetwork.org/-/?>). Use the ecological footprint per person and multiply by 10 to convert to popcorn kernels (i.e. 0.5 = 5 kernels). For each country, pour the kernels into a bowl and listen to the difference as they land. Make sure everyone is silent and pour slowly to get the full effect; empty out the bowl before you start the next pour. What might be some differences about daily life in these countries (e.g., electricity, education, diet)? (G, P, R)
2. Draw a picture – or make a collage – of different kinds of houses around the world. Would you be comfortable living in them? Why or why not? (All)
3. What types of transportation are available in your community? Who uses each form of transportation? If you can, go on a transit scavenger hunt or tour. (S, E, G)
4. Find out how much water your home uses in a week to bathe, wash dishes and laundry, and for foods. How much water does it take to make a t-shirt or a pair of jeans? Try this website: <http://www.watercalculator.org/water-footprints-101/>. Compare water use in other countries (<http://www.worldometers.info/water/>). How can you reduce your water use? (G, P, R)
5. How many vehicles does your family have? What are they used for? How much does it cost to fill up a tank with gasoline? How long does it take to charge your electric/hybrid car? (All)
6. Discuss why Girl Guides of Canada has twinning countries. How can we help people in our twinning country? (All)
7. Plan a nutritious meal to feed a family of four people for \$10. If possible, shop for this meal and prepare it. Did you encounter any challenges? (G, P, R)
8. Draw a map of your community, including your house, school, and another place that's important to you. Compare with a map of another Guiding District using the Area website (<https://westcoast-area.weebly.com/districts.html>). (S, E, G)
9. Try a game that demonstrates economic inequalities, such as the Skittles game (below). Another option is to share out a treat, but give every third person twice as much (e.g., rice, cookies, hot chocolate, etc.). Ask the kids if it seems fair. Talk about how this inequality affects people all over the world. (G, P, R)
10. Refugee Suitcase: Start by explaining what a refugee is and how some people become refugees. This is a great opportunity to answer some questions and challenge any misconceptions. For the activity, each girl needs a piece of paper and pen or pencil. Use the prompts given below. Reflect on the choices you made and how you feel. (E, G, P, R)

SELF-REFLECTION

1. Talk about beauty standards and ideals: What is beauty? What does it mean to be beautiful? Who tells us what beauty is? Now look at some magazine and media portrayals of girls and women. What do these pictures say about how girls and women should look? How do you feel about this? *(All)*
2. Some families include parents who are divorced or live apart. What do you think is different about living with parents who are together or apart? *(S, E, G)*
3. Create a “mini-me” by making a paper doll that looks like you. Brainstorm some positive traits and characteristics. Now sit in a circle and pass these paper dolls around – each person should write a positive word about you on the back of the doll. *(S, E, G)*
4. Privilege for Sale: In groups of 3-5, complete this activity (below). Discuss all the groups’ decisions as a unit. What affected your choices? Privilege is any advantage that is unearned, exclusive, and socially conferred. *(P, R)*
5. What is a stereotype? As a group, create 3 lists of stereotypes for girls, boys, and children – include activities, colours, jobs, and interests. Are there any stereotypes that fit you? Are there any that don’t fit you? Do these stereotypes have to be true for all girls, all boys, or all children? What are some other stereotypes about people? *(S, E, G)*
6. Hold a meeting in a seniors’ care home or plan an activity for seniors. What are some activities that everyone enjoys? How can you connect with each other? *(All)*
7. Play the “That’s a Stereotype” game (below). *(S, E, G)*
8. Do the Paper Toss activity (below). *(G, P, R)*
9. What qualities make someone attractive? Why? What do you look for in a friend (e.g., humour, kindness, intelligence, etc.)? *(P, R)*
10. Play the “In Someone Else’s Shoes” game (below). *(G, P, R)*

SAFE SPACES

A safe space is somewhere that everyone feels valued, respected, and represented.

1. Explain what a safe space is. Together, think about what places should be safe. What can you do to make your unit meetings a safe space? *(All)*
2. Make and decorate a nametag. Include your name and preferred pronouns. Wear this nametag proudly at events with other units, Districts, and members of Girl Guides. *(All)*
* https://www.youtube.com/watch?v=64-WXswR_fA explains pronouns for younger branches
3. Hand out blank index cards. Each youth should think of another person in the unit and write a positive anonymous note, filling in the blank: "You matter because _____." Use markers, stickers, and other accessories to decorate the cards. Stick them up on the wall to share with everyone. With younger branches, think about ways to be kind to others. How does it make you feel that a card may be written with you in mind? Why should we share our positive thoughts about each other? *(All)*
4. Use a talking stick at a unit discussion. This traditional First Nations tool ensures respectful listening. Only the person holding the stick may talk and everyone else listens quietly. Interrupting is not allowed. When the speaker finishes, they hand the talking stick to the next person in the circle. If this person doesn't wish to speak, they pass it along. It should go all the way around the circle, so everyone has a chance to speak. *(All)*
5. What makes a good friend? Sparks, Embers, and Guides can brainstorm good friend qualities on a large sheet of paper or drawing. Pathfinders and Rangers can have a group discussion on how a good friend acts. *(All)*
6. Make Friendship Necklaces: You will need different colours of beads (one colour per person), safety pins, and string/ribbon. Each person chooses one bead colour and fills safety pins with that colour bead; they should make one safety pin for each person in the unit. Now pass out a string/ribbon long enough for a necklace. Each person puts one of their own safety pins and one from each of the others on the string. This makes a nice memento of the unit. *(All)*
7. Play the "You Matter" game (below). *(G, P, R)*
8. Play a game about finding commonalities and connections between participants, e.g., The West Wind Blows/Move Your Butt, Making Connections, Celebrate Friendship (below). *(All)*
9. Play Safe Space Tag (below). Before you start, talk about how people are unique in your community, e.g., different age groups, cultures, religions, abilities, interests, skills. *(S, E, G)*
10. Do a team building activity such as Two Truths and a Lie, Willow in the Wind, Trust Walk, or Draw a Twin (below). *(All)*

RESOURCES

SONGS:

Halimah pakasholo – Namibia

Halimah pakasholo
Halimah, halimah
(repeat x4)
Percussive 2nd part:
Dum ka-dum kaduka (x8)

Music available here:

<https://www.j2e.com/?id=bXFzRnpFUTFRdTR2VmwyQw==&wp&blog=1&revision=2>

Caracol, col, col (Snail, ail, ail) – Argentina

Caracol, -col, -col, Saca tus cuernos al sol, Saca uno, saca dos, Caracol, -col, -col.	Snail, -ail, -ail, Take your horns out in the sun, Take out one, take out two, Snail, -ail, -ail.
Si saca la cabeza y los cuernitos Cuando hay sol, Seguro que es un bicho Que se llama caracol.	If it takes out its head and little horns When it's sunny, Surely it's a beastie That's called snail.
Caracol, -col, -col, Saca tus cuernos al sol, Saca uno, saca dos, Caracol, -col, -col.	Snail, -ail, -ail, Take your horns out in the sun, Take out one, take out two, Snail, -ail, -ail.

Music available here:

<https://youtu.be/AdMolzYsILA>

Canta el gall (The Rooster Sings) – Catalan (Spain/Andorra)

Cada dia al dematí canta un gall quiquiriquí I la gent mig adormida es desperta de seguida. Cada dia al dematí canta el gall quiquiriquí.	Every day, in the morning, The rooster sings Quiquiriqui, And people still sleepy, Wake up at once. Every day, in the morning, The rooster sings Quiquiriqui.
--	--

Music available here:

<https://www.mamalisa.com/?t=es&p=291>

Anile Anile Vaa Vaa Vaa (Chipmunk Chipmunk, Come Come Come) – Sri Lanka

Anile Anile vaa vaa vaa	Chipmunk chipmunk come come come
Azhagiya Anile vaa vaa vaa	Beautiful chipmunk come come come
Goiyya maram yeri vaa	Climb high up a guava tree
Gundu pazham kondu vaa	Bring a ripe fruit back to me

Music available here:

<https://www.mamalisa.com/?t=es&p=1284>

Madanm Paton – Seychelles

Madanm paton, madanm paton	Madanm paton*, madanm paton
lo bazar, lo bazar,	At the market,
ozordi napa pwason, ozordi napa pwason,	There's no fish today, there's no fish today
pran dizef pou fer lomnet,	He takes some eggs to make an omelette,
pran lavyann pou fer kari.	He takes some meat to make a curry.

* Madanm paton is a cattle egret, a typical bird of the Seychelles.

To the tune of "Frère Jacques"

GAMES:

CORRE, CORRE LA GUARACA – Chile

Players sit in a circle with their eyes closed. One person runs around the outside of the circle holding a handkerchief, while the seated children chant, "Corre, Corre la Guaraca, those who look around will be bopped on the head." The runner tries to drop the handkerchief gently on a player's back without being noticed, then they run all the way around the circle. If the player notices the handkerchief on their back, they run and try to tag the runner. If the runner is tagged, they are out; if they are not tagged, the player becomes the runner.

ORO – Nigeria

This is a combination of hide-and-seek and tag. Draw a large circle on the ground/in the sand. The seeker covers their eyes, stands in the centre of the circle, and tells the other players to hide. After counting to 20, the seeker looks for everyone. When a player is found, they must run to the circle to be safe. The seeker tries to tag the player before they reach the circle. A tagged player becomes the next seeker.

GREEK STATUES - Greece

The person chosen to be "It" covers their eyes and stands in the centre of an open space. "It" counts to at least 10 but can go higher. There's no specific end number – they can choose when to stop counting, open their eyes, and shout, "Agalmata!" ('statue' in Greek). While "It" is counting, the players scatter. When they shout, the players have to freeze posed like famous statues – a javelin thrower, *The Thinker*, even the Statue of Liberty. Players can use found items (e.g., stick, ball, or frisbee) to add a touch of realism. If "It" sees a statue moving, they

tag the player, who is now out; then “It” tries to make the steady statues laugh or move. The last player as still as a statue wins and becomes “It.”

SEMUT, ORANG, GAJAH - Indonesia

Played like rock–paper–scissors. Two players pump their fists up and down to the count of three. Then they give one of three signs: Pinky finger out is “ant” (*semut*), pointer finger out is “person” (*orang*), and thumb out is “elephant” (*gajah*). Elephant beats person because it is stronger; person defeats the ant because he is bigger. Ant beats elephant because it can crawl into the elephant’s ear and bite him. If players make the same signs, they go again.

CATCHING STARS – Congo

The players divide into two groups: Stars and Catchers. Set up two boundaries about 6 metres (20 feet) apart. Catchers stand in the middle between the two boundaries; Stars stand on one side, along a boundary. Catchers start by chanting, “Star light, star bright, how many stars are out tonight?” Stars reply, “More than you can catch!” Then the Stars run across to the other boundary, trying not to get tagged by Catchers. Tagged Stars become Catchers. Repeat until all the Stars are tagged. The winner is the last person to get caught.

SKITTLES GAME – Economic Inequality

You will need:

- 1 set of game cards
- 1 large bag of Skittles (or buttons or beads)
- A napkin for each player

Note: Everyone should be able to see each player’s Skittles.

Instructions:

- Put cards in a box or bag so you cannot see the cards.
- Place a bowl of Skittles in the centre of the playing area.
- One at a time, each player takes a card and reads it aloud. They should take the specified number of Skittles. With younger branches, an adult can help players count out their Skittles.
- Each player place their Skittles on a napkin. Don’t eat any until the end of the game.
- Pass the card box (or bag) around the circle.
- Once everyone has Skittles in front of them, discuss why some people have more than others, why some people got to take other people’s Skittles, or why some people had to give their Skittles away.
- Ask: “Is this fair?” **They will say NO!*
- Discuss how this game reflects the reality in some countries. Keep your discussion age-appropriate.

If this game is played with Sparks and younger Embers, consider pairing them up with a Guide, Pathfinder, Ranger, or adult.

REFUGEE SUITCASE – Economic Inequality

1. Start by drawing a suitcase on the paper, with enough space for five items.
2. Everyone is going on a journey to explore what it might feel like to be a refugee. You can take five items on the journey – draw your five favourite things in your suitcase.
3. Now it's time to leave, but your suitcase is too heavy. You need to leave one item behind. You can choose which one to cross it out. (Assume all your items weigh the same.)
4. You've reached a border with your four items. An official takes one of your items as payment to cross the border. You can't choose what they take – your neighbour should cross out one of your items.
5. You take your suitcase, now with three items, on a bus. The journey is very rough, and another item gets broken. Close your eyes, wave your hand in front of you, then point to your suitcase. The closest item to your finger is broken – cross it out.
6. You've finally found a safe place to stay – but it's very small. There's only room for you and one of your items. Which one do you choose? How do you make that choice?
7. Now everyone has just one item left. How did the journey make you feel? Think about questions like: How did it make you feel when you lost your objects? Did it feel the same each time, or were some losses worse than others? What sorts of things did you think about when you had to make your final choice?

PRIVILEGE FOR SALE – Self-Reflection

You will need slips of paper with different amounts of money (e.g., \$300, \$500, \$700, \$900, \$1100), lists of privileges, and pencils. Introduce the concept of privilege: any advantage that is unearned, exclusive, and socially conferred. Form small groups and explain the activity. Each group starts with no privileges and must decide collectively which ones they want to buy. Each privilege “costs” \$100. The group will receive a slip of paper with an amount of money and a list of privileges. Give the kids about 5 minutes to choose their privileges. Bring everyone back together to discuss the decisions.

Privileges:

1. Celebrating your marriage with your family, friends, and coworkers.
2. Having paid leave from your job when grieving the death of your partner(s).
3. Inheriting from your partner(s)/companion(s) automatically after their death.
4. Using public restrooms and work restrooms without fear of verbal abuse, physical intimidation, or arrest.
5. Using facilities such as gym locker rooms and store changing rooms without stares, fear, or anxiety.
6. Being able to receive medical care, including emergency medical care, without worrying that your identities affect the quality of care that you receive.
7. Being able to see your partner(s) immediately if there's an accident or emergency.
8. Having multiple positive TV role models.
9. Reading books or seeing movies where you share identities with the characters.
10. Being able to buy clothes without hesitation or fear of being mocked, questioned, or made uncomfortable.
11. Raising children without worrying about government intervention.

12. Feeling unthreatened and safe in your interactions with authority figures and police officers.
13. Raising children without worrying about family, friends, or community rejecting your children because of your identity.
14. Having the health insurance provided through your job cover the necessary medical treatments you need.
15. Being able to travel without worrying about your safety due to your identities.
16. Kissing/hugging/being affectionate in public without discomfort, threat, or punishment.
17. Freely being able to discuss your relationship(s) with others.
18. Being able to be a foster parent.
19. Applying for a job/promotion without worrying your name or identities will hold you back.
20. Being employed as a preschool or elementary school teacher without people assuming you will “corrupt” their children.
21. Living openly with your partner(s).
22. Being accepted by your neighbours, colleagues, and new friends.
23. Being able to call/access social services without fear of discrimination around your gender and/or sexual orientation.
24. Being able to obtain child custody.
25. Being able to share health insurance with your partner(s).
26. Being able to sponsor your partner(s) for citizenship.

“THAT’S A STEREOTYPE” GAME – Self-Reflection

Form a circle, either sitting or standing. A leader reads out each sentence, tailoring it to the age group. If a player thinks the sentence is a **stereotype** – a simple idea that’s not true for everyone in a group – they cross their arms and says, “That’s a stereotype!” If a player doesn’t think it’s a stereotype, they stay still and silent.

- | | |
|--|--|
| a. Girls wear dresses. | b. Some girls like to draw. |
| c. All boys like to play with trucks. | d. Boys are better soccer players. |
| e. Girls have long hair. | f. All boys like tag. |
| g. All teachers are girls. | h. Some boys like to play with trucks. |
| i. Girls like reading. | j. All children identify as boys or girls. |
| k. Nurses are all girls. | l. Girls like dolls. |
| m. Some girls like to play with Legos. | n. All children like to draw. |
| o. Engineers are all boys. | p. Some boys like to play with Legos. |
| q. Girls like the colour purple. | r. Some children like the colour yellow. |
| s. Boys like video games. | t. Girls like to dance. |
| u. Some boys like the colour pink. | v. Girls like to cook. |
| w. Most chefs are boys. | x. All children need friends. |
| y. Some boys like hockey. | z. Boys are better at math. |

PAPER TOSS – Self-Reflection

Give each person a piece of paper. Sit in rows (in chairs or on the floor) facing one end of the room. Place a recycling bin at the front. Each person should crumple their paper into a ball. Now try to toss the paper ball into the recycling bin from where they are seated. Explain that

the unit represents Canada's population, while the recycling bin is just the upper class. Everyone will have the chance to "make it big" and become wealthy by throwing their paper ball into the bin; whoever successfully shoots their ball into the bin has made it to the upper class.

Players at the back may complain that players in the front have an unfair advantage. This is a chance to talk about privilege and inequality: the closer you are to the recycling bin, the better odds you have, and the more privilege. Players in the back can also toss their paper balls in the bin, but it's a lot harder for them. The people in the front row were probably unaware of their privilege initially. The people who complained were those at the back. Education is a privilege and all people can use that privilege to advocate for those behind them.

IN SOMEONE ELSE'S SHOES – Self-Reflection

Line up at one side of the room. Each person gets a scenario card. Read out each prompt. If the prompt applies to your scenario and you could say, "yes", take 1 step forward. Otherwise stay in the same place.

** Feel free to tailor this activity to your unit (e.g., add specific scenarios or prompts). **

Scenarios:

I am a boy who was born in Ireland and moved to Canada.

I am a girl who was born in Nigeria and moved to Canada.

I am a girl whose family is Muslim.

I am a boy whose family is Sikh.

I am a girl who was born in Vancouver and my parents were born in South Korea.

I am a girl from Ecuador who recently moved to Canada.

I am a girl who was born in Canada, uses a wheelchair, and my grandparents came from Italy.

I am a boy who is Jewish and recently moved here from Israel.

I am a girl who moved to Vancouver from the Squamish First Nation.

I am a boy who was born deaf.

I am agender and I live in Vancouver.

Prompts:

1. As a girl I can play with trucks, or as a boy I can play with dolls, without anyone questioning my choice.
2. I will not be teased because of my last name.
3. The majority of teachers and staff at my school look like me.
4. In school, I am encouraged to do well in every subject.
5. I can walk after dark in public places without fear. I am not taught to fear walking alone after dark in most public spaces.
6. My intelligence is not questioned because of the way I speak.
7. When I am taught about Canadian history or contributions made, I am sure that I will see and hear stories about people who look like me.
8. I feel comfortable using public washrooms.

9. It's easy for me to go up and down stairs in public spaces.
10. When I watch television, there are a lot of people in positive roles who look like me.
11. When I go to the store, people believe that I am trustworthy and I will not steal something. People in the store do not follow me around.
12. When a question about my race is asked, I am not the only one singled out to answer or speak my opinion.

Privilege is any advantage that is unearned, exclusive, and socially conferred. Now that you have learned about privilege, think about how your race impacts your interactions with others in your school and neighbourhood. Are there ways in which you are privileged? Are there ways in which you are not experiencing privilege? Depending on the answers provided or the unit, race can be interchanged with sexual orientation, gender, religion, disability status, or socioeconomic status.

YOU MATTER GAME – Safe Spaces

Players stand in a circle facing outward, eyes closed, with no talking. Ask volunteers to raise their hands. Two volunteers should enter the circle. Use the first prompt and say, "Without talking, tap X people who matter because _____." After the volunteers tap players, they return to the circle silently. Continue with the other prompts, choosing new volunteers each time. Finish the game with, "Open your eyes. Look to your left. Look to your right. Tap both your neighbours because they matter. This is a reminder to tell people why they matter and to be there to support them."

Prompts:

1. Tap four people who matter because *they did something kind for you*.
2. Tap three people who matter because *you look up to them*.
3. Tap two people who matter because *they are your friends*.
4. Tap four people who matter because *they make you feel special*.
5. Tap five people who matter because *they are nice to others*.
6. Tap six people who matter because *they are smart*.
7. Tap four people who matter because *they are hard workers*.
8. Tap three people who matter because *they are good role models*.
9. Tap two people who matter because *they taught you something*.
10. Tap five people who matter because *they are brave*.

Tailor the statements and numbers of people to tap based on your unit.

THE WEST WIND BLOWS / MOVE YOUR BUTT – Safe Spaces

Stand in a circle. Choose one person to start in the middle and complete the statement, "The west wind blows for everyone who likes to _____" (play soccer, eat pizza, go skiing, read books, etc.). Everyone who agrees with this statement has to find a new spot in the circle (including the person in the middle). They cannot move to the space right next to where they were standing. Whoever is left without a spot in the outer circle moves to the middle and is the next one to say, "The west wind blows for _____." An alternative statement is, "Move your butt

if you like to _____.”

MAKING CONNECTIONS – Safe Spaces

Gather in a large open space. The goal is to create one large circle with everybody linked together. Ask a volunteer to stand with one hand on their hip. They should share a statement about themselves with the group. When a player hears a statement that they have in common, link elbows with the first person. Now the second person shares something with the group, to attract a new person to link elbows and so on. Continue sharing and linking until everyone is linked together in a line. To complete the circle, the last person should share something about themselves to link with the first person.

CELEBRATE FRIENDSHIP – Safe Spaces

This is a great game for Sparks and Embers. Ask the kids to find another person who:

1. Likes playing outdoors: in the rain, at the beach, with their dog, etc.
2. Likes to eat: delicious pizza, juicy strawberries, yummy chocolate, red jellybeans, etc.
3. Likes camping: with my family, friends, in a tent, etc.
4. Does not like: mosquitoes, green vegetables, going to bed early, etc.
5. Is good at: dancing, running, playing with their friends, etc.
6. Likes to: draw beautiful pictures, sing songs loudly, play in the garden, etc.
7. Has visited (pick a few places located nearby): the park, a local tourist attraction, etc.
8. Goes to camp in the summer
9. Has a big brother/sister
10. Is the oldest child in their family
11. Has a pet: dog, cat, hamster, fish, etc.
12. Has a favourite colour: red, blue, yellow, pink, etc.
13. Is ____ years old
14. Has a favourite place to visit: let them shout out their own answer!

SAFE SPACE TAG – Safe Spaces

Tape different colours of construction paper all around the floor (about enough for $\frac{3}{4}$ of your group). Choose one person to be “It” and try to tag everyone. All the players move around to avoid being tagged and being out. You can step on a “safe space” paper. Only one person at a time can be on a paper. Once you count to three, you must get off the paper and keep moving.

Half the players are allowed to stand on *any colour* paper. The other players are given one colour to remember (e.g. yellow, red, blue, green, orange, or pink) and *can only stand on that colour* of paper to be “safe.”

A leader removes one piece of coloured paper from the game about every minute. After 3 to 5 minutes, pause and talk about how the game is going. Is this game fair for everyone playing? Why or why not? How can we change the rules so everyone has equal access to the safe spaces? Start again with everyone and all the pieces of paper back in play. Play with the new rules for as long as you want.

TWO TRUTHS AND A LIE – Safe Spaces

This classic team-building activity can be repeated multiple times as an icebreaker or to get to know each other. Each person writes down three statements about themselves: two true statements and one lie. Take turns and read your three statements in random order – each person guesses which statement is a lie.

WILLOW IN THE WIND – Safe Spaces

Before starting, teach the proper spotting technique and explain the importance of maintaining this throughout the activity. Spotting position: one foot in front of the other in a t-shape position, arms outstretched, elbows locked, ready and alert. Then demonstrate the willow position: feet together, arms crossed with hands on shoulders, body straight, and eyes closed.

Each group should have 8-12 people. Form a circle, shoulder to shoulder, with a volunteer “willow” standing in the middle. The circle should be tight with everyone in the spotting position. The “willow” allows themselves to be passed around the circle by the spotters; once they get more comfortable and past the initial fear of falling, spotters can gradually ease back to allow more leaning space. Allow 1-2 minutes per “willow” then switch, ensuring everyone has an opportunity to participate.

Discuss how each person felt being the “willow” and whether they trusted the group to support them. How supported did they feel, as a score out of 10? What could the group do to support each other more?

TRUST WALK – Safe Spaces

This activity requires space, preferably outdoors. Check the area in advance to ensure safety. You will need blindfolds and can add minor obstacles (e.g., cardboard boxes, balloons, etc.) as needed. Participants form pairs, with one wearing a blindfold and the other as the navigator. Once blindfolded, slowly spin the person a few times to lose their sense of direction. The navigator then uses clear verbal instructions to guide the partner (e.g., “About five steps ahead, there’s a large stick. Step over it slowly.”). Don’t touch your partner at all. Remember each navigator is responsible for their partner’s safety – steer your partner away from obstacles. Set a location goal or a time limit, so the partners can switch roles.

DRAW A TWIN – Safe Spaces

Divide into pairs. Each person needs paper and a pen. Partners sit down back-to-back. Start with one person drawing a picture; their partner should not see it. Once finished, the artist must give instructions to help their partner draw the same picture. Don’t say exactly what the picture is, but give clues like “Draw a big circle in the middle of the page. Now put two small triangles on top.” Compare your drawings and then switch roles.

SPOON THEORY HANDOUT

IF YOU ONLY HAD TWELVE SPOONS PER DAY, HOW WOULD YOU USE THEM?

Take away one spoon if you didn't sleep well last night, forgot to take your meds, or skipped a meal. Take away four spoons if you have a cold.
Doing too much in one day can leave you short on spoons the next day.



These types of activities each require one spoon.



Get Out of Bed



Get Dressed



Take Medicine



Watch Entertainment



These types of activities each require two spoons.



Bathe



Style Hair



Browse Internet



Read / Study



These types of activities each require three spoons.



Make / Eat a Meal



Socialize



Light Housework



Drive Somewhere



These types of activities each require four spoons.



Go to Work / School



Go Shopping



Go to Doctor



Exercise

The Spoon Theory is a simple way to explain to your friends and family what it's like living with a chronic illness. People with depression or anxiety often have limited physical, emotional and mental energy (represented by spoons). (Christine Miserandino created The Spoon Theory at butyoudontlooksick.com)



SadRunner.com