

# WELCOME

## Northern Star Council/BSA

### Valuing Diversity Presentation

(For scouting youth and adult staff & volunteers)

Prepared by:

Elsa Batica, Batica & Associates  
Barbara Ann Herrmann, Northern Star Council  
Gary Kwong, Northern Star Council  
Yusef Mgeni, Northern Star Council  
Jeff Moe, Northern Star Council

This presentation is solely for the use of staff and volunteers of the Northern Star Council of the Boy Scouts of America - 393 Marshall Avenue, Saint Paul, MN 55104

For further information, contact:

Andy Goke  
Scout Reach Director  
Northern Star Scouting/BSA  
763-231-7231

## Introduction

This presentation on diversity is to be used by responsible staff, troop leaders and adult volunteers affiliated with the Northern Star Council/BSA. Its sole purpose is to increase individuals and groups knowledge and understanding of diversity issues (in a very broad context)—without making value judgments or calling into question peoples' religious, cultural, or political beliefs and affiliations.

It is for staff and volunteer training, employee orientation, for scout education or for any activities intended to increase the knowledge and understanding of diversity issues, within the Northern Star Council of the Boy Scouts of America.

The presentation is laid out with notes and accompanying slides/overheads – or may be easily adapted for a Power Point presentation. The delivery of this presentation can be accomplished anywhere from 30 minutes to 2 hours, depending on the number of small group activities and the length of dialogue/discussion with those participating in the presentation.

This presentation has been used for training staff and volunteers in the Northern Star Council/BSA (in Minnesota and Wisconsin) and may be delivered by a single person, or by a team of two or more persons delivering different sections of the material. This presentation has been most effective when used in an interactive manner, rather than simply as a lecture presentation. The outline of the presentation follows that format, with note pages preceding the slide/overhead pages.

Every effort has been made to keep the material simple, non-offensive and understandable across generations.

We welcome your feedback, along with any concerns or suggestions on how the presentation might be improved for future audiences.

Caution: Deviating from the outline of this presentation may affect the intended outcomes.

(Notes to accompany Slide 1)

**\*\*\* (slide/overhead, #1 should be on at the beginning of the presentation)**

## **I Welcome**

- Introductions: Introduce yourself, any other trainers (guests, officials, etc.) and ask workshop participants to introduce themselves if they do not know one another.
- Explain that the primary objective of the session is to increase participants' knowledge and understanding of diversity issues—so that everyone can fully enjoy, participate in, and benefit from the scouting experience.
- . . . ask participants if there is anything in particular they would like to accomplish or “take away” from the workshop/presentation? (Please note these outcomes on a flip chart or black board and have them present during the workshop as a reminder. Include these objectives during the presentation (where appropriate), or during the question and answer/dialogue sections).
- Explain that all questions are welcome. . . at any time (The only dumb questions are the one's you don't ask)
- Explain that this is a participatory workshop. There are no right or wrong answers. The session will be as successful—as the group is in participating in it.

\*note -- Depending on the size of the group (if there are 10 or more participants) explain that parts of the session will be a discussion with the full group, and parts will be small group activities/exercises.

# Safety Agreement

- Honesty
- Respectful listening and comments
- No Cross-Talk
- Ask questions or for help in understanding or for clarification
- Share time and space
- No put-downs of self or others

**\*\*\* (show slide/overhead #2)**

(Notes to accompany slide 2)

## **II Safety Agreement**

- Explain that this Safety Agreement contains the rules we ask members of the group to follow during the workshop. Walk participants through the Safety Agreement, explaining each point. Ask if the group is comfortable with the Safety Agreement and if there are any questions before you begin.

# Workshop Outline/Agenda

- Small group exercise  
(Things we have in common)
- Discussion on “Diversity”
- What do kids bring to the Scouting experience?
- Small group exercise  
(Turning challenges into opportunities)
- Discussion. . . Q & A

\*\*\* (show slide/overhead #3)

(Notes to accompany slide 3)

### **III Workshop Outline/Agenda**

- Walk members of the group through the workshop outline (point by point).
- If the group is larger than 10 persons, explain that we will be asking each person to count off from 1 to six (or 1 to 5, or 1 to 4. . .depending on room and group size), in order to form smaller groups for the small group exercises.
- Explain that the purpose of the workshop is not to make people feel uncomfortable, and that it is not a test. The purpose of the workshop is to encourage the group to examine, understand and appreciate what constitutes or makes us “diverse” – and how to turn the challenge of our diversity into an opportunity that allows each of us to take advantage of—and gain full benefit from—the scouting experience.

# Small Group exercise # 1

List 10 things that your small group has in common. . .

. . .beyond the obvious.

\*\*\* (show slide/overhead #4)

(Notes to accompany slide 4)

#### **IV Small Group Exercise # 1**

- Ask the group to count off individually from 1 to 4 (or up to 1 to 6, depending on size of room and total group) so they can form into smaller groups for the first exercise.
- Have the small groups congregate into different parts of the room.
- You should have flip charts, or a large piece of paper and writing instruments (markers or crayons) for each group to write down their answers. Use caution not to mark up the walls or tables.
- Tell them that the purpose of the exercise is for each group to identify up to 10 things that every person in the group has in common – beyond the obvious. This means that they should be very specific. Example: They should not simply say, “they all like music and that is what they have in common” They would all need to prefer a specific kind of music, like country, or classical, or jazz. Eye color, grade in school, city they live in are all obvious answers to avoid.
- Tell the groups that they have (10 or 15 minutes—be specific) to complete the exercise. Tell them that you will be letting them know when they have 2 minutes left and that they should not rush to get 10 items. The objective is to carefully consider what they all “specifically” have in common and agree on those things, if possible.
- Tell them to try to keep their voices down, so as not to distract other groups and that if they finish before the time is up, to remain quiet so other groups can complete their discussion.
- Tell them to begin. (and notify them when they have 2 min. left)
- Tell them to stop at the end of the time period.

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#### **Debriefing the Small Group Exercise # 1**

- Tell the group that you are going to ask for 1 or 2 representatives from each group to come forward and share their findings with the total group. Explain that if an answer is suspicious, or might not be “beyond the obvious,” that you are

going to ask the entire group to vote “thumbs up” or “thumbs down” to agree or disagree on whether or not a specific item is “beyond the obvious” (this is the fun part).

- Ask 1 or 2 volunteers from each group to come to the front of the room and individually list the things their group all had in common—beyond the obvious. You may wish to tape their list to the wall, or a flip chart in the front of the room for all to see.
- After all, or a number of the groups (depending on the total number of small groups) have reported and the group has voted on some of their questionable answers (thumbs up or down), ask if individuals in the group would be willing to share their thoughts on the exercise. Ask them if they thought it was the exercise was “hard” or “easy” and then ask them to explain why they felt that way? It is helpful in this situation to ask if others share the same feeling, an individual just expressed, or if they have a different opinion, they would be willing to share with the group.
- The purpose of this exercise is to help individuals and the group understand that we often naturally assume that we have a great deal in common with others who look, or talk, or dress like us, or who live near us. The exercise also shows that we often do not have as much in common with those who may look like us as we think
- Ask if anyone in the room discovered that they had something in common with someone that came as a complete surprise to them? Ask why. . . and what they thought or how they felt when they discovered they had something in common?.
- At the same time, the exercise can demonstrate that we may have more in common than we think—with others who do not necessarily look like us, talk like us, dress like us, or live near us.
- Tell the group that they have just completed their first lesson in diversity!
- Ask the group to give you an idea of, “**the only two scientific categories of things that really make human beings different?**” Tell them they can have only two choices and see what categories they might agree on. Ask individuals to explain their choices. List them on a chalkboard or flip chart.

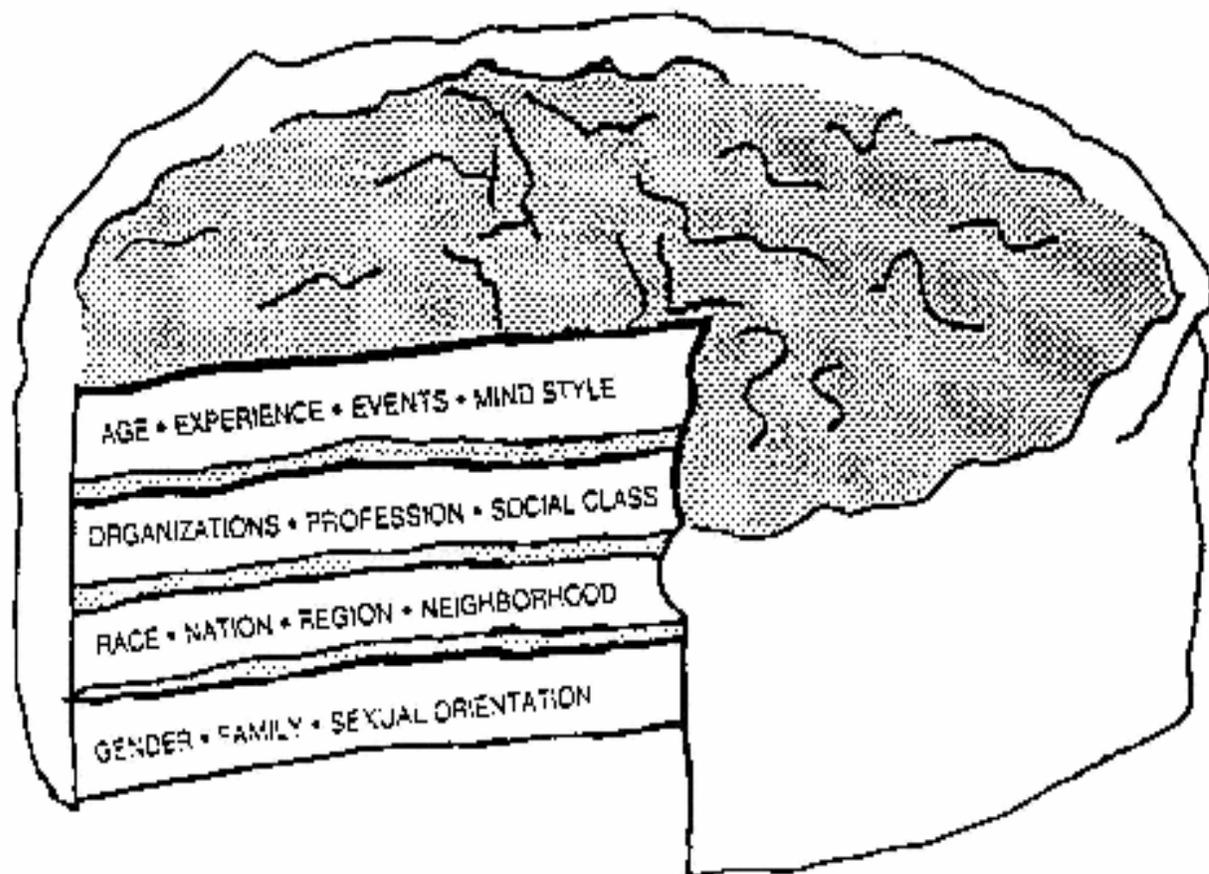
\*\*\* (show slide/overhead # 5)

# What Makes People Different?

## 1. Biology

No two people (excluding identical twins) have the same genes. Biology determines our gender, physical abilities, color of our skin, hair, eyes.

## 2. History and Culture



(Notes to accompany slide 5)

## **V What Makes People Different**

- Explain that this slide suggests that there are really only two differences between human beings: Biology (except for identical twins) which is our DNA. . .and History or Culture.
- Explain that our individual history is made up of the collection of our life experiences. . .and that culture is anything that is learned and shared by a specific group of people, and passed down from one generation to the next (i.e., the dance steps we learn, grandma's recipes, the clothing we wear for certain festivals or religious ceremonies, the prayers we say, the games we play, the language we speak).
- Ask group members if they can share a specific part of their own culture (like eating lutefisk, playing the bagpipes, or a certain decoration that hangs in their home on special holidays).
- Tell the group that these things may be a part of the diversity which makes up our everyday world and ask several volunteers if they can provide a definition of diversity. Ask people in the group which of those definitions they agree with, or if they have a different opinion? Ask the group if any of the definitions negative? Ask the group why?

\*\*\* (show slide/overhead # 6)

# **Diversity**

The existence of human differences (including but not limited to race, culture, religion, gender, language, family status, economic status, physical and cognitive ability) which affect our relationships, institutions and interactions with others.

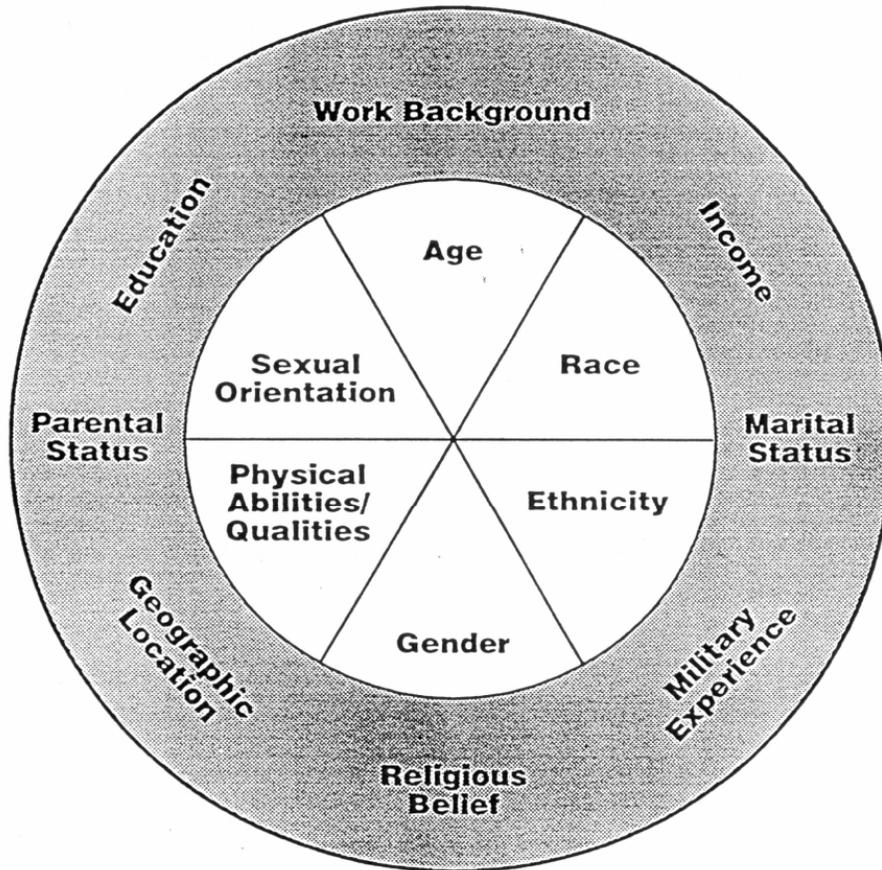
(Notes to accompany slide 6)

## **VI Diversity**

- Explain that for the purpose of the workshop, this is the definition of diversity we are using. Tell the group that it has no negative value judgments. It is simply a statement of fact.
- Read the definition aloud and ask if it makes sense, or if anyone has any questions about the definition.
- Explain that diversity is in the eye of the beholder and that not everyone sees diversity in the same way.
- Ask for volunteers to identify the first thing they notice about someone new or different.

**\*\*\* (show slide/overhead # 7)**

## DIMENSIONS OF DIVERSITY



From M. Loden and J. Rosener, WORKFORCE AMERICA, 1991

(Notes to accompany slide 7)

## **VII Dimensions of Diversity**

- Point out that in fact there are many dimensions of diversity.
- Point out that when someone enters a room, or when we first notice someone different from or similar to ourselves we tend to look for similarities or differences.
- The items in the center ring of the circle are called the primary dimensions of diversity. . .the first things we notice that shape our opinion of them. . .and the items in the outer ring are called the secondary dimensions of diversity—those things we notice or inquire about after a while.
- The purpose of this slide is once again to demonstrate that we make assumptions about people before we really know or understand them (like we did in the first small group exercise), and the only real way to learn about someone is to do what? (ask for suggestions from the group)
- By getting to know them. . .and learning to understand them!

**\*\*\* (show slide/overhead # 8)**

# What Challenges Do Kids Bring to the Scouting Experience?

1. Cultural Differences:  
language, eye contact,  
diet, games, fear of the  
unknown
2. Medical: ADHD,  
physical ability, dyslexia,  
homesick

(slide 8 contd.)

3. Behavioral: new to scouting, don't want to seem stupid, acting out to get, attention, bullying
4. Socio-Economic: poverty
5. Educational: Limited scouting background, processing information in two languages

(slide 8 contd.)

How do we turn these  
challenges in to  
opportunities?

(Notes to accompany slide 8)

**VIII What challenges do kids bring to camp?**

- This slide demonstrates that kids bring many challenges to the Scouting experience and that we are expected to recognize those differences right away, try to understand those differences, and do our best to see that young scouts who display those traits can still have a wonderful experience.
- Ask, “Who can see how ignoring these kinds of signals might lead to problems?”
- Ask, “Who can think of ways in which we can help young people who might display one or more of these traits or symptoms, turn them from challenges— Into opportunities?”

**\*\*\* turn off slide/overhead projector (temporarily)**

## **IX Small group exercise # 2**

- On pages 13, & 14 are a number of real life scenarios that camp staff and those working with boys might encounter. Select the ones that are appropriate to the group you are working. Cut them out individually and place them in a box or upside down on a table in the front of the room.
- Ask the large group to count off again and separate into small groups (you can have the same groups work together that did the first exercise if you wish). Have one representative from each group pick up one of the scenarios (slips of paper) and tell them that each group has 10 to 15 min. to discuss the scenario and come up with a possible solution.
- Tell them that you will notify them when they have 2 minutes left and ask that they keep their conversations down, so as not to distract other groups. . .and if they finish ahead of time to respect the other groups that are still discussing their own scenario. Explain that each group has a different scenario.
- Notify them when there are two minutes left and ask them to reassemble when the time is up.

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### Debriefing. . .

- Ask for 1 or 2 representatives from a group to come forward and share their scenario and how they turned their challenge into an opportunity.
- Ask the group if they agree with the proposed solution and if anyone has any additional suggestions for what to do in that situation?
- Ask for additional group representatives to come forward and share their work.

\*\*\*Note (one of the strong points to make during the debriefing is that if anyone is uncertain, or afraid they might make a situation worse—they should ask a supervisor for help immediately—before a situation worsens).

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### Conclusion. . .

- Ask the group if there were any expectations/objectives brought up at the very beginning of the workshop that did not get addressed?
- Ask if there are any other questions before the workshop is concluded?

\*\*\* (show slide/overhead # 9)

Slide 9

## 4 kinds of people (actions)

1. Perpetrators
2. Bystanders
3. Victims
4. Change Agents

(Notes to accompany slide 9)

## **IX Four kinds of people**

- Explain that, in conclusion, we wanted to help people understand that when it comes to diversity, there are basically 4 kinds of people
  - Perpetrators (who hurt others through their words and actions)
  - Bystanders (who sit idly by, giggling, hiding or doing nothing)
  - Victims (whose pain and suffering need not exist) and
  - Change Agents (who once were bystanders and now understand that their role and responsibility is to help each individual achieve their maximum potential—in a safe, respectful and accountable environment)
  
- We hope this workshop has helped you feel more comfortable moving from bystander to change agent.
  
- Thank the participants and remind them, “this is a topic which all of us are learning and trying to get better at every single day. We just have to keep working at it and stay positive.”

Northern Star Council Diversity Workshop  
Small Group Exercise # 2 Scenarios

Boys are pushing and shoving to get to the beginning of the line. This offends someone from another culture. What should you do?

You have a number of boys whose first language is not English. They are not good English speakers. How do you work with these boys? (see sheet on multiple meanings for words and how that can confuse those who are learning English).

A group of boys are walking through camp and come upon a group of boys from another patrol. They start pushing and shoving and making comments that offend the other group. What can you do when Scouts arrive at camp to avert this happening?

Have you ever run into an issue relative to diversity but did not know the proper response? What did you do? Could you have done something different? What can you do when you do not know the answer?

What should you do when you see a situation that is considered harassment of a female staff member or a person of different ethnicity? What do you do when it is another Scout, a staff member or a leader who is doing the harassing?

Not all Scouts follow the program exactly as you may feel it should be followed. Troops, and Packs use the program in different ways? When you have something planned that may not fit with the group you are working with? What would you do to adjust your plan?

A neighborhood guide is bringing a group of boys to camp or a camporee? What should your approach be especially if they have not signed up for activities in advance and are not into earning merit badges?

You are having a problem with messy camp sites. No one is cleaning up after themselves. You know there are bears in camp and other animals. What are some ways you can handle this issue before it escalates?

Boys will be boys. However a group of them have been using names that are not appropriate especially toward groups of Scouts of color. How would you handle this?

What can you do when a group of Scouts arrive that are of a different culture. How can you best understand their needs and desires?

This week in camp or at the camporee you have Scoutmasters who are continually making racial slurs. What are some ways you can handle this at the beginning of camp and later on when you hear racial slurs?

Two groups of boys started out calling each other names. No one dealt with the problem. Now the two groups are actually fighting. There is racism being shown on both sides. What would you do to each of the groups?

You are having trouble with Scouts who show up late for merit badges and other activities late. In some cultures time is dealt with differently than in the "white culture." As groups arrive for an activity, what can you do to keep time from being an issue on a daily basis?

As troops arrive at an activity, you hear boys and leaders making comments such as "here come those Hmong, Somalis, Chinks, etc." What can you do to ensure that not only do you not call groups by their ethnicity, but to help other Scouts and leaders refrain from doing this?

There is a boy in one of your activities that keeps acting out? He doesn't seem to follow instructions? He is always poking at something. What can you do to keep this one boy from making a disaster of the activity?

## Northern Star Council Diversity Workshop --Youth With Special Needs Info.

A mentally retarded person is slow to learn and may be slow or limited in the development of physical skills. Additionally, physical handicaps may be present, such as speech impairments, visual impairments, hearing defects, or epilepsy. Reminder: although (because) these secondary handicapping conditions are common among people with mental retardation, this does not mean that individuals who have a speech impairment or epilepsy are mentally retarded.

One of the most important things to remember when teaching an individual with mental retardation is to break down the skill or project being taught into small tasks. This is called task analysis. A woodworking project provides a good example. During the first meeting, the Scouts decided to make a pen-and-pencil holder for a Father's Day gift. A break/down of this project follows:

- 2nd meeting – located 10" on a ruler and marked a line on the board to be cut to the 10 mark.
  - 3rd meeting -- sawed the board.
  - 4th meeting -- sanded the board.
  - 5th meeting -- stained the board.
  - 6th meeting -- drilled two holes in the board.
  - 7th meeting -- screwed the pen and pencil holders to the board.
  - 8th meeting -- gift wrapped the finished project.
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- If an individual is not successful at completing a task or assignment, it may be that the task being taught is not broken down simply enough. Give simple step-by-step directions, and repeat the instructions to be sure Scouts understand. Task analysis will not only help the Scout, but will also help the leader be well organized and successful.
  - Establish realistic, attainable goals, and allow plenty of time for achieving them. It may take several months to teach a new skill.
  - Concentrate on concrete ideas and skills. The retarded Scout may have trouble with abstract concepts.
  - Be patient, persistent, and consistent.
  - Provide warmth and acceptance. Recognize each individual's potential to grow, learn, and develop.
  - Promote a sense of security through a smile or by providing a word of praise.
  - Demonstrate. Showing is often more effective than telling. Use a combination of the two.
  - "Tell me something a hundred times, and I may still not fully understand what you want me to do. Show me what you mean, demonstrate clearly and slowly, just

once or twice and I'll be close to the goal. But do it with me, put your hand on mine and guide me through it, and I'll make it."

*Author Unknown*

Many boys/girls will make fun of those who are different from them. One way of dealing with this is to involve them as helpers or mentors of the mentally retarded. Help the boys/girls to understand the issues of respect for the diversity of ability. Take the boys/girls aside and talk to them as individuals.

Speak to the leader of the mentally retarded group before hand and ask what the issues are (or have been) when the group has worked with others and ask how you can help. Take your cues from the leader and from the boys/girls.

## **Northern Star Council Diversity Workshop -- Attention Deficit Hyperactivity Disorder (ADHD) Info.**

Symptoms of ADHD and their signs

- Inattention
  - Becoming easily distracted by irrelevant sights and sounds
  - Failing to pay attention to details and making careless mistakes
  - Rarely following instructions carefully and completely
  - Losing or forgetting things such as tools, books, pencils
  
- Hyperactivity and Impulsivity
  - Feeling restless, often fidgeting with hands or feet, or squirming
  - Running, climbing, or leaving a seat, in situations where sitting or quiet behavior is expected
  - Having difficulty waiting in line or for a turn

ADHD exists more often in boys than in girls. Many ADHD children are given drugs such as Ritalin, Cylert and Dexedrine. Many times they are taken off drugs for the summer to see if they can cope without the use (of drugs). This information should be on the medical forms. No exact cause of ADHD has been identified.

### **What can you do?**

- Repeat instructions more than once – confirm that there is understanding
- Break tasks into small pieces. Set a deadline for each task and reward the person who completes each of the tasks.
- Help the boy make a list of what he is going to do and plan the schedule. Write the schedule down.
- Provide a quiet place for the boy to work on one thing at a time with lots of short breaks.
- Help the boy create a routine – doing the same thing at the same time each day.

## **Dyslexia**

Dyslexia is a disorder that affects millions of people all over the world. One in five school age children is dyslexic. Dyslexia is one type of (specific) learning disability that affects a person's ability to read and presents a problem with acquiring proficiency in writing and spelling. Dyslexia is the result of a genetic condition and is inherited from a parent (or a member of a person's immediate family.) George Washington and Albert Einstein both were dyslexic. Other problems dyslexics may have include:

- Putting things in order
- Following instructions
- Differentiating between left and right
- Playing sports – they are often uncoordinated

**What can you do?**

- Read materials out loud to the whole group so those who are (the) dyslexic don't feel different
- Repeat instructions; make them simple and easy to understand.
- Break long instructions into small pieces
- When telling some one to go left or right – point in that direction
- Other boys/girls may make fun of the boy/girl who is uncoordinated. Give them extra help or ask one of the other boys/girls to work with the uncoordinated child/children.

# English Is in the Eye of the Beholder

English is a crazy language. There is no egg in eggplant, nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England or French fries in France. Sweetmeats are candies while sweetbreads, which aren't sweet, are meat. We take English for granted. But if we explore its paradoxes, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig.

This has a huge effect on our English as a Second Language immigrants. Are you able to read the following correctly?

- 1) The bandage was wound around the wound.
- 2) The farm was used to produce produce.
- 3) The dump was so full that it had to refuse more refuse.
- 4) We must polish the Polish furniture.
- 5) He could lead if he would get the lead out.
- 6) The soldier decided to desert his dessert in the desert.
- 7) Since there is no time like the present, she thought it was time to present the present.
- 8) A bass was painted on the head of the bass drum.
- 9) When shot at, the dove dove into the bushes.
- 10) I did not object to the object.
- 11) The insurance was invalid for the invalid.
- 12) There was a row among the oarsmen about how to row.
- 13) They were too close to the door to close it.
- 14) The buck does funny things when the does are present.
- 15) A seamstress and a sewer fell down into a sewer line.
- 16) To help with planting, the farmer taught his sow to sow.

- 17) The wind was too strong to wind the sail.
- 18) Upon seeing the tear in the painting I shed a tear.
- 19) I had to subject the subject to a series of tests.
- 20) How can I intimate this to my most intimate friend?

There is a two-letter word that perhaps has more meanings than any other two-letter word, and that is "UP."

It's easy to understand UP, meaning toward the sky or at the top of the list, but when we awaken in the morning, why do we wake UP? At a meeting, why does a topic come UP? Why do we speak UP and why are the officers UP for election and why is it UP to the secretary to write UP a report?

We call UP our friends. And we use it to brighten UP a room, polish UP the silver, we warm UP the leftovers and clean UP the kitchen. We lock UP the house and some guys fix UP the old car. At other times the little word has real special meaning. People stir UP trouble, line UP for tickets, work UP an appetite, and think UP excuses. To be dressed is one thing but to be dressed UP is special.

And this UP is confusing: A drain must be opened UP because it is stopped UP. We open UP a store in the morning but we close it UP at night.

We seem to be pretty mixed UP about UP! To be knowledgeable about the proper uses of UP, look the word UP in the dictionary. In a desk-sized dictionary, it takes UP almost 1/4th of the page and can add UP to about thirty definitions. If you are UP to it, you might try building UP a list of the many ways UP is used. It will take UP a lot of your time, but if you don't give UP, you may wind UP with a hundred or more. When it threatens to rain, we say it is clouding UP. When the sun comes out we say it is clearing UP.

When it rains, it wets the earth and often messes things UP.

When it doesn't rain for awhile, things dry UP.

...Author Unknown