



# Short and Snappy

Learning Opportunity for Volunteers

## What is a Short and Snappy?

- These short trainings can be provided at a service unit meeting.
- Any interested volunteer may lead a Short and Snappy.
- Short and Snappys are usually 10-45 minutes in length.

## What you'll need

- Short and Snappy outline
- Newsprint, white board or something else to record info shared.

## Things to remember

- Stay within the allotted time.
- If you don't know the answer, seek the correct answer from the appropriate support person.

## Questions? Comments?

Contact [training@sdgirlscouts.org](mailto:training@sdgirlscouts.org)

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

## Being Inclusive

20 minutes

Diversity has been a core value of Girl Scouts since its founding in 1912. During a time of segregation, before laws promoting civil rights were passed, founder Juliette Gordon Low led efforts to ensure that girls of all backgrounds were able to become Girl Scouts — girls who lived in rural and urban areas; who were rich, middle class and poor; who were born in this country or were immigrants. Here are some thoughts to hold as you lead your diverse troop.

Start your Short and Snappy with this activity:

### Activity: Labeling

10 minutes

**Goal:** Experience the effects of inclusion and exclusion.

**Materials:** Blank mailing labels or blank name tags, cut in half (one per participant). On the labels, write, "Smile at me," "Pat me on the back," "Shake my hand," "Give me five," and "Give me an 'OK' sign." On about 10 percent of the labels, write, "Turn away from me."

As people enter the room, place a sticker on their foreheads so that they can't see what it says. Distribute the labels randomly. Ask everyone to remain quiet and not reveal to each other what their labels say. Begin the activity by asking the group if they think we sometimes label people because they act or look different. Tell them that the labels we put on people often limit their participation in groups.

Ask them to remain silent, get up and mill around as if they were at a party. Remind them that they should not reveal what is on anyone else's label. Let the group mingle for 4 to 5 minutes, then ask them to return to their seats without looking at their labels.

**Discussion:** Ask participants the following questions.

1. How were you feeling during the activity?

2. Without looking at your label, do you know what it says? How?

3. If you think you have the "Turn away from me" label, please come and stand together in front of the room. How did you feel? (Allow time for plenty of responses to this one.)

Have the group look at their labels now.

Explain that all of us have experienced times when we felt like we were wearing a “turn away from me” label – when we felt left out or targeted. However, some groups experience this more than others, even regularly. What groups in society seem to have a “turn away from me” label on them? (*Examples might include people with disabilities, people of a different religion or race than others in their community, people who speak with an accent, or underprivileged people.*)

What are some groups within our own Girl Scout family that might feel targeted or left out? (*Examples might include volunteers who are new to the community/organization, volunteers without daughters in the troop, male volunteers, girls from low income families, girls from single-parent families, or girls who look or act differently from their peers.*)

Remind the class that during the activity, no one *said* anything negative. Everything was conveyed through nonverbal communication – our body language and expressions. Even without words, the “turn away from me” group got a negative message. Point out that 94 percent of all communication is nonverbal. We need to pay close attention to our body language and expressions as well as our words.

Ask the class about the activity: What did you learn about yourself? Do you feel it would be beneficial to do these activities with your girls? What would the girls learn? How would they benefit by doing these activities? How might you apply this activity to other concepts, such as reducing bullying?

End with the following questions:

- What can we do to make others feel welcome and a part of the group?
- How can we change our nonverbal behavior to help everyone feel included?
- When people belong to groups that are left out or excluded, what do they sometimes do? (*Sometimes they get together and form their own groups, isolating themselves; perhaps this happened during this activity.*)
- How might cliques fit into this discussion?
- Any new thoughts about why members of excluded groups act in society the way they do?
- Any new insights on how it feels to be in an oppressed group?