

Diversity in your community

Help the scouts to identify the cultural diversity in their community and what this means to them.

Section: All
Time: 1 hour
Where: Home, Den



PLAN

Without getting too bogged down by definitions of culture and nationality, just look at peoples' first language as a way of recognising diversity. The aim is to have the scouts identify how many different first languages are spoken in their community. You could get them to focus on their school community, or a wider geographical area.

Timing

This needs to be split over two sessions. The first is to introduce and discuss the idea. After that, give the scouts time to gather the information before coming back together to discuss it.

DO

For the first session, explain the idea of the activity. There should be no need to lay down rules, but it would be good to help the scouts to outline their approach to gathering the information. A scout should not need to be reminded to be respectful, but it might be helpful for them to be aware that their research might mean encountering cultures which they never came across before.

Scouts could be encouraged to go a bit further than simply gathering a list of first languages. Each person they encounter has their own story of how they got to your community, either recently or long ago, and these stories help to bring empathy and understanding. Once the scouts have gathered the information, the second stage of the activity is essentially the review...

REVIEW

As scouts are part of a scouting family that spans the globe, the hope would be that they would recognise and welcome the diversity within their community. Chat with the scouts about what it means to them to have other cultures amongst them. What do they like, and what do they wonder about? Were they surprised to discover where some people in their community were from. The discussion could also take in the challenges or prejudice some of these people might face in your community. Finally, ask the scouts how many first languages are in your scout group. From this, the scouts can see if the group is representative of the wider community in terms of cultural diversity. In recognising any difference, would the scouts have any ideas on how to attract people into the group from other cultures or nationalities.



In a nutshell...

- Scouts consider how the languages spoken around them reflect the diversity in their community.
- They find out the different languages spoken in their school or wider community.
- Bringing their findings together, they discuss the diversity of backgrounds and experiences that this reflects in their community.



Follow-on

If the scouts discover that the diversity in the community is not reflected in their scout group, they develop an action plan to attract new members. Would it be enough to say that everyone is welcome, or might they need to identify the barriers which prevent people from joining? These could be cultural, economic or simply not realising that they would be welcome.



SDG 10 Reduced Inequalities

SDG 10 seeks to empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. These are already scouting values, but scouts can use this activity to put those values into practice.



Find out more!

Visit - www.betterworld.ie
 Contact us - sustainability@scouts.ie
 Produced by the Scouting Ireland Sustainable Scouting Team