



At Girl Scouts - North Carolina Coastal Pines, we know that a community that offers **all girls** an opportunity to be seen and heard is a community where you can really thrive. In this thriving community you are able to take a stand, make a change, be yourself, and grow into the person you are meant to be. We hope that with the Thrive Challenge you'll discover a little more about that person and the people around you, and grow your appreciation for the diversity that supports and nurtures a thriving community.

T.H.R.I.V.E.

T = think

H = hear

R = read

I = investigate

V = view

E = educate

The Thrive Challenge offers Girl Scouts an opportunity to learn about different people, cultures, customs, and more. We invite all Girls Scouts in K-12th grade to complete the challenge. **Take on at least two challenge ideas per letter to complete the Thrive Challenge.** Then purchase your Thrive Challenge patch (shown above). The Thrive Challenge patch should be worn with the Building Beyond Today patch. Both patches are available in our retail stores. Snag yours by emailing an order to shop@nccoastalpines.org.

Questions?

programteam@nccoastalpines.org

Girl Scouts welcomes and serves girls and families from a wide spectrum of cultures. To be responsive to girls' needs, some Girl Scout activities focus on subjects that may be considered sensitive in nature. There is no definitive list of sensitive issues.

Girl Scouts - North Carolina Coastal Pines wants to be sure parents/caregivers are aware that the Building Beyond Today advocacy initiative and the Thrive Series activities and events may contain content that is considered sensitive in nature. We also want parent/caregivers to have awareness that these activities and events invite your Girl Scout to participate in meaningful conversations around sensitive issues and she might like to continue to the conversation at home with you which further helps her in her growth and learning.

Think challenge ideas

COMPLETE AT LEAST TWO CHALLENGE IDEAS BELOW

1. Think about a time when you were left out? How did it that make you feel and how has that changed your behavior towards others?

2. Think about how you and a friend are the same and different. Use the Same, Different venn diagram included in the Diversity/Equity/Inclusion council patch program to capture your responses.

[Pg. 10 of the Diversity/Equity/Inclusion patch program for Girl Scout Daisies/Brownies.](#)

3. Can you recall a time when you have witnessed injustice or a lack of fairness? What did you do or what could you have done? Brainstorm with a friend or your family what you can do if you see an injustice or lack of fairness.

4. Participate in the [Thrive Talk Series](#) where you'll think more about diversity, equity, and inclusion and how you can advocate for yourself and others.

5. Based on the definition of thrive from the opening page, think of examples you have seen where people in your family or community are thriving. What are the factors that contributed to this? Think of examples you have seen people in your family or community who are not thriving. What are the factors that contributed to this?

6. Think about what "culture" means? What are some important aspects of your culture? List all the different cultures you have seen. **Hint:** Think about how others have different habits, beliefs, values, morals, goals, and traditions.

7. Think about current event that has highlighted a conflict between difference cultures. What has contributed to the conflict?

8. Think about how your life would be different if you were someone else. For example, if you were someone with a disability, of a different race, or if you weren't a girl. What would be different about your life? What advantages or disadvantages would you experience?

9. Think about recent legislation that had expanded equal rights. What role did local advocacy efforts play in affecting this change?

10. Interview a friend or family member who was born in the 1950's or earlier about their experiences in the 1960's when the Civil Rights Act of 1964 was first passed. Think about how you would have felt growing up during that time compared to now.

Hear challenge ideas

COMPLETE AT LEAST TWO CHALLENGE IDEAS BELOW

1. As you go a about your week, listen for examples of language that encourage individuals to thrive. What are some examples you heard? Listen for examples of language that discourage individuals, keeping them from thriving. What are some examples you heard?

2. Listen to a song about diversity or another culture. What story does the song tell? Write your own song to celebrate who you are.

3. Listen to the guest reader/author for at least one book from GS-NCCP's read aloud series featured on Facebook Live. What is the theme of the book? Why is this important?

<https://www.facebook.com/girlscoutsnccoastalpines>

4. Ask an adult to tell you a story about challenges to diversity and inclusion they have seen in their lifetime. How does that compare to your experience?

5. Listen to a podcast or broadcast story about a person with a physical or mental disability. What challenges did he or she face?

6. Listen to the song "Fight Like a Girl" by Raye Zaragoza and share the lyric that resonated most with you.

7. One song that connects all Girl Scouts and Girl Guides around the world is The World Song. Listen to The World Song from onmyHONOUR on YouTube. How does kindness connect us around the world? https://www.youtube.com/watch?v=2_aHL-6Tb0k

8. Using an online translator, app or device; listen and learn to say hello and goodbye in a different language.

9. Listen to someone's "coming out" story, telling how they let their family and friends know that they were a member of the LGBTQ community. Reflect on their family's reaction and how that would have made you feel.

10. Listen to a song that focuses on body image issues. What did you learn from the lyrics?

Read challenge ideas



COMPLETE AT LEAST TWO CHALLENGE IDEAS BELOW

1. Read a book about another culture's holiday and think about how this is similar to one of your holiday traditions.
2. Participate in the [Thrive Book Series](#) by reading at least one of the suggested books on the reading list for your level.
3. Examine the next book you read for "mirrors" (reflects your own experience) or "windows" (helps you understand the experience of others).
4. Read a newspaper or magazine article that describes a current event relating to racism. What might have been done to prevent the situation?
5. Read over the Diversity/Equity/Inclusion [council patch program](#). Complete the patch program for your level.
6. Read "Here Comes the Girl Scouts". On page 19 & 20 you'll read about why it was important to Daisy, Juliette Gordon Low, that Girl Scouts be open to lots of different girls. In which places did she first organize troops? How did these locations ensure that Girl Scouts was being inclusive?
7. Read a poem and then explain its meaning to a family member or another Girl Scout.
8. Write a poem and read it aloud to others.
9. Read an article about concerns of the LGBTQ community in your area. What did you learn?
10. Read an article about discrimination in healthcare due to race, obesity, LGBTQ identity, or other reasons. What impact does this have on our community?

Investigate challenge ideas

← COMPLETE AT LEAST TWO CHALLENGE IDEAS BELOW

1. Have a conversation with someone of a different background and research to learn more.

2. Go visit a restaurant that has authentic food from other countries or try it at home. Sample cuisine from these countries.

3. Play culture bingo. Use the bingo card provided (pg. 8).

4. Read a newspaper or magazine article that describes a current event relating to racism. What might have been done to prevent the situation?

5. Research to complete the “Compare World Religions” chart for at least two religions. You can use the template provided (pg. 9).

6. Complete at least one step from GS-NCCP’s [Discovering Hispanic Heritage patch program](#).

7. Research 3-5 holidays for different cultures and create a calendar showing these holidays. Include a one sentence explanation of the significance of the holiday.

8. Investigate 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. Then 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? What kinds of differences might exist that we aren't able to see with our eyes? How can you help girls in your community feel included in Girl Scouts and make sure that all girls are treated fairly? This activity is part of [World Thinking Day 2020, see page 5](#).

9. Pick a country and research their clothing. Is their dress style different or similar to yours? Draw a picture of a person dressed in attire from that geographical region. How could the differences you see be a benefit to where they live, how they play, what they do?

10. Read the [Drum Dream Girl](#) poem. Dig into the poem to see how justice, freedom and equality are challenged.

View challenge ideas



COMPLETE AT LEAST TWO CHALLENGE IDEAS BELOW

1. Draw a large flower. It should have a round center and petals, fill in each petal with something that is unique about you.

Draw a second large flower. Fill each petal with something that is unique about your closest friend. How are you alike? How are you different?

2. Draw a picture of where you live be sure to include your family. How may this differ from others?

3. Complete at least one family interview worksheet from the [Diversity/Equity/Inclusion](#) patch program.

4. Read a newspaper or magazine article that describes a current event relating to racism. What might have been done to prevent the situation?

5. Watch a video about another culture. What did you learn? How was this culture different from your own?

6. Thinking about the other children you know, create a chart of the differences you see. Are your relationships homogeneous (characteristics that are mostly similar to you) or heterogeneous (diverse in characteristics)? If homogeneous, what are some steps you might take to add diversity to the circle of people you know?

7. Explore a piece of art at a local museum or online that represents an aspect of life that appears very different from your life. Find out more about that art by researching on your own or asking a museum staff member. Consider going online at learn.ncartmuseum.org or girlmuseum.org.

8. For one day, visualize your community from the perspective of a person in a wheelchair or a person who is visually impaired. What obstacles did you encounter as you went through your normal daily activities. How can these obstacles be overcome?

9. Observe the interactions of your classmates for 30 minutes, counting the number of positive statements and the number of negative statements. How could you affect the culture in your classroom in a positive way?

10. Draw your classroom and then revise your drawing to make your classroom more accessible for a person with a disability.

Educate challenge ideas

COMPLETE AT LEAST TWO CHALLENGE IDEAS BELOW

1. After completing the "Compare World Religions" chart for at least two religions from the "Investigate" section, discuss the differences of two religions with a member of your family to educate them on what you have learned.
2. After watching a video on a different culture in the "View" section, discuss the differences with a friend, helping them to learn what you have learned. Share one example of how the culture is similar and one example of how the culture is different from yours.
3. You've thought, read, heard, investigated, and viewed...now it's time to share! Make a list of 3-5 things that you have learned while working on this patch. Now, pick at least one of those things that you can share with others. Make a poster, write a story, put on a performance - you choose! Share your creation with others to educate them on what you have learned.
4. Host a cultural dinner for your family or friends. Prepare at least one food that is representative of a culture you learned about. Present your new knowledge about this culture during your dinner party.
5. Put together at least three kits including rubber gloves, rubber bands, toothpicks, and cotton balls. Gather at least 3 friends to help them experience the impact of aging. Ask them to put on the rubber gloves and put the rubber bands around multiple fingers, making it harder to spread their fingers, mimicking the effects of arthritis. Then ask them to try to pick up the toothpicks from a tabletop. Then have them try to pick up the toothpicks without the gloves and rubber bands. Next have them put the cotton balls in their ears. Read the list of words below and see how many they got correct. The cotton balls mimic the loss of hearing that comes with aging. Educate your group on the importance of showing empathy for older persons because of these effects of aging.
Mask Sway Fake Fend Igloo Stay Away Lost Friend Pearl
6. Interview your city or county commissioner or other elected official and educate your family on the commissioner's positions on key diversity, equity and inclusion issues in your community.
7. Read about a civil rights pioneer from your area (e.g., Pauli Murray from Durham) or [watch this video](#) about Women's Suffrage and educate your family or another Girl Scout about the contribution that local women and men have made toward civil rights.
8. Read about a person who has overcome adversity, noting the characteristics that made them succeed. Educate a friend about what you learned.
9. Educate a friend about a tradition that you have in your family that would be different than a tradition your friend might have.
10. Read a book from the [Thrive Book Series](#) reading list. Write a short book report about the book and share it with your family.

In your circle of friends and family members, find people for whom the statement in the square is true. If you find a person who can agree with the statement, put their first name in the box. Not playing face to face? You can write the person's name in the box.

B	I	N	G	O
Someone who has made a difference in their community	Someone who speaks more than two languages	Someone who was born in a different country	Has tried a breakfast food of another culture	Has attended an event from another person's culture
Someone who has lived in more than one state	Someone who listens to music of another culture	Someone who holds a leadership role in a student organization at her/his school	Someone who has relatives living in another country	Someone who has stood up for someone else's rights
A person who knows sign language	Someone whose parent / caregiver reads to them	<p>FREE SPACE</p> 	A person who lives in a rural area	Someone who has a family member with a disability
Has read a book about a culture different than their own	Has read a book by an author of a race different than their own	A person who lives in an urban area	Celebrates a holiday that is different than your holiday	Someone whose father or mother grew up in a bilingual family
Has cooked the cuisine of another culture	A person who has helped someone who was bullied	A person who can name 3 different religions	Someone who has at least two international friends	Someone who writes letters to family or friends

Five down, across or diagonal wins. Challenge yourself to fill the entire card!

Compare World Religions

Research to complete the chart below.

	Buddhism	Christianity	Hinduism	Islam	Judaism
Which symbol identifies this religion?					
What is the holy book or texts for this religion?					
Who is the spiritual leader?					
What are followers of this religion called?					
Summarize the major beliefs and important practices.					
In what countries is this religion practiced?					