



A-Z of Diversity

Fiona Rogan, BC Program Committee

This is the first in a series of articles by the BC Program Committee to explain some commonly used terms regarding inclusivity and diversity.

If you have any questions about inclusivity and diversity in Guiding or need help finding resources, please contact Inclusivity-Diversity Specialist Fiona Rogan at inclusivity-diversity@bc-girlguides.org.

A Aboriginal

A term to describe the Indigenous people of Canada, including the Inuit, Métis and First Nations. Wherever possible, acknowledgment of Aboriginal people, their land and territory should be made before meetings, events and ceremonies.

Guiders should create opportunities to explore and discuss Indigenous arts, music, history and traditions while being cognizant of the troubled relationship that Indigenous peoples have with government. There is an excellent Government of Canada online resource designed for teachers that offers history, activities and crafts about Aboriginal Peoples and is suitable for all age groups. Find the link here: <https://www.aadnc-aandc.gc.ca/eng/1302868012055/1302868605384>. It should be noted that Girl Guides of Canada—Guides du Canada (GGC) does not endorse any political party or ideal.

Girls of Aboriginal descent should be invited to present their traditional clothing, dances and practices where and when appropriate.

Accessibility

The ability for all girls to participate in GGC programming. This means that our meeting places, program and ideals must be open to all, regardless of religious,

socio-economic, ethnic, cultural, language or physical barriers.

Things to consider:

- Does my meeting place imply or infer a religious component to the program? Many units meet in church halls. It should be clearly stated that this does not constitute an endorsement of any faith or dependence on faith for membership in GGC.
- Is my meeting place physically accessible to all? Are there stairs into the space and, if so, is there an alternate entry point (elevator, ramp, etc.)? Are there impediments to those with reduced vision or hearing (a narrow entrance hall, a bell that must be rung for entry, etc.)?
- Do we offer access to low-cost or no-cost uniforms for families who need them? Uniform exchanges are a great way for families to pass on uniforms no longer required and offer them to girls who need them.
- If we participate in festivals, parades and ceremonies, are we respectful of all cultures represented in our units? Do we acknowledge special feast days and culturally significant days equally?
- Do we offer a balance of physical and sedentary activities? Not all camps should be centred on hiking, biking, kayaking, etc. Offer environmentally or historically based explorations that can be completed at a single location. Excursions with older girls should offer a balance of sporting, cultural and outdoor themes.

Agnostic

A person who believes the existence of a god, gods or any other deity can neither be proven nor refuted.

Girls who declare themselves as agnostic may be questioning the faith of their childhood or considering joining a faith. Regardless of a Guider's own religious views, she should be open to approach by all girls. If unsure how to answer, direct the girl to a family member or local clergy.

Allergy

All allergies should be declared on a girl or adult member's health form. Guiders should ensure that they are aware of all allergies present in their unit and avoid the sources. The parents of girls with life-threatening conditions should alert Guiders to this fact and explain the appropriate treatment.

When cooking for camp, etc., advise girls and parents that we cannot necessarily accommodate all taste preferences but that we are cognizant of allergies and sensitivities.

Asperger Syndrome

A form of autism (see below), Asperger syndrome is characterized by poor social interaction and nonverbal communication skills. Girls may have difficulty mixing with their peers, looking other girls in the eye or reading body language. A typical characteristic of Asperger's is fixation on and fascination with a single subject. Usually of average or even exceptional intelligence, girls with Asperger's may be isolated from their peers and require assistance to interact. Often overwhelmed and hypersensitive to stimulation, girls with Asperger syndrome may prefer one-on-one work over group activities, avoid competitive and/or team games and retreat when an environment is too loud, busy or colourful.

Adaptations and modifications:

- Allow the girl a specific amount of time on a set day to present her topic

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of interest to the unit. Invite the other girls to ask questions, and whenever possible, use the event to cover relevant badge work with the whole unit.

- If a girl is easily overwhelmed with a game or activity, provide a quiet space where she may take a break when needed. Allow her to bring a book, knitting or other preferred activity with her for these times.
- A girl who has difficulty integrating in a group can be of great assistance to Guiders. Ask her to set up the next activity or explain the rules of a game, etc.
- Give very clear and precise directions. Try to avoid the use of colloquialisms (e.g., “in the dog house,” “when pigs fly”) as girls with Asperger’s generally understand language literally.
- Provide advance notice of changes to scheduled times and events. Preparation time is crucial when facing new environments, challenges or people.
- Establish a regular schedule for meetings in order to create a sense of comfort.
- If possible, provide a schedule each week of the following week’s activities.

Adaptations for games and activities:

- Avoid racing and/or competitive games.
- Limit the noise level or allow the girl to wear headphones during noisy activities.
- Keep lights low wherever possible. Avoid strobe lights (at bowling alleys, movie theatres, etc.).
- In order to create friendships with other unit members, ask the girl to make friendship bracelets, bookmarks or other small gifts and share them with one or two new friends each week. The girl may find speaking to a small group less challenging and, over a few weeks, this will help her develop communication between several girls.
- Wherever possible, pair a girl who has Asperger’s with a friend or Guider she trusts during games and activities.

Atheist

A person who does not believe in the existence of any god or deity.

It is every girl’s right to declare herself as an atheist, and it should not be challenged. Meetings should be secular and not faith-based; this helps create an inclusive environment for all members, regardless of religion or beliefs.

Adaptations and modifications:

- Change the words for songs to make them more widely acceptable. For example, Taps may be changed from “God is nigh” to “Peace is nigh.”
- Avoid traditional pre-meal graces in favour of secular thanks to nature for providing the food.
- Celebrate all religious festivals or none.

Attention Deficit Disorder (ADD)

A disorder characterized by a lack of focus, daydreaming, poor organizational skills and difficulty with time management. Girls may be overly impulsive and/or slow to start a task.

Girls with ADD may or may not be using prescription medications. Guiders should be aware of any side effects or symptoms associated with such medications.

Adaptations and modifications:

- Give a five-minute warning before transitioning to a new task.
- Limit instructions to three or four at a time; review them often.
- Provide information in advance; build on directions over a period of time.
- Ensure important information is relayed to parents by Guiders. Do not



rely on girls to pass on information.

- Provide items required (for a craft, etc.) in the order they are needed.

Adaptations for games and activities:

- Memory games (e.g., Kim's Game): Provide extra time or clues if needed.
- Observation games (e.g., Spot the Difference): Provide clues or extra time if needed.
- Maintain a regular order for meetings so that girls know what to expect.

Attention Deficit Hyperactive Disorder (ADHD)

A disorder characterized by a lack of focus, daydreaming, poor organizational skills, difficulty with time management and hyperactivity. Girls may be overly impulsive and/or slow to start a task. Additionally, girls may be unable to sit or stand still for extended periods (or even short ones) and may need to be moving or busy at all times.

Girls with ADHD may or may not be using prescription medications. Guiders should be aware of any side effects or symptoms associated with such medications.

The adaptations and modifications suggested above for Attention Deficit Disorder may also be appropriate for girls with ADHD. Additionally:

- Provide regular "body breaks" during periods of listening.
- If girls need to move, ask them to assist

with a task—for example, setting up the next craft/activity.

- Present activities/crafts in stations so that girls move between steps (e.g., Step 1: Cut out circle. Step 2: Move to the next table and glue on googly eyes. Step 3: Move to next table, etc.).

Autism Spectrum Disorder (Autism or ASD)

A disorder characterized by poor social interaction and nonverbal communication skills. Girls may have difficulty mixing with their peers, looking other girls in the eye or reading body language.

Girls with autism may range from very mildly affected to severely socially impaired. Typical characteristics of autism include

- fixation on and fascination with a single subject; repetitive behaviours (known as "stimming") and heavy reliance on routine and schedules
- responding in an unusual way when others show anger, distress or affection
- failing or being slow to respond to someone calling their name or other verbal attempts to gain attention
- difficulties with the back and forth of conversation
- often talking at length about a favourite subject without noticing that others are not interested or without giving others a chance to respond
- repeating words or phrases that they

hear (called echolalia)

- using words that seem odd, out of place or have a special meaning known only to those familiar with that person's way of communicating
- facial expressions, movements and gestures that do not match what is being said
- an unusual tone of voice that may sound singsong or flat and robotic
- trouble understanding another person's point of view or being unable to predict or understand other people's actions.

Girls with ASD may have other difficulties, such as being very sensitive to light, noise, clothing or temperature. They may also experience sleep problems, digestive problems and irritability.

ASD is unique in that it is common for those with ASD to have many strengths and abilities in addition to challenges.

Strengths and abilities may include

- above-average intelligence
- ability to learn things in detail and remember information for long periods of time
- strong visual and auditory learning
- excellence in math, science, music or art.

See Asperger Syndrome above for examples of adaptations and modifications that may also be appropriate for girls with ASD.



A-Z of Diversity

Fiona Rogan, BC Program Committee

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B Bipolar Disorder

Girls diagnosed with bipolar disorder (formerly known as manic depression) may experience periods of depression and periods of elevated mood. Most girls with this diagnosis will be on medication that should be declared on their health form.

It is important for girls with bipolar disorder to have a Guider they can trust and to feel safe at meetings. When depressed, girls may exhibit anxiety, appear very negative about events and people and declare suicidal tendencies. A trusted adult should be available to support girls at this time.

Blind

A term to describe a person with total or partial vision loss. Also known as visually impaired or partially sighted.

Adaptations and modifications:

- To accommodate girls with reduced vision, meeting areas should have sufficient clear space without hazards (stairs, tables, etc.).
- Rather than raising a hand to attract attention, Guiders should use sound (e.g., ring a bell, play a chime or have a ringtone on their phone).
- For hikes and outdoor meetings, pair a visually impaired girl with a sighted girl.

- When written instructions or information are provided to girls, ensure that another girl or Guider reads them to a girl with visual impairment. If a girl is partially sighted, she may be able to read large-print materials.
- Consider purchasing adapted game supplies such as a ball with a bell in it, a unit set of braille cards, dice, etc.
- Games that can be played by girls with visual impairments include Simon Says and other listening-based activities.
- If a unit enjoys cycling trips, a girl with a visual impairment may be able to participate by riding a tandem cycle.

Buddhism

A religion or philosophy that originated in India, is widely practised in Asia and is growing in practise in Western countries. Followers believe in living a mindful, moral life and using techniques such as meditation to reach a higher level of understanding.

C Cerebral Palsy

A neurological condition that affects gross motor function. Degree of ability may range from a minor limp to severe physical impairment and intellectual delay. Speech may also be affected.

Adaptations and modifications will depend on the level of impairment but may include:

- Providing instructions in simple language
- Giving no more than two directions at one time
- Allowing extra time to complete tasks
- Providing physical support when needed (e.g., walking poles for hiking)
- Giving abbreviated or adapted tasks when completing badge work

- Allowing a support person to attend meetings and camps to provide personal care and other needed aid.

Christianity

The world's biggest religion, based on the life and teachings of Jesus Christ. Principal branches are Protestant (Presbyterian, United, Anglican), Roman Catholic and Eastern Orthodox churches.

Girl Guide origins included a Christian base; however, recent awareness of inclusivity has removed religious overtones from programming.

Although Christianity remains the most prevalent religion in Canada, many girls may have limited or no exposure to this or any other organized religion. Meetings should be non-denominational and secular, so that all girls feel comfortable and welcome.

Christmas

A major holiday celebrated worldwide. For Christians, this is a holiday based on the birth of Jesus Christ. Christmas is also celebrated by non-Christians as a time of gift exchanges and seasonal decoration.

When celebrating Christmas in Guiding, units are advised to focus on secular activities and songs (many carols are based on Christian religious beliefs).

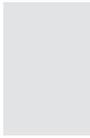
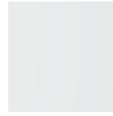
Culture

The history and traditions of a specific group, whether defined by religion, gender, ethnicity or another shared factor.

Girl Guides of Canada—Guides du Canada respects all cultures and encourages girls to share their unique backgrounds with others.

Cystic Fibrosis (CF)

A genetic condition that affects the digestive system and lungs. Symptoms may include a persistent cough with productive thick



mucous; wheezing and shortness of breath; and frequent chest infections, which may include pneumonia. Treatments may include daily massage or patting of the chest to clear the lungs, inhaled medications, taking enzymes to aid digestion and/or oxygen therapy. *A person experienced in these treatments may need to accompany a girl with CF to camp.*



Deaf

Also called “hearing impaired” or “hard of hearing.” Girls may have minor hearing loss or be completely deaf. They may or may not wear hearing aids or have cochlear implants to assist their hearing and they may lip-read.

Adaptations and modifications:

- Ensure all instructions and directions are printed as well as delivered verbally.
- Always face the girl when speaking and enhance diction (e.g., no chewing gum).
- Reduce background noise when addressing the girl (no cross-talk or secondary conversations).
- Repeat directions and check regularly for understanding.

Down Syndrome

A condition in which extra genetic material causes delays in the way a child develops, both physically and mentally. Youth with Down Syndrome may have weak upper spine and neck muscles and should avoid activities that put stress on these areas (e.g., trampoline, diving). Girls may have intellectual delays and require additional support when attending meetings and/or camp.



Ethnicity

An ethnic group or ethnicity is a category of people who identify with each other based on similarities, such as common ancestral, language, social, cultural or national experiences.

Girls are encouraged to share their ethnic identity with their unit. Guiders should be respectful of differing ethnic traditions, experiences and perspectives when planning meetings and incorporate those of all girls.



Faith

A belief in a deity or doctrine. Matters of faith are personal and meetings should remain secular and non-faith based. The exception here is when specifically discussing faith (e.g., celebrations and ceremonies) and all members are free to participate or decline as they are comfortable.

Fetal Alcohol Spectrum Disorder (FASD)

Fetal alcohol spectrum disorders are a group of conditions that can occur in a person whose mother drank alcohol during pregnancy. Problems may include poor coordination, intellectual disability, behaviour problems and problems with hearing or seeing. General characteristics include a lack of focus, daydreaming and poor organizational skills and time management. Girls may be overly impulsive and/or slow to start a task. Additionally, girls may be unable to sit or stand still for extended periods (or even short ones) and need to be moving or busy at all times.

Adaptations and modifications:

- Give an estimated duration for each task.
- Limit instructions to three or four at a time; review often.
- Provide information in advance; build on directions over a period of time.
- Ensure important information is relayed to parents by Guiders. Do not rely on girls to pass on information.
- Provide regular “body breaks” during periods of listening.

Adaptations for games and activities:

- Memory games (e.g. Kim’s Game): Provide extra time or clues if needed.
- Observation games (e.g., Spot the Difference): Provide clues or extra time if needed.
- Maintain a regular order for meetings so that girls know what to expect.
- If girls need to move, ask them to assist with a task—for example, setting up the next craft.
- Present activities/crafts in stations so that girls move between steps (e.g., Step 1: Cut out circle. Step 2: Move to the next table and glue on googly eyes. Step 3: Move to next table, etc.).

First Nations

The First Nations (French: Premières Nations) are the various Aboriginal Canadians who are neither Inuit nor Métis. Within Canada, *First Nations* (most often used in the plural) has come into general use—replacing the deprecated term *Indians*—for the Indigenous peoples of the Americas. See **Aboriginal** in the first article in this series for more information.



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G

Gender

Can be defined in two different ways: gender identity and gender role (or expression). Neither is descriptive of a person's sex as ascribed at birth.

Gender identity is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation.

Gender expression is how a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.

"Transgender" refers to a male or female who undergoes reassignment surgery and/or chooses to live as a person of the gender contrary to that assigned by birth. Girl Guides of Canada welcomes transgender girls and women as members and Guiders, and the

organization has policies in place to support them as they transition.

As an organization, we are aware of the challenges these women and girls face. We must also be considerate of such challenges at a unit level and be very conscious of language we use, activities we select and the relationships between the members we supervise and lead. Depending on the level of Guiding involved, the language used to discuss this issue will vary considerably.

For more information, please see *Canadian Guider* magazine – Winter edition (page 4) or the online resource: girlguides.ca > *Inclusivity and Accessibility* > *Guidelines for the Inclusion of Transgender Members*.

H

Hard of Hearing: see Deaf in issue 379 (Winter/Spring 2017)

Hindu(ism)

Refers to any person who regards themselves as culturally, ethnically or religiously adhering to aspects of Hinduism. It has historically been used as a geographical, cultural or religious identifier for people indigenous to South Asia.

While Hinduism covers a range of beliefs, the principal ideology is a belief in One Supreme Reality (Brahman) manifested in many gods and goddesses. Reincarnation is based on karma (in other words, living well reaps rewards in a future life). Traditional Hindu practices include yoga, meditation, worship, devotion to a god or goddess, pilgrimage to holy cities and living according to one's dharma or purpose. Main holidays are Holi, Diwali and Mahashivratri.

Hypoglycemia

A situation in which the body's blood glucose level is lower than normal. Not consuming the required amount of glucose can lead to a decrease in the level of glucose in one's blood. A low blood glucose level can result in health complications like coma, seizures and impairment of body functions. Girls with diabetes are especially prone to this, and their sugar intake should be carefully monitored.

I

Identity

The way in which a girl relates to herself, her peers, her body, her culture and heritage and/or other group. It also relates to a person's perception of their gender (see above).

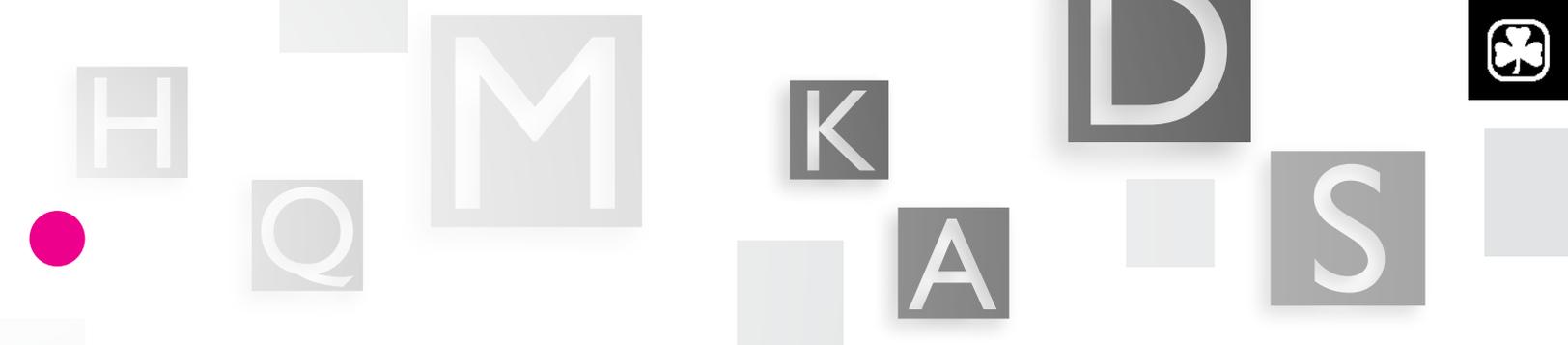
Self-identity can be positive or negative. A negative self-identity can be very destructive, leading to eating disorders, body dysmorphia or self-esteem issues.

Guiders should be alert for any dramatic changes in a girl's appearance, interactions with others or mannerisms. Withdrawal from social situations, lack of participation or refusal to eat at camp should be considered warning signs and should be addressed quickly (for example, by speaking with the girl's parent/guardian).

Immigrant

An individual or family who has come from another country to Canada under certain visa requirements and status designations. Refugees are also welcome in Canada and will be included in the next article on diversity. In Canada, we have the fortune of living with, next to and among people from wide-ranging backgrounds.

As Guiders, we can celebrate the diversity



that members of different cultures bring to our organization and provide opportunities for every member to express her cultural or national heritage.

Girl Guides of Canada does not require members to divulge their immigration status. All girls and women are invited to be part of the organization.

Islam

A single-theology religion, which professes that Allah is the only god and that Muhammad is the last messenger of god. It is the world's second-largest religion and the fastest-growing major religion in the world, with over 1.7 billion followers known as Muslims. Eid Al-Fitr and Eid Al-Adha are two holidays of Islam.

Practices of Islamic faith include greeting others with “as-salamu alaykum” (“peace be unto you”), saying “bismillah” (“in the name of God”) before meals and using only the right hand for eating and drinking. Prohibited foods include pork products, blood, carrion and alcohol. All meat must come from an herbivorous animal slaughtered in the name of God by a Muslim, Jew or Christian, except for game that one has hunted or fished for oneself. Food permissible for Muslims is known as halal food. Members who observe these Islamic dietary laws must be permitted to bring properly prepared food to camp or other events where food is provided, unless they have the facilities and knowledge to prepare it for themselves when required.

J

Jewish

Describes Jews, or the Jewish people—an ethnoreligious group originating from the Israelites, or Hebrews, of the Ancient Near East. Jewish ethnicity, nationhood

and religion are strongly interrelated, as Judaism is the traditional faith of the Jewish nation, while its observance varies from strict observance to complete non-observance.

Judaism

Encompasses the religion, philosophy, culture and way of life of the Jewish people. Judaism is an ancient monotheistic religion, with the Torah as its foundational text. The two best-known holidays are Passover and Shabbat.

The Jewish dietary laws are known as kashrut. Food prepared in accordance with these laws is termed kosher. Many of the laws apply to animal-based foods. For example, in order to be considered kosher, mammals must have split hooves and chew their cud. Jewish law also forbids the consumption of meat and dairy products together. The waiting period between eating meat and eating dairy varies by the order in which they are consumed and by community, and can extend for up to six hours. Utensils that have been used to prepare non-kosher food, or dishes that have held meat and are then used for dairy products, render the food unacceptable under certain conditions. The food preparation requirements for members who observe kashrut should be considered carefully and undertaken appropriately in consultation with the member and her family.

K

Kwanzaa

A week-long celebration honouring African heritage which is observed from December 26 to January 1, culminating in a feast and gift giving. Kwanzaa has seven core principles (Nguzo Saba). It

was created by Maulana Karenga and was first celebrated in 1966–67.

A Kwanzaa ceremony may include drumming and musical selections, readings and food. The greeting for each day of Kwanzaa is “Habari Gani?” which is Swahili for “How are you?” Today, many families celebrate Kwanzaa along with Christmas and New Year. Frequently, both Christmas trees and kinaras, the traditional candleholder symbolic of African roots, share space in Kwanzaa-celebrating households. For people who celebrate both holidays, Kwanzaa is an opportunity to incorporate elements of their particular ethnic heritage into holiday observances and celebrations of Christmas.

L

Learning Disabilities

A category of disability that includes central auditory processing disorder, dyslexia, dyscalculia, dysgraphia, dyspraxia, visual processing disorder, attention deficit disorder (ADD) and attention deficit hyperactive disorder (ADHD).

Central auditory processing disorder (CAPD) affects a child's ability to understand spoken information. Instructions (for crafts, etc.) should be provided in short bursts, preferably with pictorial back-up.

Dyslexia is a neurological disorder that affects one's ability to read or comprehend language. For girls with this condition, instructions should be provided orally, and important messages relayed to a parent for clarification.

Dyscalculia affects the processing of numbers. Girls may have difficulty counting change, reading maps or using

continued on next page ➡



R

X

H

P

B

calendars, in addition to experiencing difficulty with math. Important dates should be shared with parents, and girls with dyscalculia should be supervised during cookie sales.

Dysgraphia limits written output. Girls should be permitted to provide reports and badge work, etc., in visual or oral form or another manner that better suits their abilities.

Dyspraxia restricts motor skills, including the ability to move freely, write clearly, follow reason or be organized. Adaptations may include providing a checklist of needed items or supplies for regular meetings, special events and camps. Following a routine at meetings will also assist members in staying on task and understanding activities.

Visual processing disorder (VPD) affects vision. Girls may be unable to perceive correctly the depth, size or distance of an object. Girls and women may trip and fall often; as such, meeting areas should be screened for potential hazards. Games that rely heavily on the recognition and memorization of pictures will be challenging and should be avoided. Scavenger hunts may also be difficult. Water activities and other dangerous sports such as horse riding and skiing should be undertaken with extreme caution and with one-on-one supervision. Cooking, using tools and lighting campfires are also activities of concern and require one-on-one supervision.

For information about attention deficit disorder (ADD) and attention deficit hyperactive disorder (ADHD), see issue 378 (Fall/Winter 2016).

M

Multiple Sclerosis (MS)

A disease of the central nervous system. The nervous system is affected by the body's immune response. MS is three times more common in women than men. There is currently no cure. Symptoms may start with fatigue, dizziness and numbness; over

time, the disease will cause the nervous system to shut down, affecting every facet of the individual's life. Members with a MS diagnosis may need emotional support, as well as a physical support person to attend meetings with them.

Muscular Dystrophy (MD)

A hereditary disease characterized by progressive muscle weakness. Muscular dystrophy is a genetic disorder caused by a defective gene.

The signs and symptoms of MD vary. Each type of MD differs in the body part affected, age of onset and progression of the disease. Some of the common symptoms are muscle weakness, apparent lack of coordination, obesity, progressive muscle wasting, weakness and loss of function, joint contractures, frontal baldness, cataracts, drooping eyelids and mental impairment.

While there is no cure, treatment can slow the speed of degeneration. Therapies may ease joint stiffness, reduce contractures and allow for greater movement for a longer period of time.

Members with MD may demonstrate no symptoms initially, degenerating over time until ultimately requiring full support and use of an electric wheelchair.

Mute

A condition in which one is unable to speak due to medical issues or selectively does not speak because of a psychological concern. Members with mutism are still fully able to hear and comprehend language and may actively participate in unit meetings and events without ever speaking.

Selective mutism may ease once a member is more comfortable with a group. Physically mute members may use sign language or alternative communication device.

N

Non-verbal

Similar to mutism, meaning someone

who does not speak. However, a person who is non-verbal is unable to speak due to a cognitive issue. Non-verbal girls may communicate using sign language, alternative communication devices or be accompanied by a support person.

O

Obsessive Compulsive Disorder (OCD)

A common, chronic and long-lasting disorder in which a person has uncontrollable, reoccurring thoughts (obsessions) and behaviours (compulsions) that he or she feels the urge to repeat over and over. This may present itself as frequent hand-washing, repetitive checking of locks, strict adherence to a specific number (for example, tapping a toothbrush four times on the sink edge) or another trait. It may also be seen as over-attention to an activity (sweeping a floor, being clean, arranging books alphabetically, etc.).

A girl with obsessive compulsive disorder can be encouraged to use her focus to benefit the group as a whole. For example, a girl who is fastidious about neatness might be given the responsibility for maintaining patrol boxes. Conversely, Guiders should be aware of and sensitive towards the unique challenges faced by members with compulsive tendencies.

P

Parkinson's Disease

A degenerative disorder that affects the central nervous system, characterized by impaired muscular coordination and tremors. It is a neurodegenerative disorder that is chronic and progressive, affecting the part of the brain that controls the movement of muscles. Some of the characteristic symptoms of Parkinson's disease are tremors; bradykinesia, or slowing down of movement; rigidity; difficulty in walking, known as Parkinsonian gait; and poor balance.

Girls and leaders with Parkinson's may



need support when moving around the meeting space, particularly in unfamiliar locations or over uneven territory.

Passover: see Judaism above

Phobia

Refers to an extreme fear or aversion. Fears may be rational or irrational, may stem from a traumatic event or be based on a perceived threat. Girls with phobias should be treated respectfully, without ridicule and in accordance with GGC’s vision and values.

Post-Traumatic Stress Disorder (PTSD)

A mental illness that is often connected to exposure to trauma from a single event that involved death, the threat of death or serious injury. PTSD may

also be linked to ongoing emotional trauma, such as abuse in a relationship. It is common among recently arrived refugees who have escaped war and threats on their lives.

PTSD causes intrusive symptoms such as re-experiencing the traumatic event. Many people have vivid nightmares, flashbacks or thoughts of the event that seem to come from nowhere. They often avoid things that remind them of the event—for example, someone who was hurt in a car crash might avoid driving.

Girls with PTSD may feel very nervous or “on edge” all the time; they may startle easily, have a hard time concentrating, feel irritable or have problems sleeping well. They may often feel like something

terrible is about to happen, even when they are safe. Girls may feel very numb and detached or feel like things around them aren’t real, feel disconnected from their body or thoughts or have a hard time feeling emotions. Guiders should be attuned to such anxieties and be conscious of language used and activities undertaken. A piece of music, a smell or a sound may initiate an automatic response, whether conscious or otherwise, and may incite a girl to flee a situation.

PLEASE NOTE: All Guiders should have received an email recently regarding an update to the Accessible Customer Service policy. Please ensure you have read this important information.



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If you have any questions about inclusivity and diversity in Guiding or need help finding resources, please contact Fiona Rogan, the Inclusivity-Diversity Specialist, at inclusivity-diversity@bc-girlguides.org.



Quadriplegic

A person affected with partial or complete paralysis of both the arms and legs, especially as a result of spinal cord injury or disease in the region of the neck. Members with quadriplegia will likely have a support person accompany them. Considerable program adaptations may be required. Contact your area or provincial inclusivity champion for ideas.

Queer

A term that at one time was considered an offensive description of homosexual men but nowadays is used as an umbrella term for sexual and gender minorities who are not heterosexual. Girls may define themselves as “queer”; however, because some people inside and outside LGBT communities associate the term with its more familiar derogatory usage, the term remains controversial.



Ramadan

A religious fast observed by Muslims. Observers may not eat or drink between

dawn and dusk. Muslims are also instructed to avoid behaviour that may negate the reward of fasting, such as lying and fighting. Food and drink is served daily before dawn and after sunset. Members attending camp during Ramadan may face significant challenges with meal schedules. Guiders should be aware of the religious practice of fasting and be flexible by allowing a girl to eat when appropriate.

Refugee

A term for a displaced person who has crossed international borders and cannot safely return to their homeland. Also known as “asylum seekers,” such persons hold limited legal status until granted asylum in the landing country.

Girl Guides of Canada welcomes all members regardless of immigration status and offers a safe environment for all women and girls.

Guiders should be aware of circumstances and situations that refugees may have experienced and be sympathetic to their needs. A refugee may be reserved, reluctant to share information and/or hesitant to engage with peers. Offering opportunities to share her story in a safe environment and at her own pace can allow her to feel that she is settled.

Parents may ask Guiders for information about local opportunities and programs, or to provide references and referrals for their children. Guiders should not become involved in immigration status claims.

Religion

The belief in and worship of a superhuman controlling power, especially a personal god or gods; a particular system of faith and worship; a pursuit or interest to which someone ascribes supreme importance.

Girls may ascribe to traditional religious affiliations, unorthodox churches/ faiths or other belief systems.

Girl Guides of Canada is a non-denominational organization that welcomes girls of any or no religious background. Meetings should be secular unless discussing a specific religious celebration or holiday. Guiders should amend traditional campfire songs and graces to include all faith systems.

Rheumatoid Arthritis (RA)

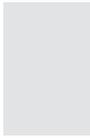
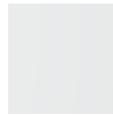
An autoimmune disease that typically affects the joints in the hands and feet. It is characterized by pain, swelling and deformity of the joints. The cause is not known and RA occurs when the body's immune system mistakes its own cells as harmful. It is a progressive condition that has no cure, and various treatments are used to reduce the pain associated with it.

Individuals receiving a diagnosis of RA often experience depression and anxiety and may need support while processing the information. As the condition develops, additional supports may need to be put in place to accommodate the member, including but not limited to assistance with manual tasks, shortened hikes and reduced responsibilities. Adult members with RA may choose to work in an advisory capacity rather than as an active Guider role as their ability to participate is impacted by their condition.



Schizophrenia

A psychological disorder characterized by abnormalities in the perception or expression of reality. It may present as hearing voices or altered states. Individuals may experience hallucinations, delusions,



disorganized speech patterns and unusual movements. Personal hygiene and self-care may become unimportant, and individuals may need 24-hour support to maintain a healthy life and home.

Schizophrenia can develop at any time from adolescence to adulthood and, rarely, in children. Initial symptoms can include sudden irrational fears, belief in conspiracy theories and the belief that others are spying on them. Such behaviours should be considered warning signs, and Guiders should alert a parent or guardian immediately if observed.



Tinnitus

A condition of the human ear in which there is a sense of sound within the ear without the existence of any external sound (also known as ringing in the ear). Sufferers may experience depression, frustration and/or sleep deprivation. White noise may help to offset the effects of the ringing. Members who live with tinnitus may choose to use music to relax, especially at night. Exceptions to a No Electronics at Camp rule should be allowed to accommodate such adaptations.

Transgender

(see also Gender in issue 380, Spring/Summer 2017)

An umbrella term for persons whose gender identity, gender expression or behaviour does not conform to that typically associated with the sex to which they were assigned at birth. “Trans” is sometimes used as shorthand for transgender. While generally an acceptable term, not everyone whose appearance or behaviour is gender-nonconforming will identify as a transgender person. Adult members may

have undertaken gender reassignment. Girls may be at the beginning or the end of their self-discovery journey.

Girl Guides of Canada welcomes all members who identify as female, including transgender persons.



Vaccine

A biological preparation that provides active acquired immunity to a particular disease. A vaccine typically contains an agent that resembles a disease-causing microorganism and is often made from weakened or killed forms of the microbe, its toxins or one of its surface proteins.

Vaccines may be required when travelling internationally. Girl Guides of Canada—Guides du Canada is not responsible for confirming vaccination requirements. It is the responsibility of the individual member to ensure they have the correct vaccinations for the destination.

Violence

The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a

high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation (World Health Organization definition). Violence of any sort will not be tolerated by Girl Guides of Canada. All members are required to sign and adhere to the Code of Conduct.

Volunteer

All Guiders at the unit, district, area and provincial levels are volunteers. Girl Guides of Canada recognizes the extraordinary commitment these women make to our organization and the difference they make for more than 95,000 girls every year. Thank you, volunteers!



Yom Kippur

The holiest day of the Jewish year. Yom Kippur means “Day of Atonement,” and observers fast for nearly 26 hours, beginning before sunset on the evening before and ending after nightfall on the day itself. They also refrain from washing, working and wearing leather footwear, among other abstentions. Girl members who may choose not to attend Guiding events during Yom Kippur in order to meet religious obligations should be supported.

