

# Cultural Diversity

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## Credits

### The 4-H Pledge

I pledge my Head to clearer thinking,  
my Heart to greater loyalty,  
my Hands to larger service,  
my Health to better living, for my club, my community,  
my country, and my world.

### The 4-H Motto

Learn To Do By Doing

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Date: February, 2024



**CANADA**  
4-H Ontario

A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario. Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use it for 4-H purposes and give credit to the original creators. Your provincial 4-H organization may have restrictions on the types of 4-H projects or activities which can be completed in your region.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this Project Resource was accurate at the time of printing.

The 4-H program in Ontario is supported by the Ontario Ministry of Agriculture, Food and Rural Affairs. Material for this Cloverbud Cultural Diversity unit was supported by the Grand River Agricultural Society.





## 4-H Inclusion Statement

4-H in Canada is open to all\* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.\*\*

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

*\*This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

*\*\*Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

## Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes\* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. \*\*

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

*\*Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.*

*\*\*Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*



# Community Event Checklist

**Community Events** refer to activities hosted and organized by an outside party that are attended by a 4-H group.

Examples include, but are not limited to: club members volunteering at a community event or fundraiser, or attending an exhibition or a trade show.

## **Risk Management Strategies**

Safety information and recommendations contained in this safety checklist are believed to reflect best practices to reduce risk. The suggested risk management strategies are considered minimum standards for participating in a community event.

## **Preparation**

- All youth members and their parents/guardians are informed of potential risks involved in the activity, as well as the safety rules and procedures.
- Safety rules and procedures are learned prior to participation.
- Emergency contact and medical information for all participants will be on-hand throughout the event, as well as dedicated phones for emergencies.
- A first aid kit will be available.
- Set a muster point at the event for everyone to gather in case of an emergency, or if separated from the group. Ensure all participants are aware of this emergency plan.

## **Supervision**

- Adheres to Youth Safety Supervision Policy, Rule of Two, and Supervision Ratios.
- At large events, you may partner with other 4-H groups to provide greater supervision coverage.
- Members must stay within supervised areas as explained by leaders.
- At a public event, the overall group may break into smaller groups. Smaller groups may be supervised in public view by one trained leader or screened volunteer. The maximum number of youth per supervisor must follow the supervision ratio.
- There must never be a situation where an adult is one-on-one with a youth. If a member needs individual attention, engage a fellow supervisor or another adult for assistance.
- Ensure all adults communicate a safety plan to youth and everyone knows how to contact the trained leader in charge in case of an emergency.
- If working in conjunction with another volunteer group, members must be supervised by a 4-H trained leader and/or trained volunteer. Volunteers from other organizations have not met our screening requirements.
- Safety rules and procedures are enforced throughout the activity.
- Emergency action plan is in place to deal with accidents/injuries.

## **Clothing/Footwear**

- Appropriate and properly fitted footwear is worn.
- Appropriate clothing is worn.

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I pledge

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**CANADA**  
4-H Ontario

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## INTRODUCTION TO CULTURAL DIVERSITY:

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### Objectives & Goals of the Unit:

- Gain an appreciation for various cultures found in our communities.
- Create an understanding that cultural diversity includes many things such as language, race, age and ethnicity among many other things.
- Try new foods and learn about ingredients that may be new and not used in everyday Canadian cooking.

### Background:

#### What is cultural diversity?

Cultural diversity is about creating equity, respect, and understanding between people from different cultures. It's about understanding that each of us comes from a specific culture, which has its own history, language, norms, values, and beliefs. It is being open to learning about each other's culture. It is about inclusion.

When we talk about cultural diversity in the world today, it encompasses many things – race, ethnicity, religion, gender, age, and skills are just some examples.

#### Why do we need cultural diversity?

Cultural diversity makes a community stronger. It helps create better ideas, more creativity, innovation, and forward-thinking. It allows for better problem solving because it brings together a wider range of perspectives, experiences, and knowledge.

#### Cultural diversity is important to everyone – regardless of culture or background.

In this unit, Cloverbuds will explore what cultural diversity means and gain an understanding of various cultures through fun, hands-on activities.

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## 4-H PLEDGE & ROLL CALL

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### Suggested Roll Calls:

- Name a country/province/area you have visited. What did you do when you were there?
  - Do you know what country your ancestors came from? What country was it? Have you ever visited the country they came from?
  - Have you spoken to someone at school in the last week that you had never talked to before? Were they new to the school? If so, how did you welcome them to the school?
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**Time Frame:** Units are to be completed in a two-hour time frame. There is more material here than can be covered in two hours. Please choose activities according to the age and abilities of your cloverbud participants.

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## GETTING STARTED

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### ‘The Many Languages of Welcome’ Wordsearch

**Activity Time:** 10-15 minutes

**Materials Needed:**

- “The Many Languages of Welcome” Wordsearch (found in the Resource section at the end of this unit)
- “The Many Languages of Welcome” Answer Sheet (found in the Resource section at the end of this unit)
- Writing Utensils

Print enough word searches for every Cloverbud. Distribute word searches and writing utensils and give Cloverbuds at least 5 minutes to work independently on the activity. After the time is up, or once everyone is finished, gather Cloverbuds and go over each of words listed on the word search. Discuss which country each word is from and how the word ‘Welcome’ can sound so different and yet still mean the same thing.

**Bienvenido (Spanish)**

**Tervetuloa (Finnish)**

**Bienvenue (French)**

**Velkommen (Danish & Norwegian)**

**Benvenuto (Italian)**

**Vítejte (Czech)**

**Dobrodosli (Bosnian & Croatian)**

**Welcome (English)**

**Funyihng (Cantonese)**

**Welkom (Dutch)**

**Huanyíng (Mandarin)**

**Willkommen (German)**

**Karibu (Kenyan)**

**Witamy (Polish)**

**Salve (Latin)**

**Yokoso (Japanese)**

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## Handprint Wreath

**Activity Time:** 20-30 minutes

**Materials Needed:**

- Cardstock or construction paper in various shades of skin tones
- Glue dots or glue
- White dinner-size paper plate
- Scissors
- Pencil
- Ribbon
- Hole punch

1. Trace each child's hand on the scrapbook paper and cut apart.
2. From the paper plate, remove the center circle to create the wreath shape.
3. Attach the handprints to the paper plate wreath using glue dots.
4. Punch holes through the hands in the center of the plate.
5. Lace ribbon through the holes and finish with a bow.

Activity & Image Source: Little Bins for Little Hands [https://  
littlebinsforlittlehands.com/handprint-wreath/](https://littlebinsforlittlehands.com/handprint-wreath/)





## LET'S EXPLORE

### The Rainbow Colours of Me

**Activity Time:** 15-20 minutes

**Materials Needed:**

- “The Rainbow Colours of Me’ worksheet (found in the Resource section at the end of this unit)
- Crayons, markers of various colours

Print enough worksheets for every Cloverbud. Distribute the worksheet and crayons/markers and give Cloverbuds at least 5 minutes to work independently on the activity. After the time is up, or once everyone is finished, gather Cloverbuds and have everyone show their rainbow. Discuss how everyone’s rainbows are unique to them. Ask the following questions:

Are all of the rainbows the exact same colour? Why aren't they?



- Is it a good thing that the rainbows all look different? Why or why not?
- Do parts of your rainbow look the same as some others in the room?
- If we learn that it is okay to be different and that our differences are something to be celebrated, then difference isn't something weird that makes people stand out from the crowd. Our differences should be something to lift us up and appreciate!

Activity & Image Source: <https://coffeandcarpool.com/celebrate-differences-with-the-rainbow-colors-of-me/>

### Smarties Experiment

**Activity Time:** 20-30 minutes

**Materials Needed:**

- Smarties (M&M's can also be used) of various colours for each Cloverbud (about 5 to 10)

Have participants sit in a circle (or around a table). Place Smarties in front of each Cloverbud and remind them not to eat the Smarties (yet!).

Everyone is the same on the inside, although we may look different on the outside. Break open a few Smarties and show that, despite the colour of the Smartie, the inside looks the same on EVERY Smartie. Have Cloverbuds break the Smarties in half so they can see that their Smarties are all the same on the inside as well

Ask the following questions:

- What outside features do you have on your body that everyone can see?
- Can anyone see your heart beating inside of you? Where is your heart located in your body? Is it in the same place as everyone else's heart?
- Can anyone see your lungs working inside of you? Where are your lungs located in your body? Is it in the same place as everyone else's lungs?
- When you bleed, what colour is the blood?



After the discussion has finished, everyone can enjoy their Smarties!

Activity & Image Source: <https://bilingualkidspot.com/2021/06/10/multicultural-diversity-activities/>

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## LOOKING WITHIN

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### Globe-trotting!

**Activity Time:** 15-20 minutes

**Materials Needed:**

- Globe or a paper map

Have Cloverbuds take turns one by one getting to put their finger on the spinning globe (or have them close their eyes and put their finger on the map). Ask the group the following questions:

- What country is the finger pointing to?
  - Have you heard of this country before?
  - What language do they speak in this country?
  - Can you drive to this country? If not, how long do you think it will take to fly there?
  - What is the weather like in this country?
  - What kinds of food do you think they eat? (think about the climate)
  - Is this a country you would like to visit?
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If the group doesn't know some of the answers to the questions, have them use a laptop or cellphone to search out the answers.

## Dance Party!

**Activity Time:** 15-20 minutes

**Materials Needed:**

- Laptop/computer that can show videos of people from various countries dancing (if possible, hook up to a TV so the picture is bigger)

Find videos online of people from various cultures dancing. Ask Cloverbuds the following questions:

- Have you heard this kind of music before?
- Do you like this music?
- What types of clothing are the dancers wearing? Do their outfits look different compared to what dancers from other countries wear?

Encourage Cloverbuds to dance to the music similar to what they see in the video.

## Dance Party!

**Activity Time:** 10-15 minutes

**Materials Needed:**

- Small bottle of hand soap
- Water/Access to a sink
- Towels

Let participants practice washing their hands. Remind them that bakers must wash their hands often. As they wash their hands, have them sing the entire Happy Birthday song. Once they have finished singing, they have then washed their hands for long enough.

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## WRAPPING THINGS UP

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### Recipe Time! - Crepes (French)

**Activity Time:** 10-20 minutes (depending on the size of the group)

**Materials Needed:**

- Liquid and dry measures
  - Mixing bowls (2)
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- Mixing spoon
- Skillet
- Rubber spatula
- Plate

**Ingredients:**

- 1 1/2 cups (375mL) milk
- 4 tbsp (60mL) melted butter
- 1 large egg plus 1 egg yolk
- 3/4 cup (180mL) flour
- 1 tbsp (15mL) vanilla flavouring
- 2 tbsp (30mL) sugar
- 1/4 tsp (1mL) salt
- Chocolate spread (e.g. Nutella) (optional)
- Fresh berries (optional)
- Powdered sugar (optional)
- Whipped cream (optional)



**Instructions:**

1. Read the entire recipe and assemble the items needed to make the recipe.
2. Mix the wet ingredients in one bowl and set aside.
3. Mix the dry together and slowly whisk into the wet ingredients.
4. Heat a skillet over medium heat with a little oil in the pan (or use a nonstick pan).
5. Pour about 1/4- 1/3 cup (60-80mL) batter into the pan, lift off the burner and swirl with your wrist to cover the entire bottom of the pan.
6. Once the edges start to lift and curl, carefully flip the crepe. Use a rubber spatula. It bends and slides right under the crepe. If the crepe is sticking carefully slide the rubber spatula under the edges first. Let the other side brown a little and remove to a plate.
7. Serve with your choice of fresh berries, chocolate spread (such as Nutella), powdered sugar and/or whipped cream.

Note: if your Cloverbud group is large, make some crepes ahead of time to help speed up this activity.  
Recipe Source: <https://ohsweetbasil.com/strawberry-nutella-crepes/>

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## Recipe Time! - Classic Brigadeiros (Brazilian Truffles)

**Activity Time:** 15-20 minutes plus chilling time

### Materials Needed:

- Liquid and dry measures
- Pot
- Rubber spatula
- Greased plate
- Dish for chocolate sprinkles for rolling

### Ingredients:

- 1 tbsp (15mL) butter
- 14 oz (395g) sweetened condensed milk
- ¼ cup (60mL) (30g) cocoa powder
- 1 cup (250mL) chocolate sprinkle (160 g), as needed



### Instructions:

1. Read the entire recipe and assemble the items needed to make the recipe.
2. In a pot over low heat, melt the butter, condensed milk, and cocoa powder, stirring continuously until you can see the bottom of the pot for 2-3 seconds when dragging a spatula through. You must stir continually until finished or the mixture will burn.
3. Pour onto a greased plate, then chill for 1 hour.
4. Shape and roll the chilled mixture into balls.
5. Roll the balls in chocolate sprinkles.
6. Enjoy!

Yield: 8 servings

Note: either make mixture ahead and chill so that mixture is ready to shape into balls and roll in sprinkles (but still make the recipe at the meeting so participants have the hands-on experience of making the mixture) or make these at the meeting and enjoy them at the next meeting

Recipe Source: <https://tasty.co/recipe/classic-brigadeiros>

### Add-on Activity!

Brigadeiros come in many different flavours! Research to find two more flavours that you would like to try.

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## ADJOURNMENT

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### Additional Activities

- Hold the meeting at a bakery or grocery store and see the various products that are made and sold and the various cultures/countries the items come from.
- Visit a restaurant that specializes in food from a specific country. Find out what types of food are on the menu.
- Invite someone who is from another country/culture to your meeting.
- Invite someone who is a baker/chef from another country/culture to your meeting.
- Create a judging activity including any 4 samples of the same type of food item.
- Watch a video from AgScape and/or Farm & Food Care Ontario about how food is produced in Canada.
- Try out some of the recipes in the 4-H Ontario 'A World of Food in Canada' project recipe booklet.

### References

- AgScape <https://agscape.ca/>
  - Bilingual Kidspot <https://bilingualkidspot.com/>
  - Coffee & Carpool: Raising Kind Kids <https://coffeeandcarpool.com/>
  - Education.com <https://www.education.com/>
  - Farm & Food Care Ontario <https://www.farmfoodcare.org/>
  - Little Bins for Little Hands <https://littlebinsforlittlehands.com/>
  - Oh Sweet Basil <https://ohsweetbasil.com/>
  - Tasty <https://tasty.co/>
  - Today's Parent <https://www.todayparent.com/>
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# The Many Languages of Welcome!

a m u b i c y q q g j w m j m y i b o f  
 w a i h q n g h b j m u m q c o l m h h  
 e r l n w i t a m y p f s c g k z l m y  
 l d j j b e n v e n u t o x d o f x e h  
 c a g m a u s m w b x i d p m s n t b n  
 o s e t p d c f w l i f p h h o n r x l  
 m a w v e d x g h y u e u k g h r j j x  
 e l b e x r o w h w v c n n h t j h n f  
 h v v l a k v b u u g m e v y l i h y i  
 r e m k b k l e r b a w v y e i f g a c  
 u g e o z a f w t o i n f í d n h t t m  
 r s e m y r y h i u d e y s t a i n j z  
 r l w m o i d y c l l o n í m e m d g b  
 g i x e e b o o g i l o s v n r j r o k  
 l h p n l u r x w r o k a l e g h t h c  
 e x e g y s x m e b j q o m i n t y e l  
 e i b c t x m u l c p i z m i e u h l t  
 h f b o u k x y k p f x n j m s y e w h  
 w l l c i j v o o g k w l n w e d e e t  
 i u t w f f y y m c f j g f x o n c k n

Willkommen

Dobrodosli

Bienvenido

Tervetuloa

Bienvenue

Benvenuto

Velkommen

Huanyíng

Funyihng

Vítejte

Welcome

Welkom

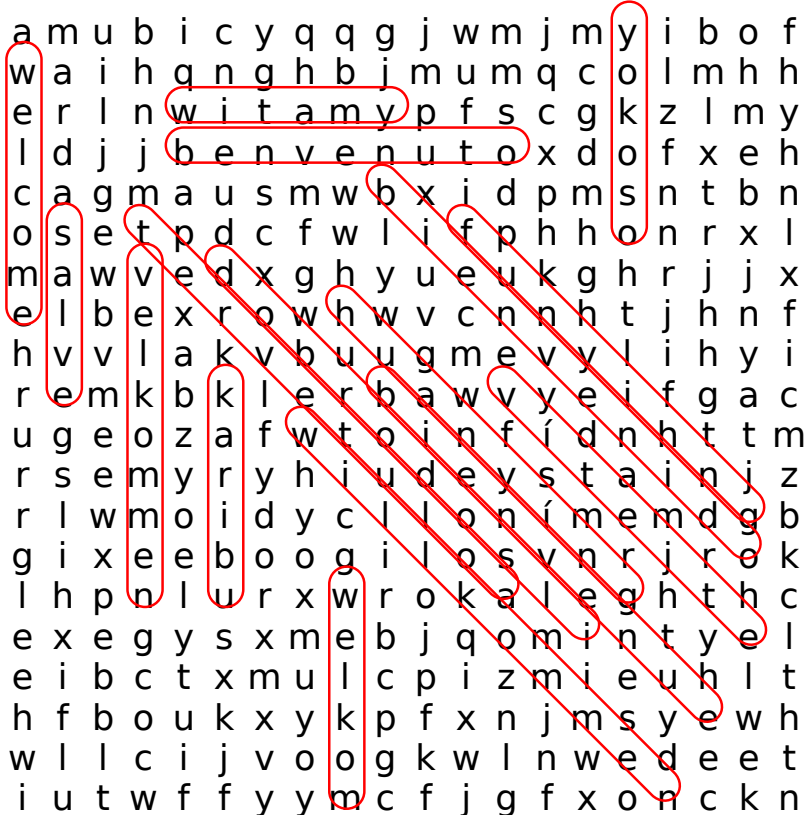
Witamy

Yokoso

Salve

Karibu

# The Many Languages of Welcome!



Willkommen

Dobrodosli

Bienvenido

Tervetuloa

Bienvenue

Benvenuto

Velkommen

Huanyíng

Funyhng

Vítejte

Welcome

Welkom

Witamy

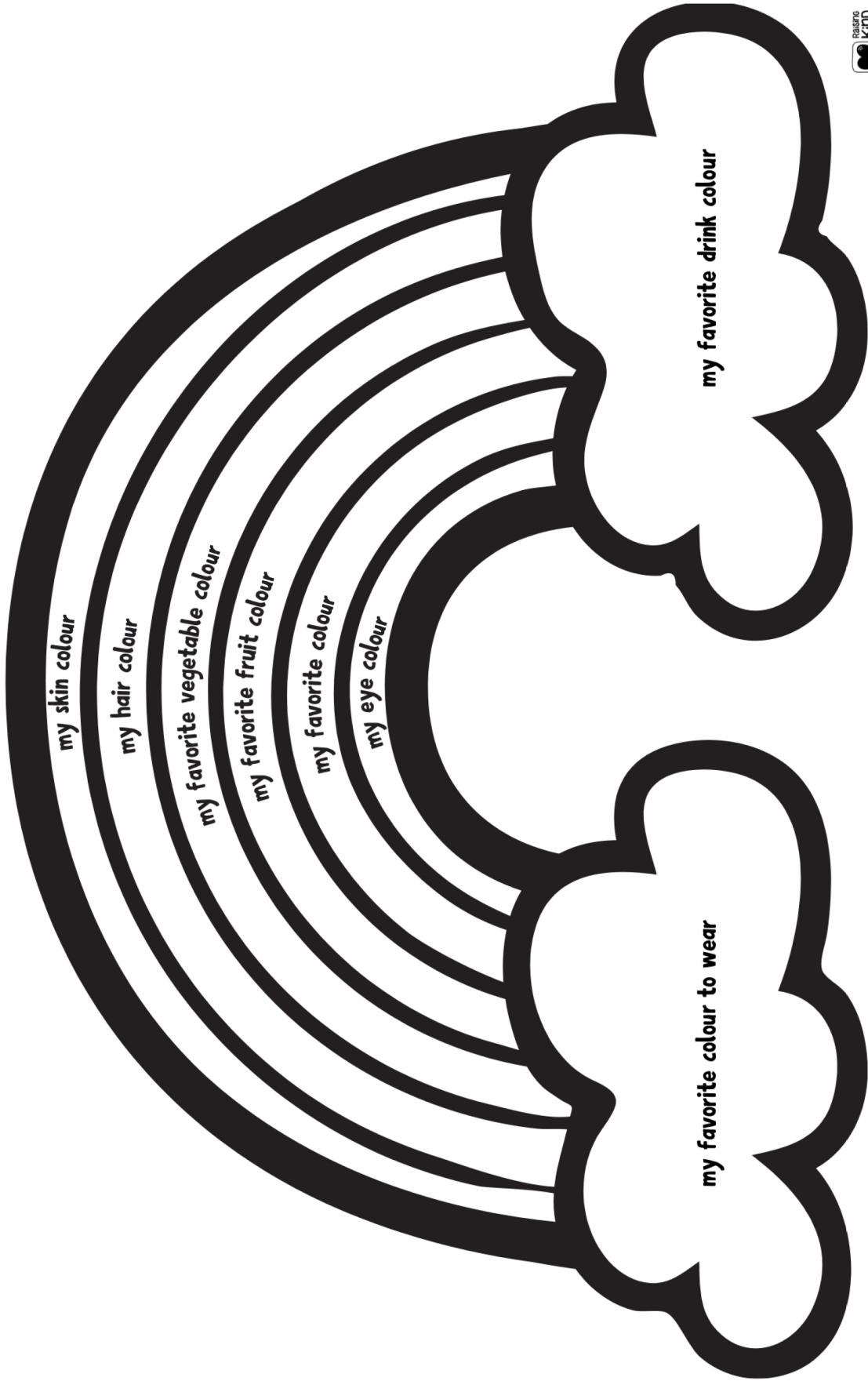
Yokoso

Salve

Karibu



# The Rainbow Colours of Me



**We are all different and the world is more beautiful because we are all different. Let's celebrate our differences!**

