

CADETTE DIVERSE. INCLUSIVE. TOGETHER. PATCH VIRTUAL MEETING PLAN

Overview

This slide deck walks you through activities to complete all or most steps of a patch. It includes a variety of interactive activities that you can do as a troop – including video, group conversations, hands-on activities, and more. Review the full deck and notes section prior to your meeting for tips and suggestions. In addition, these first slides will outline the general meeting plan.

Depending on the length of your virtual meetings, you may choose to complete this patch over the course of 1-2 meetings. Connect with families ahead of time to let them know what materials they should have ready prior to logging in. Patches can be purchased by the troop or family in the online shop.

Materials Needed

- Identity Wheel Handouts
- Notebook or scratch paper
- Writing utensil (pen, pencil, etc.)



Overview for the Troop Leader

A Note to Leaders

For a long time, many people, including social learning experts, believed that if we didn't call attention to racial differences, then children would be less likely to notice these biases themselves and therefore, less likely to discriminate against others. This is commonly known as the "colorblind" approach to handling discussions and interactions dealing with race.

Research, however, has since disproven this theory. Studies have shown that children notice and begin assigning meaning to race at a very young age (examples of this include distinguishing between white and black people, and drawing conclusions about traits inherent to those groups of people). The good news is that research has shown that parents and guardians who meaningfully talk to their kids about race end up with better racial attitudes than kids with parents or guardians who don't.

Erin N. Winkler, a professor at the University of Wisconsin who studies racial identity, states, "Children pick up on the ways in which whiteness is normalized and privileged in U.S. society." When working through these activities with your troop, make a concerted effort not to make whiteness the default and inadvertently marking other races as "other."

For additional resources on how to support healthy racial identities, refer to the list at the end of this activity plan.



Overview for the Troop Leader

Preparation & Resources For Facilitation

Prep

•Before the meeting, familiarize yourself with the content and terms. The additional resource information will be helpful to read and engage in prior to the meeting so that you feel ready to facilitate conversations about identities including discussions on racism.

•Fill out your own our personal and social identity wheels as examples to show the group (optional)

Resources for Facilitation

- [How To Talk to Kids about Racism](#)
- [Resources for Talking about Racism and Racialized Violence with Kids](#)
- [Establishing Brave Spaces: The Roles of Safety and Comfort in Dialogue](#)
- [Microaggressions Are A Big Deal: How To Talk Them Out And When To Walk Away](#)

Overview for the Troop Leader

<https://www.today.com/parents/how-talk-kids-about-racism-protests-injustice-t182929>

<https://centerracialjustice.org/resources/resources-for-talking-about-race-racism-and-racialized-violence-with-kids/>

[https://www.bc.edu/content/dam/files/centers/humanrights/pdf/IGR.Brave Spaces Handout.pdf](https://www.bc.edu/content/dam/files/centers/humanrights/pdf/IGR.BraveSpacesHandout.pdf)

<https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away>

Cadette Diverse. Inclusive. Together. Meeting Overview

Activity	Slide Number	Time	Notes
Intro/Promise & Law	Slides 5-7	5 min	
Icebreaker	Slide 8	10 min	
Badge Overview & Ground Rules	Slides 9-10	5 min	
Personal Identity Wheels	Slides 12-13	25 min	Girls explore their personal identities
Social Identity Wheels	Slides 14-16	25 minutes	Girls explore their social identities
What's a Microaggression	Slides 17-19	20 min	Girls learn about the hidden messages about microaggressions
Takeaways	Slide 20	10 min	Closing debrief of the activities
More to Explore	Slide 21	3 min	Additional resources to explore
Wrapping Up	Slide 22	5 min	



Overview for Troop Leader

Cadette Diverse. Inclusive. Together. Patch

Girl Scouts River Valleys



Cadette Diverse. Inclusive. Together. Patch

Patch purpose: When girls have earned this patch, they'll have developed an appreciation of the uniqueness and commonalities of themselves and others, and the rich diversity of various cultures in their community and in the world. Girls will also deepen their understanding and respect for people who may be different from them and learn how to better relate to others.

Girl Scout Promise

On my honor, I will try:
To serve God* and my country,
To help people at all times,
And to live by the Girl Scout Law.

*Members may substitute for the word God in accordance with their own spiritual beliefs.

Open your meeting with the Girl Scout Promise and Law

Girl Scout Law

I will do my best to be

honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,

and to

respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

Open your meeting with the Girl Scout Promise and Law

Icebreaker

WHAT'S A NEW SKILL OR HOBBY
YOU'VE LEARNED RECENTLY?

Icebreaker question

How Will We Earn This Patch?

1. SETTING GROUND RULES & EXPECTATIONS
2. PERSONAL IDENTITY WHEELS
3. SOCIAL IDENTITY WHEELS
4. WHAT'S A MICROAGGRESSION?
5. TAKEAWAYS & WRAPPING UP

Agenda for the Diverse. Inclusive. Together patch meeting(s)

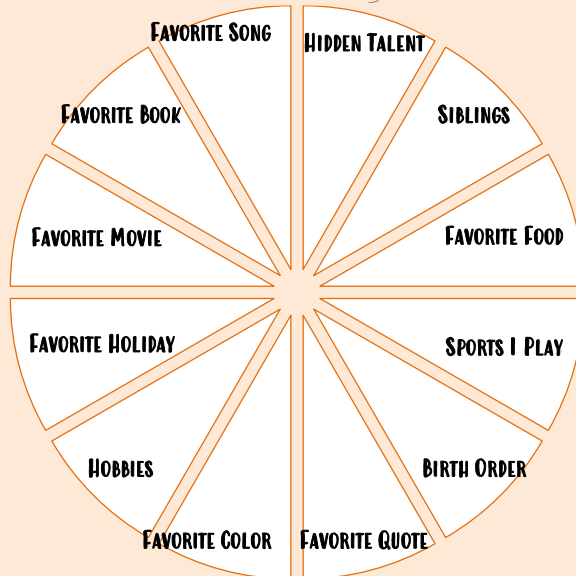
Ground Rules

- EVERYONE SHOULD HAVE A TURN TO SPEAK
- EVERYONE HAS THE RIGHT TO PASS IF THEY DON'T FEEL COMFORTABLE SHARING OR PARTICIPATING
- WHEN SOMEONE IS TALKING, WE WILL ACTIVELY LISTEN
- WHAT'S SHARED IN THIS ROOM WITH THIS GROUP STAYS WITH THE GROUP
- DON'T SHARE PERSONAL INFORMATION WITHOUT THAT PERSON'S PERMISSION

When talking and sharing about personal identities, it's important to set ground rules so that everyone feels supported and safe during the discussions.

After reading the list, open it up to your group. Are there additional rules (or guidelines) they would like to add?

Personal Identity Wheels



Tell them that today, they're going to explore and share some of those identities with each other.

Have everyone either pull out their own drawn version of the wheel or their printed copy.

Explain to girls how to fill out their wheels (the circle is separated into different sections with various prompts and spaces for their answers).

(Optional) If sharing, show girls your completed Personal Identity Wheel so they can see a finished example.

Allow girls a few minutes to complete their wheel.

**SHARE
2-3 THINGS
FROM YOUR
PERSONAL
IDENTITY
WHEEL**

Reflection

HOW IS THIS IDENTITY MEANINGFUL TO YOU?

DO YOU AND YOUR PARTNER OR SOMEONE ELSE IN YOUR GROUP SHARE AN IDENTITY?

WHAT IDENTITIES DO YOU NOT SHARE WITH PEOPLE YOU MAY NOT KNOW?

In break out groups, have everyone share and reflect on the following questions:

Have everyone share 2-3 categories from their Personal Identity Wheel.
How is this identity meaningful to you?
Do you and your partner or someone else in your group share an identity?
What identities do you not share with people you may not know?

Additionally, remind your troop of the ground rules and the importance of only sharing things that they feel comfortable sharing. Allow around 8 minutes for groups of 2-3 to share with each other.



Tell girls that now that they've completed their Personal Identity Wheel, they'll be moving on to their Social Identity Wheels.

Go over key terms on the next slide with examples for a shared understanding

Identity Term Examples

National Origin: Born in the US, Born Outside of the US

Socio-Economic Status: Working Class, Middle Class, Upper-Middle Class

Age: 10; 11; 12; 13; 14

Gender Identity: Girl, Boy, Non-Binary, Transgender, Cisgender

First Language: Spanish, English, Somali, Hmong, Arabic, Lao, German

Religious or Spiritual Affiliation: Buddhist, Muslim, Christian, Catholic, Agnostic, Atheist

Race: White; Black and African American; Asian and Pacific Islander; Latinx; Native American; Biracial; Multiracial

Disability: You have a disability and/or someone you know (family member, friend, etc.) has a disability

Ethnicity: Hmong, Italian, Vietnamese, Somali, Swedish, Irish, Mexican, Korean, Filipino

Sexual Orientation: You or someone you know identifies as LGBTQ+; You identify as heterosexual

Family Make-up: Parents are married, parents are divorced, single parent, live with someone who isn't a biological parent, come from a big or small family

Immigration Status: You, your family, friend, or someone you care about is/are an undocumented immigrant(s); You and/or your family are US citizens; You and/or your family are dual citizens (a US citizen and a citizen of another country); You and/or your family are permanent residents in the US; You, your family, friend, or someone you care about is/are a refugee(s) or asylee(s)

The list above are some examples of each identity in the wheel.

Have everyone either pull out their own drawn version of the wheel or their printed copy. Explain to girls how to fill out their wheels (it's the same as their Personal Identity Wheels, but with different categories). Remind your troop that they should only fill in information that they feel comfortable sharing. Not every triangle on the wheel has to be filled out or shared.

Give everyone 5-10 minutes to fill out their social identity wheel.

Reflection

WHAT PART OF YOUR IDENTITY DO YOU THINK PEOPLE FIRST NOTICE ABOUT YOU?

WHAT PART OF YOUR IDENTITY IS MOST IMPORTANT TO YOU?

WHAT PART OF OTHER PEOPLE'S IDENTITY DO YOU NOTICE FIRST?

WHAT PART OF YOUR IDENTITY DO YOU STRUGGLE WITH?

WHAT PART OF YOUR IDENTITY ARE YOU PROUD TO SHARE WITH OTHER PEOPLE?

In break out groups, have everyone share and reflect on the following questions:

Have everyone share 2-3 categories from their Personal Identity Wheel.

What part of your identity do you think people first notice about you?

What part of your identity is most important to you?

What part of other people's identity do you notice first?

What part of your identity do you struggle with?

What part of your identity are you proud to share with other people?

Additionally, remind your troop of the ground rules and the importance of only sharing things that they feel comfortable sharing. Allow around 10 minutes for groups of 2-3 to share with each other.

What's a Microaggression?

HAVE YOU HEARD OF THE WORD
MICROAGGRESSION BEFORE?

IF SO, WHAT DOES IT MEAN?

Ask the group, what's a microaggression?

Microaggression Definition

MICROAGGRESSIONS ARE DEFINED AS THE EVERYDAY,
SUBTLE, INTENTIONAL – AND OFTENTIMES UNINTENTIONAL
– INTERACTIONS OR BEHAVIORS THAT COMMUNICATE SOME
SORT OF BIAS TOWARD HISTORICALLY MARGINALIZED
GROUPS.

Definition of Microaggression defined from the NPR article, “Microaggressions Area A Big Deal: How To Talk Them Out And When To Walk Away” <https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away>

Read off the definition for the group. Take a moment to let the definition set in and ask for any questions. Let the your troop know that the next slide is a video of kids around their age talking about experiences with microaggressions that may help clear up any questions about the definition.

From WNYC, Kids Reflect On Microaggressions



Watch this video as a group: <https://www.youtube.com/watch?v=C6xSyRJqle8>

After you watch the video, allow 2-3 minutes for everyone to take a breath and process what may have come up. After the moment of silent reflection, go to the next slide for the reflection questions.

Reflection

WHAT CAME UP FOR YOU WHILE WATCHING THIS VIDEO?

WHAT ARE SOME OF THE HIDDEN MESSAGES IN THE STATEMENTS?

DID ANY OF THE STATEMENTS RESONATE WITH YOU?

HOW ARE MICROAGGRESSIONS HURTFUL?

IF SOMEONE TOLD YOU DID A MICROAGGRESSION TO THEM, WHAT YOU DO?

HOW CAN YOU SUPPORT A FRIEND OR YOURSELF AFTER A MICROAGGRESSION?

In break out groups, have everyone share and reflect on the following questions:

What came up for you while watching this video?

What are some of the hidden messages in the statements?

Did any of the statements resonate with you?

How are microaggressions hurtful?

If someone told you did a microaggression to them, what you do?

How can you support a friend or yourself after a microaggression?

Additionally, remind your troop of the ground rules and the importance of only sharing things that they feel comfortable sharing. Allow around 10 minutes for groups of 2-3 to share with each other.

Takeaways

WHAT FEELINGS CAME UP TODAY DURING THE DIFFERENT ACTIVITIES?

WERE THERE SOME IDENTITIES AND EXPERIENCES THAT YOU HADN'T KNOWN BEFORE TODAY?

WHY IS IT IMPORTANT TO LEARN AND CELEBRATE DIFFERENCES AND SIMILARITIES IN IDENTITIES AND EXPERIENCES?

As a group, reflect on the following questions to wrap up the meeting. Discuss these questions for around 8-10 minutes.

Group Debrief Questions:

What feelings came up today during the different activities?

Were there some identities and experiences that you hadn't known before today?

Why is it important to learn and celebrate differences and similarities in identities and experiences?

READ

THE HATE U GIVE BY ANGIE THOMAS (13+)

GENESIS BEGINS BY ALICIA D. WILLIAMS (11+)

THE COMIC SERIES, B.B. FREE BY BOOM STUDIOS (YOUNG ADULT)

WATCH

BLACK-ISH (TV SERIES, TV-PG)

ON MY BLOCK (TV SERIES, TV-14)

THE BABY-SITTERS CLUB (2020 TV SERIES, TV-G)

THE HATE U GIVE (MOVIE, PG-13)

**More to
Explore!**

Additional resources to explore

Yay! We've Earned our Diverse. Inclusive. Together. Patch!



Thank you for sharing your experience and holding space for others in our troop!

As we finish this meeting, it's important that we don't share any of the experiences and stories that we've heard from others without their permission.

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