

DAISY/BROWNIE DIVERSE. INCLUSIVE. TOGETHER PATCH – MEETING 1

Badge 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.

Activity Plan Length: 1.5 hours

Time	Activity	Materials Needed
10 minutes	Getting Started <ul style="list-style-type: none"> Girls recite the Girl Scout Promise + Law. 	<input type="checkbox"/> (Optional) Girl Scout Promise and Law poster
15 minutes	Story Time <ul style="list-style-type: none"> Girls will read a book about the ways people are similar and different from one another. 	<input type="checkbox"/> Book about diversity
20 minutes	Our Many Skin Colors <ul style="list-style-type: none"> Girls will paint a self-portrait. 	<input type="checkbox"/> Acrylic or tempera paint in various colors <input type="checkbox"/> Bowls <input type="checkbox"/> Spoons <input type="checkbox"/> Thick paper <input type="checkbox"/> Paint brushes <input type="checkbox"/> Water (for rinsing brushes) <input type="checkbox"/> (Optional) newspaper or craft paper (for covering work space) <input type="checkbox"/> (Optional) handheld mirrors
15 minutes	Same and Different <ul style="list-style-type: none"> Girls will explore similarities and differences of their troop. 	<input type="checkbox"/> “Same, Different” Venn diagram sheet (one per girl) <input type="checkbox"/> Writing utensils
15 minutes	All About Me! <ul style="list-style-type: none"> Girls will interview a family to learn more about their personal heritage. 	<input type="checkbox"/> “Family Interview” sheet (one per girl) <input type="checkbox"/> Writing utensils
15 minutes	Wrapping Up	<input type="checkbox"/> (Optional) Make New Friends lyrics poster

Note to Adults/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.

Getting Started

Time: 10 minutes

Materials Needed: (Optional) Girl Scout Promise and Law poster

Welcome everyone to the meeting, recite the Girl Scout Promise and Law.

Activity #1: Story Time

Time: 15 minutes

Materials Needed: Book about diversity (see suggested book list below)

Prep Needed:

- Obtain a copy of the book you’ll be reading to girls. If you plan on reading *All the Colors We Are* by Katie Kissinger, try to use the latest edition (published in 2014), which has updated images.
1. Read your selected book to your troop. While you’re reading, allow time for girls to ask questions or make on-topic comments (for example, girls might offer observations like, “My grandpa has a lot of freckles like that grandpa!” or “My neighbor has that color skin, but I don’t.”)
 2. After you’ve finished reading, explain that one of the ways that we’re all special and different from each other is the color of our skin. Everyone in the room has a different color skin, and no two skin colors are exactly the same. There might even be variations in color on different parts of your own body.

Book Suggestions:

- *The Skin You Live In* by Michael Tyler
- *The Color of Us* by Karen Katz
- *Same, Same, But Different* by Jenny Sue Kostecki-Shaw
- *Let’s Talk About Race* by Julius Lester
- *All the Colors We Are* by Katie Kissinger

Activity #2: Our Many Colors

Time: 20 minutes

Materials Needed: Acrylic or tempera paint in various colors; bowls; spoons; thick paper; paint brushes; water (for rinsing brushes); (optional) newspaper or craft paper (for covering work space); (optional) handheld mirrors

Prep Needed:

- Set up painting station: cover table with newspaper or craft paper (if using), squeeze paints into separate bowls, place spoons into bowls.



- You can mix skin tones with just the primary colors (for a tutorial on how to mix skin tones, visit www.craftsy.com/art/article/mixing-paint-skin-tones), or you can offer girls white, brown, tan, yellow, and red paints for easier mixing.
1. Explain to girls that they're going to be mixing paints to match their skin tones and using the paints to create a portrait of themselves.
 2. Direct girls to the painting station, and hand each girl a plate. Demonstrate how to mix the various paints to create different skin tones. Give girls a few minutes to mix the paints. Once they're satisfied that their paint matches their skin tone, hand them a large sheet of paper to paint their self-portraits. If using, offer them handheld mirrors as well.
 3. After everyone has completed their portraits, have everyone reconvene in a large circle and share their finished work.

Activity #3: Same and Different

Time: 15 minutes

Materials Needed: "Same, Different" Venn diagram sheet (one per girl); writing utensils

Prep Needed:

- Print off copies of "Same, Different" Venn diagram (one per girl, at the end of activity plan).
1. Have girls remain in a circle for this next activity. Ask girls, what are some things our troop has in common? What are some things that are different about our troop? Give girls a few minutes to come up with examples.
 2. Tell girls that even though they're all part of the same troop, there are many things that are different about them. Today, they're going to explore some of these similarities and differences with their friends.
 3. Have girls pair off and then complete the "Same, Different" Venn diagram with their partner. (If there are girls in your troop who tend to pair off for every activity, now would be a good time to count off to encourage girls to work with someone they don't know as well.) Young girls can draw pictures or write (with adult assistance as necessary) their observations on their sheet. Some questions they could ask each other:
 - What's your favorite food?
 - What's your favorite color?
 - What's your favorite animal?
 - What holidays do you celebrate?
 - Who's in your family?
 - What do you like to do for fun?
 - What makes you happy?
 - What makes you sad?
 - What makes you feel special?
 4. Allow girls a few minutes to complete the sheet. Then, gather as a large group to share their findings.
 5. After everyone has had a chance to share, ask girls, what things did you have in common? What things were different? Why is it positive that everyone has things that make them different from other people?

Activity #4: All About Me!

Time: 15 minutes

Materials Needed: "Family Interview" sheet (one per girl); writing utensils

Prep Needed:

- Prior to the meeting, connect with families and let them know about the take-home activity girls will need to complete before the next meeting. If possible, arrange to have a few family members attend the follow-up meeting to talk to the troop about their personal heritage or culture.



1. Ask girls if they remember the word “ancestor” from the book they read together in the first activity. Discuss with girls how, just like how their skin color is one way that makes them special and different, each one of them has ancestors who have come from other places—and that makes them special and different too!
2. Explain to girls that people learn skills and customs from their ancestors—another word for the things you get from your ancestors is culture, or heritage. This can be the food you eat, the kinds of clothes you wear every day or for special occasions, and the holidays you celebrate. If you’re comfortable sharing, tell girls a little bit about your own cultural background.
3. Tell girls that they’ll be chatting with someone from their family (or community) about their family story. Hand each girl the “Family Interview” sheet. Girls will need to complete the sheet at home and bring back to the next meeting. If girls would like, they can also attach (or bring in) photos or other meaningful items (with parental permission) to the next meeting as well.

Wrapping Up

Time: 15 minutes

Materials Needed: (Optional) Make New Friends song lyrics poster

Close the meeting by singing Make New Friends and doing a friendship circle.

Additional Resources

- A Guide for Selecting Anti-bias Children’s Books. socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books
- Children Are Not Colorblind, Erin N. Winkler, Professor and Chair, Africology Department, UW-Milwaukee. wpt.org/University-Place/children-are-not-colorblind (video). Professor Winkler explores how children form ideas about race, what children learn, and when they learn it.
- *Talking About Race: Alleviating the Fear* by Steven Grineski, Julie Landsman, and Robert Simmons
- *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race* by Beverly Daniel Tatum



Family Interview

My name is: _____ . There are _____ people in my family.

I am chatting with _____ today. She/he is/they are my _____ (how is this person related to you?).

We speak these language(s) in our home: _____.

An ancestor is a relative who lived before me. My ancestors came from (list one or more countries): _____.

When my ancestors arrived in the U.S., they spoke these language(s): _____.

One relative or important adult in my life who came to this country from another country is named _____. He/she/they came to this country in _____ (year) because _____.

Family traditions include holidays, foods we eat, games we play, and things we like to do. The family tradition that is most special to the person I am chatting with is _____ because _____.

The family tradition that is most special to me is _____ because _____.

Adapted from Teaching Tolerance.

