



girl scouts
river valleys



Diverse Inclusive Together



Cadettes

**Diverse
Inclusive
Together**

girl scouts 
river valleys

Cadettes: Diverse. Inclusive. Together. Patch

Patch Purpose

When Girl Scouts have earned this patch, they will have developed an appreciation of their own uniqueness, as well as an appreciation of human differences. Girl Scouts will feel empowered to celebrate the rich diversity of various cultures in their own communities and in the world. Girl Scouts will have discovered a cultural understanding through creativity; they will be ready and excited to listen to other viewpoints, celebrate differences in new friends, and work to create a diverse, inclusive, and equitable future.



Girl Scouts River Valleys – an anti-racist organization

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To read more about our mission to lead boldly as an anti-racist organization, please see our website below:

[Diversity, Equity, Inclusion, Access, Racial Justice \(DEIARJ\) and Anti-Racism | Girl Scouts River Valleys \(girlscoutsrvalleys.org\)](https://www.girlscoutsrvalleys.org)

A Note to Adult 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 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 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." It is no longer enough to take a passive, non-racist approach to teaching our children about race. Racism is a system and being not racist does not require active resistance and dismantling of the system of racism. Racism is the foundation upon which our society and institutions stand, and choosing to interact with these institutions in a neutral way allows them to thrive. Being anti-racist allows us to create a new system in which policies, practices, and procedures can promote racial equity. Being anti-racist uplifts the humanity and individuality of Black, Indigenous, and People of Color.

When working through these activities with your troop, make a concerted effort not to make whiteness the default and inadvertently making other races as "other". Lead these activities with empathy and understanding; some of these activities will discuss sensitive topics which may be hard for some Girl Scouts to discuss. Leave space for Girl Scouts to step away and process the information they are taking in; however, talking about discrimination is not always a pretty conversation, and it is important to speak on the ugliness. For more resources on how to guide a conversation on race and to support your troop in earning this patch, refer to the next section.

Some of these activities involve watching videos

If you are unable to watch a video with your troop but are able to watch them on your own, take notes on the videos and have a discussion with your troop about the topic. Find an age-appropriate book or activity to do with your troop that is related to the topic. You can find resources below or at your local library.

Meetings

This patch can be earned in two meetings or three, depending on the pace you and your Girl Scouts decide on. Activities have an amount of time they will take listed; however, it's important to give space to these topics and that may require moving out of the suggested time limit.

While these lesson plans are focused on race and racism, Girl Scouts come from all walks of life and some of these activities will focus on personal identities outside of race. It's important to create a supporting environment, so your Girl Scouts feel comfortable sharing their personal identities, race or otherwise. If you're unsure how to speak on identities such as, gender, sexuality, religion, etc., begin by making the space and allowing your Girl Scout to share in a judgement free zone. The way our identities intersect with each other is a common theme through these lesson plans, so it is natural for your Girl Scouts to want to share about themselves. As the patch purpose is to develop an understanding of the uniqueness behind human behavior and to celebrate those differences, the first step in that is to celebrate themselves. If you're looking for resources on how to discuss identities outside of race, see the resource section below.

These meetings will deal with heavy topics; however, you should still begin them how you would one of your other Girl Scout meetings. Start off with the Girl Scout Law and Promise, then move into your activity plans.

At the end of the lesson plans will be a list of closing activities that you can do at the end of your meetings to leave your Girl Scouts feeling prepared and excited for the next meeting.

Resources for Adult Troop Leaders

Articles

<https://diversity.unc.edu/anti-racism-resources/> - This site is great for troop leaders looking to deepen their anti-racism work. This site has general resources and resources for adults looking to raise anti-racist children.

<https://www.learningforjustice.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf> - Let's Talk! This is a guide for discussing race, racism, and other difficult topics with youth.

<https://www.nlc.org/article/2020/07/21/what-does-it-mean-to-be-an-anti-racist/> - What does it mean to be anti-racist?

<https://nmaahc.si.edu/learn/talking-about-race> - Talking about Race – this site offers tools and guidance to assist educators and adults when discussing race.

<https://netimpact.org/blog/talking-about-race> - The 10 R's when talking about Race

<https://www.pbs.org/education/blog/a-call-to-action-for-white-educators-who-seek-to-be-anti-racist> - A Call to Action for White Educators who want to be Anti-Racist

<https://www.nytimes.com/2017/03/15/learning/lesson-plans/25-mini-films-for-exploring-race-bias-and-identity-with-students.html> - 26 Mini Films for Exploring Race and Racism with Students

<https://pbs.org/parents/talking-about-racism> - A collection of articles and videos on talking to young children about racism

Resources for Adult Troop Leaders

Books

If unable to purchase a book – check your local library for copies or audio books. Thriftbooks.com or Betterworldbooks.com are good websites to find used books for good discounts.

So You Want to Talk About Race by Ijeoma Oluo – guides readers of all races through subjects ranging from intersectionality and affirmative action to “model minorities” in an attempt to make the seemingly impossible possible: honest conversations about race and racism, and how they infect almost every aspect of American life.

White Fragility: Why It’s so Hard for White People to Talk About Racism by Robin Diangelo – explores the counterproductive reactions white people have when discussing racism that serve to protect their positions and maintain racial inequality.

Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations about Race by Beverly Tatum – a book that explores the dynamics of race in America.

Black Faces, White Spaces by Carolyn Finney – challenges assumptions that the environmental movement makes universal values, individualism, and agency, arguing that they reflect a class-based and racial power structure that denies participation from people of color.

Just Mercy by Bryan Stevenson – speaks on the wrongfully imprisoned and injustices of the court system.

How to Be an Antiracist by Ibram X Kendi – a story on the journey to be an antiracist through ethics, history, law, and science.

Hood Feminism: Notes from the Women that a Movement Forgot by Mikki Kendall – a collection of essays criticizing the modern feminist movement, arguing that it has chronically failed to address the needs of women of color.

Extra Resources to Share with Girl Scouts

Movies

Listed under each movie is where the movie is streaming/available to rent. Check your local library to see if they have the DVD available as well.

The Color of Friendship – a 2000's television film based on the true story of a friendship between two girls; Mahree and Piper, one from the United States and the other from apartheid in South Africa, who learns about tolerance and friendship. This film is available to watch on Disney+.

The Hate U Give – is a 2018 American coming-of-age teen drama film, based on a novel written by Angie Thomas, of the same name. The story follows a student after she witnessed a police shooting. Trigger warning: violence, racism. This film is available to rent on YouTube or Amazon Prime.

The Secret Life of Bees – a 2008 American drama film adapted from the novel of the same name by Sue Monk Kidd. This movie follows a young girl who lives with her abusive father in 1964 South Carolina. She finds herself in legal trouble after a racist encounter and goes on the run with her father's maid, Rosaleen, a black woman. Trigger warning: death, violence, abuse, suicide, racism. This film is available to rent on Google Play Movies, Amazon Prime, and Apple TV.

Hidden Figures – the true story of three brilliant African American women working at NASA as they work as the brains behind one of the greatest operations in history, the launch of astronaut John Glenn. This film is available to stream on Disney+, or to rent on Amazon Prime Video and YouTube.

King Richard – this film follows Venus and Serena Williams and their father as they grow to be two of the best tennis players in the world. This film is available to stream on Hulu or Max; it is also to rent on YouTube.

Extra Resources to Share with Girl Scouts

Books

If unable to purchase a book – check your local library for copies or audio books. Thriftbooks.com or Betterworldbooks.com are good websites to find used books for good discounts.

Stamped: Racism, Antiracism, and You by Jason Reynolds and Ibram X Kendi – explores the history of racist ideas in America and the hope of an antiracist future.

Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice by Bryan Stevenson – the young adult version of Just Mercy focuses on the wrongfully imprisoned and the injustices of the court system but speaks directly to teens.

The Hate U Give by Angie Thomas – follows a student after she witnessed a police shooting.

The Secret Life of Bees by Sue Monk Kidd – this book follows a young teen in 1964 South Carolina after she runs away from her father with her black maid.

Pet by Akwaeke Emezi – a critical examination of the society we live in today, of the future we hope to create, and of the constant, enduring need to keep our eyes and hearts open so that we can take care of the most vulnerable among us.

Black Enough: Stories of Being Young & Black in America edited by Ibi Zoboi – featuring some of the most acclaimed and best selling black authors, Black Enough is full of stories for teens today.

Activities

Activity #1: Identify Icebergs

Time: 20 minutes

Materials Needed:

- Blank Paper (one per Girl Scout)
- Pencils/Pens (one per Girl Scout)
- Identity Iceberg Worksheet (one per Girl Scout – if you don't want them to draw their own.)
- Completed Iceberg Example (optional but helpful for Girl Scouts who are visual learners)

Prep Needed + Things to Note:

Prepare an example iceberg for Girl Scouts to look at as you explain. This could be surface level for you, as a troop leader, if you're not wanting to share a lot about yourself. However, Girl Scouts may be more willing to talk about themselves if adults in the room share first.

Note: Below is an example identity iceberg worksheet. Feel free to print this out and have Girl Scouts follow the worksheet; with Cadettes, they may want to draw their own iceberg to bring some creative freedom into a potentially vulnerable activity.

- 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, practice active listening.
- What's shared in this room with this group stays with the group. Don't share anyone's story without their permission.

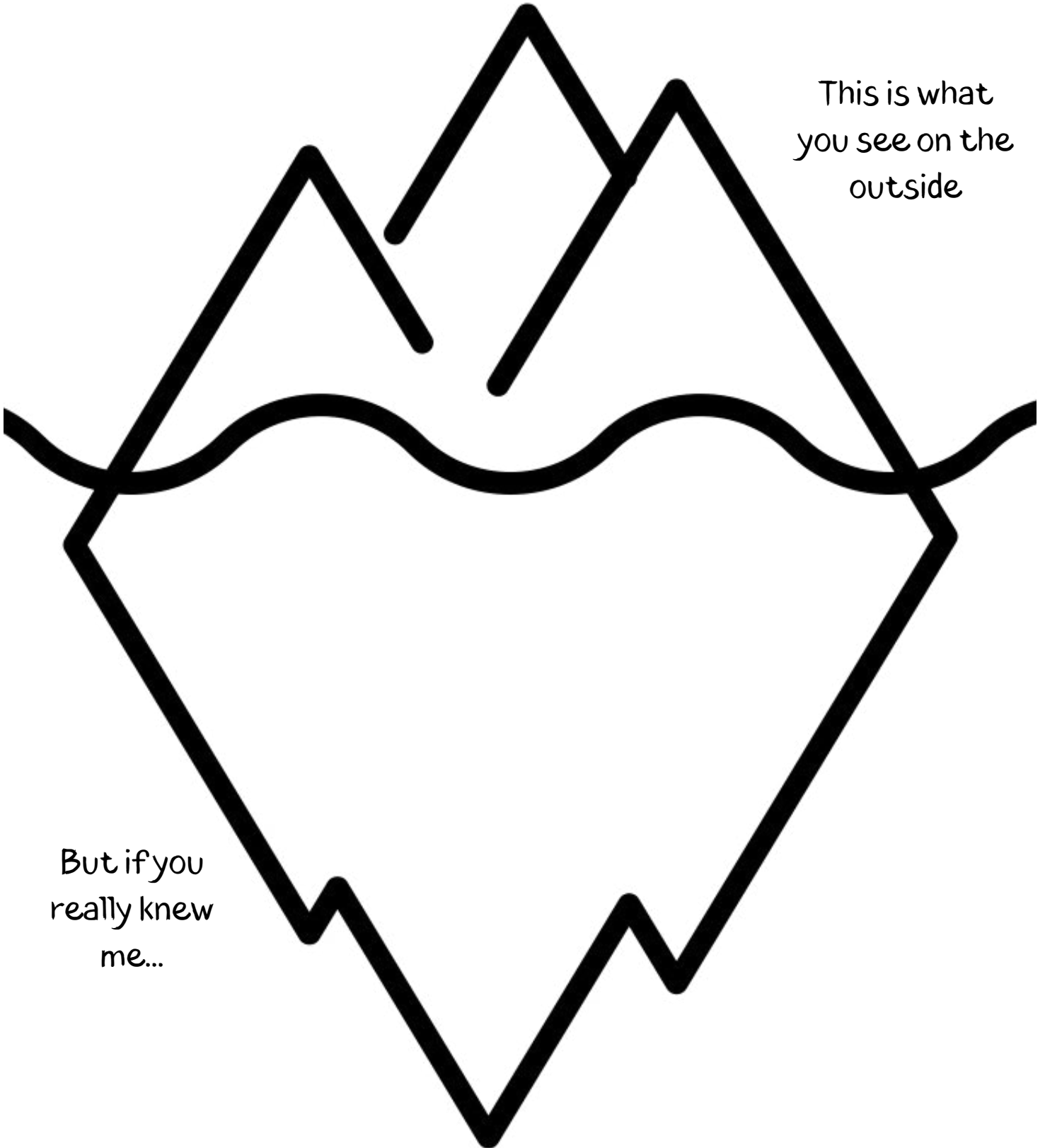
Steps:

1. Discuss the metaphor of the iceberg with the Girl Scouts. An iceberg may not look like much on top of the water, but below the surface, there is so much more to it.
2. Explain to the Girl Scouts that people are like icebergs and that everyone has multiple facets of their identities; some of these things you can see, some you cannot.
3. Have the Girl Scouts begin by drawing an iceberg on their piece of paper (have an example ready in case anyone needs to see it – this can be one you've filled out or just an iceberg you drew on a paper). Once they've drawn their iceberg, have them draw a line across the middle to separate the top from the bottom.
4. On the top of the iceberg, have them write parts of their identity that are visible and known to the world. (For example: freckles, brown hair, black skin, tall, short, short hair, etc.)
5. Under the line at the bottom of the iceberg, have the Girl Scouts write things that people don't know about them by just looking at them. (For example: loves to read, was born in a different country/state, has 4 siblings, has 2 moms, enjoys dancing, etc.) Encourage them to think about all aspects of their identity – hobbies, family, religion, sexuality, gender, etc.
6. Once the Girl Scouts are done filling out their iceberg, ask them how it felt to think about their own identities. Have them share some things they wrote below the surface/above. Do a pair + share if Girl Scouts don't want to share to a large group.

IDENTITY ICEBERG

This is what
you see on the
outside

But if you
really knew
me...



Activity #2: Intersectionality

Time: 50 minutes

Materials Needed:

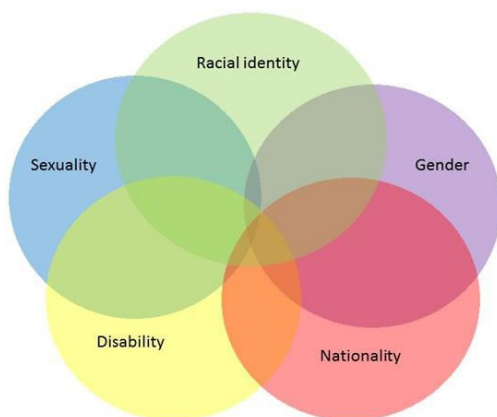
- Tablet/Phone/Computer with Internet Access
- Social Identity + Personal Identity wheel worksheet (one for each Girl Scout)
- Writing utensil (one for each Girl Scout)
- Scrap paper

Prep Needed + Things to Note:

The TED Talk you're going to watch with your Girl Scouts depicts police violence against black women. This can be a sensitive topic for some Girl Scouts. At 16:25 they begin playing a video to memorialize black women who have been killed by police. This is a very powerful ending and would recommend those who are able to watch. However, if anyone needs to step away and take space, encourage them to do so. In addition, if you do not feel comfortable playing this section of the TED Talk, stop the video at 16:25.

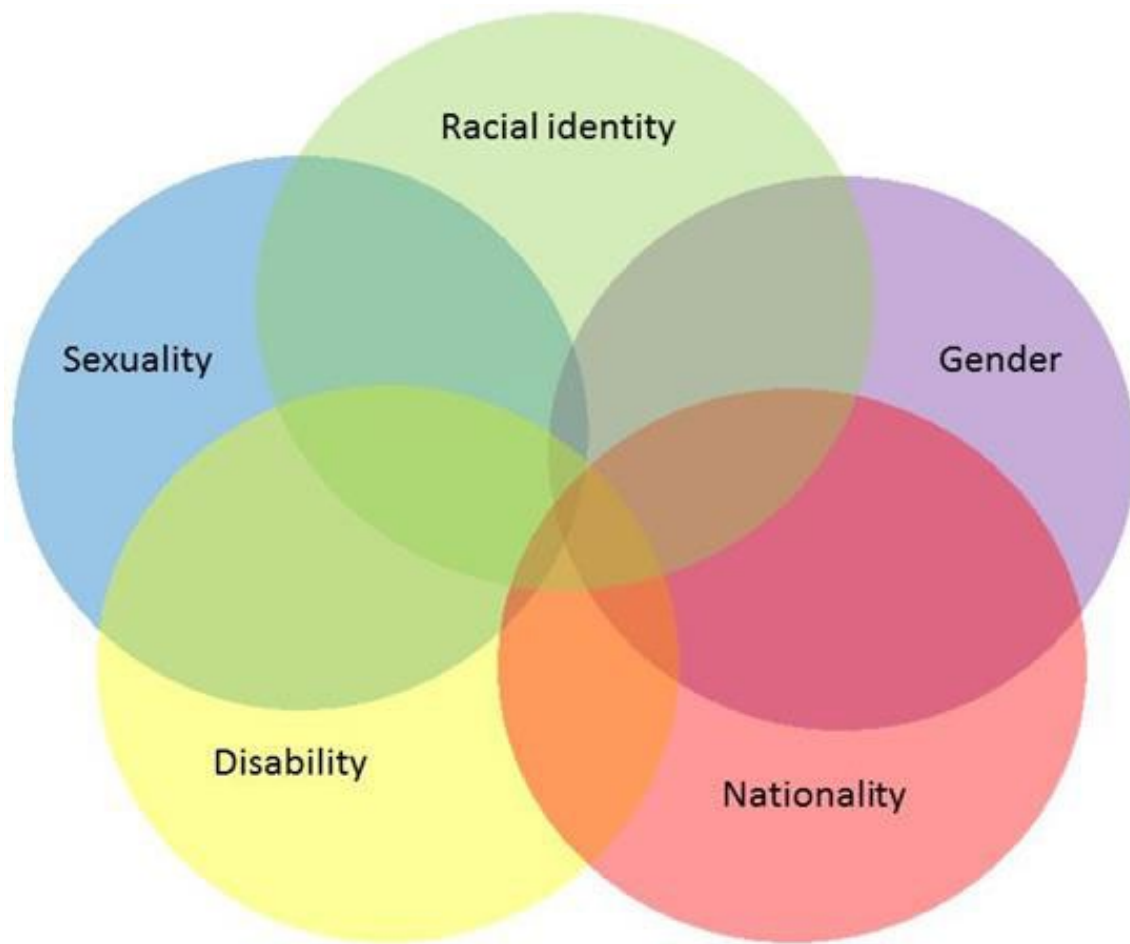
Steps:

1. Ask your Girl Scouts to define the word "Intersectionality." It's okay if they're unsure. After a few guesses, share this definition with them:
 - the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.
2. Watch this TED talk with your Girl Scouts next.
<https://www.youtube.com/watch?v=akOe5-UsQ2o>
3. Leave time for discussion at the end of this TED talk. It's a powerful one and can be heavy; allow Girl Scouts to share all feelings, positive or negative they had while watching. If Girl Scouts are hesitant to share, begin by sharing an emotion or thought you had while watching.
4. After your discussion, tell your Girl Scouts that they're going to think of their identities now. Hand each Girl Scout a social identity wheel and a personal identity wheel. Explain to Girl Scouts how to fill out their wheels. They're going to fill them out based on their identities; one wheel is about their personal identities (favorite food, talents, sibling count, etc.) and the other is their societal identity (race, sexuality, ethnicity, etc.) Give them time to fill it out.
5. Once your Girl Scouts have filled out their identity wheel, have them look at this intersectionality venn diagram:



The photo can also be found at this link:

<https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/> This website is also a great resources for reading more about intersectionality.



6. After your Girl Scouts view the way identities can overlap, have them stand in a circle and tell them that you're going to do a visual test. Once they're in a circle, explain to them that you'll be reading off a list of identities. If that particular identity applies to them, they should move into the circle. Have your Girl Scouts look at who moved in the circle and who hasn't. They should be moving in the circle silently.
7. Remind your Girl Scouts that this is a challenge by choice activity and if an identity applies to them, but if they don't want to move, they don't have to. Also remind them that if another Girl Scout has an identity that has been said but they don't move, do not call on them to move.
8. As they're moving in and out of the circle, have your Girl Scouts think about how they identify themselves to other people; do they feel like they're just their race, or do they feel like they exist as their race and gender, etc.?
9. If an identity that your Girl Scouts are is not said, have your Girl Scouts take a step forward to represent that identity. Allow them to share what identity they are stepping forward for if they want to.
10. After you read out a few identities and watch your circle change, have your Girl Scouts think about their identities and how many they take ownership of. Disband your circle and have your Girl Scouts do quiet reflection. This can look a few different ways, give your Girl Scouts about 5-10 minutes to write how the activity made them feel or what they noticed, have them draw something, or have them sit and think – whatever your Girl Scout feels best about doing is the right answer for them.

National Origin

- Born in the US
- Born outside the US (*if girls are comfortable doing so, ask girls to share the place they were born*)

Socio-Economic Status

- Working or lower class
- Middle class
- Upper class

Gender Identity

- Girl
- Boy
- Gender non-binary
- Transgender
- Intersex
- Cisgender (your gender identity matches the sexual identity that was assigned to you at birth)

First Language

- Spanish
- English
- Hmong
- Somali
- German
- Swedish
- Oromo
- Vietnamese
- Lao
- Arabic

Family Make-up

- Parents are married
- Parents are divorced
- Single parent
- Live with guardians other than biological parent(s)
- Come from a big family
- Come from a small family

Race

- White/Caucasian
- Black/African American
- Asian/Pacific Islander
- Latina/Latinx
- Native American
- Biracial/Multiracial

Age

- 10
- 11
- 12
- 13
- 14

Sexual Orientation

- You have friends, family, or people you care about who are part of the LGBTQ community, or identify as something other than heterosexual.
- You are heterosexual.
- You identify as LGBTQ.

Religious or Spiritual Affiliation

- Buddhist
- Muslim
- Christian
- Catholic
- Taoist
- Protestant
- Mormon/Latter Day Saints
- Jewish
- Hindu
- Agnostic (questioning the existence of a god/higher power)
- Atheist (believe there is no god/higher power)

Ability

- You have a disability or challenge
- You have a friend, family member, or person you care about who has a disability or challenge

Ethnicity

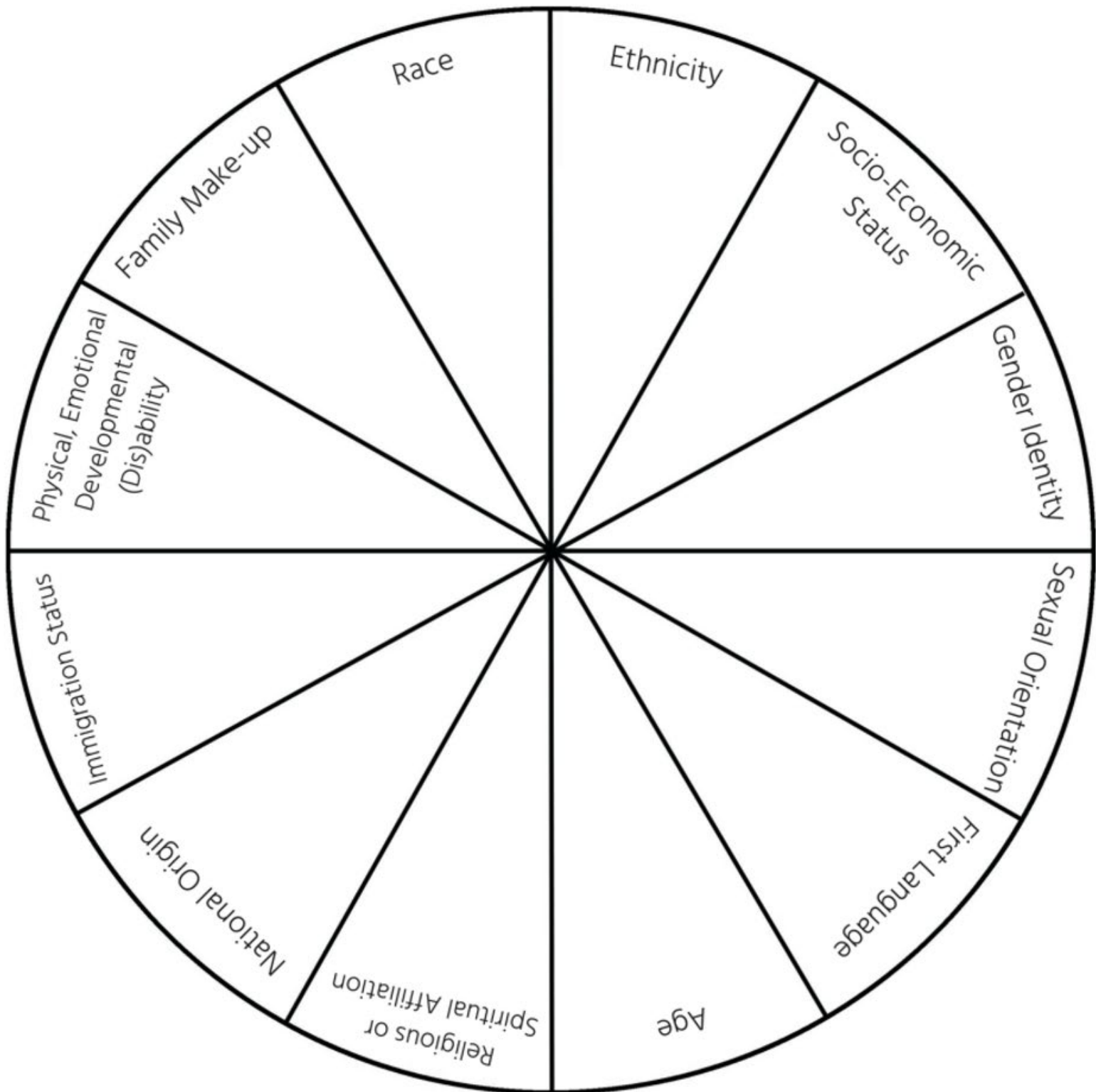
- Italian
- Hmong
- Vietnamese
- Somali
- Indian
- Russian
- Ethiopian
- Swedish
- Filipino
- Laotian
- French
- Irish
- Korean
- Mexican
- Polish
- Norwegian
- Dutch
- German

Personal Identity Wheel

A circular diagram divided into 12 equal segments, each representing a different aspect of personal identity. The segments are labeled as follows, starting from the top and moving clockwise:

- Siblings
- Favorite Food
- Sports I Play
- Birth Order
- Favorite Quote
- Favorite Color
- Hobbies
- Favorite Holiday
- Favorite Movie
- Favorite Color
- Favorite Book
- Hidden Talent

Social Identity Wheel



Activity #3: Implicit Bias Test

Time: 15 minutes

Materials Needed:

- Tablet/Laptop/Phone with Internet Access
- Pens/Pencils (one for each Girl Scout)
- Scrap Paper

Prep Needed + Things to Note:

In the last activity, your Girl Scouts discussed aspects of their identities that are easy to see on the surface and things that aren't so visible. You're going to shift gears from personal identities to social identities and begin talking about bias.

Before this activity, as the adult leader, follow this link: implicit.harvard.edu/implicit/takeatest.html and take an implicit bias test so you know what your Girl Scouts are about to take.

Note: Remind your Girl Scouts that just because they have a bias doesn't make them racist or a bad person. A quote: "The first thing you think about is what your brain has been conditioned to believe, the second thing you think is what you actually believe." Talking about biases can be tricky for some people. Make sure you're framing the discussion in a way that doesn't promote shame for having bias.

Steps:

1. Begin by playing this video so Girl Scouts can understand implicit bias. Allow time at the end for discussion and questions.
 - POV | Implicit Bias: Peanut Butter, Jelly and Racism | PBS
2. After watching the video, ask your Girl Scouts to tell you the definition of implicit bias based on that video. After some discussion, share the definition with them.
 - Implicit bias, also known as implicit prejudice or implicit attitude, is a negative attitude, of which one is not consciously aware, against a specific social group.
3. Ask your Girl Scouts if they have heard of explicit bias and how they think that may be different than implicit bias. Leave time for discussion. Share the definition of explicit bias.
 - With explicit bias, individuals are aware of their prejudices and attitudes toward certain groups.
 - Explicit Bias can be positive or negative; overt racism is an example of explicit bias.
4. Tell the Girl Scouts you're going to talking about their implicit bias and getting to know themselves in that regard.
5. Returning to the video, ask your Girl Scouts what kind of social identities were discussed in the video. A social identity defines a group that you fit into in the world; the world categorized into it. In the video, they mention black men, being black is a social identity.
6. On a scrap piece of paper, have the Girl Scouts write down social identities that they feel like they are. (Woman, gay, bisexual, white, black, non-binary). They don't have to share these if they don't want to, but you can invite them to.
7. Tell the Girl Scouts they'll be taking an implicit bias test; they won't share their results, but it'll be helpful to understand their own underlying bias.

8. Have the Girl Scouts follow this link: implicit.harvard.edu/implicit/takeatest.html. There are a few different tests that they will be able to take; you can have them all take the same one or let them pick one.
9. Once the Girl Scouts have chosen the test they want to take, have them jot down what they think their results will be on a scrap piece of paper.
10. If you don't have access to the internet for all Girl Scouts to take implicit bias test and would prefer to keep the activity offline:
 - Have Girl Scouts get a scrap piece of paper and read out these questions for them to answer yes or no to – no one needs to see their answers. (If you prefer have the Girl Scouts close their eyes and raise their hands to answer questions. They should raise their hand if they agree with the statement. Make sure all Girl Scouts eyes stay closed, as admitting bias can feel shameful and this should be a safe space.)
 - i. I think heavier people are unhealthy.
 - ii. I think Asian people are good at math.
 - iii. I think men are stronger than women.
 - iv. I think black men are violent and frightening.
 - v. I have a transgender friend.
 - vi. I think women are bad drivers.
 - vii. My skin color is the same as all my friends.
 - viii. I make friends with people who look like me.
 - ix. I don't feel comfortable talking to people who don't look like me.
 - x. There is a lot of diversity in my school.
 - xi. I know about other cultures.
 - xii. Women are better caretakers than men.
 - After asking your Girl Scouts these questions, have them write down how answering the questions made them feel. Were they surprised by which answers they answered yes to?
11. Allow for a minute or two of discussion from the Girl Scouts. This should be participant led. Talking about and discovering your biases can feel shameful; it's important to create a space free of shame and allow the Girl Scouts to discuss their findings. Some helpful conversation starts + notes:
 - Was anyone surprised by their biases? (They can just raise their hands for this)
 - Is anyone comfortable sharing more in depth how they feel?
 - Is anyone feeling shameful? Biases do not make them a bad person; biases come from lack of diversity in your community, as well as media portrayal of minority groups.

Activity #4: Diversity in the Media + Shaping Bias

Time: 40 minutes

Materials Needed:

- A tablet/computer/phone with internet access
- Writing utensils (one for each Girl Scout)
- Scrap paper
- Character profile sheet

Prep Needed + Things to Note:

Your Girl Scouts just learned about implicit biases that they have. For this activity, they're going to look at the media and discover how the media affects our biases and frames our mind.

Note: Some Girl Scouts may feel insecure when discussing physical appearance and beauty; as it is a sensitive subject for some Girl Scouts, ensure we are not discussing their physical appearance. It may be good to set a community contract you're your Girl Scouts or reference the one you made during the iceberg activity to ensure everyone feels safe and respected.

Steps:

1. Begin by watching this TED talk. <https://www.youtube.com/watch?v=v6gj9WJgWgE>
2. After the TED talk, have a conversation about what your Girl Scouts thought of the discussion. This conversation should be Girl Scout led; below are some questions to consider asking if you're having a hard time starting the conversation:
 - How many of you feel represented in the TV shows and movies you watch?
 - Do you want to be represented in the media?
 - What identities of yours are not represented in TV shows often?
 - Are your identities represented in TV shows and movies that you don't watch?
 - Would you watch a movie or TV show you don't like just because a character looks/shares some of your identities?
3. After this conversation, have your Girl Scouts write down their favorite TV show or their favorite movie on a scrap piece of paper. (If they're having trouble thinking of a favorite, have them just write a TV show or movie they're familiar with.)
4. Once they've written down their movie or TV show, have them count how many identities they see in their movie or show. Have them write down a list of the identities they're counting.
 - Things they should count: race (white counts), men and women, children, LGBTQ+ identities, etc.
5. Have your Girl Scouts share the identities they counted. Create a tally sheet.
6. Once you have your tally list, discuss your findings with your Girl Scouts. Some questions to ask during this discussion:
 - What identities show up the most in your media?
 - How many of the minority identities are main characters?
 - Is the data surprising to any of your Girl Scouts?
7. After you've created and discussed your own data, show the Girl Scouts the following video: <https://www.youtube.com/watch?v=8C6N7gEqneo>
 - This video showcases teens discussing why diversity in the media they consume is important to them. see yourself in.

8. What do you see when you look out the window? Other people or other things. “Window” books are books that you see other people, events, or places that might be unfamiliar to you. It helps you get a glimpse into the life of someone else.
 - Tell your Girl Scouts that they can use any piece of them that’s important. (It’s okay if that part is heavily represented in the media or rarely represented.)
9. Girl Scouts will write a character profile for themselves. They can be as creative as they would like to be while writing about identities they identify with.
 - While making their character, have Girl Scouts think about how they would like to be perceived if the character they were making was on TV.
10. After they make their characters, have some volunteers share their characters. They can also pair and share if they’re more comfortable. As they’re sharing, have your Girl Scouts discuss why the identities they chose for their character are important to be seen.
11. To finish this lesson, play your Girl Scouts this video: <https://www.youtube.com/watch?v=kVAztNx0rHQ>. Leave room for discussion at the end. Some questions you can ask to start the conversation:
 - Have you noticed movies/TV shows recently where the main character is black but light skinned?
 - Has your mind formed an opinion on black people based on stereotypes you see in movies and TV?
 - Do you think representation in the media has gotten better in the last few years? Why or why not?

Activity #5: Microaggressions

Time: 30 minutes

Materials Needed:

- Computer/tablet/phone with internet access

Prep Needed + Things to Note:

This is a discussion-based activity; give your Girl Scouts the space to discuss personal experience without judgment if they wish. Allow Girl Scouts to discuss their personal experiences with microaggressions at their own pace; avoid looking to a minority Girl Scout to lead the discussion (this can sometimes be unintentional, but it can be harmful). Refer to resources at the beginning of this document to read how to teach anti-racism with an empathic lens.

Steps:

1. Ask your Girl Scouts if they have heard of the term “microaggression”. Allow time for responses.
2. Explain that a “microaggression” is: a statement or comment toward people that have a hidden derogatory or harmful message.
 - “Your hair is so pretty for a black girl” or “You don’t look gay”
3. Tell your Girl Scouts you’re going to watch a poem that addresses microaggressions and play them this video: <https://www.youtube.com/watch?v=ShrWgdHEwHs>. Leave time for discussion after the poem. How did watching this video make your Girl Scouts feel?
4. Have your Girl Scouts look through Racial Microaggressions, which is a photo project, by Kiyun Kim, which documents racial microaggressions and statements her and her classmates have heard. <https://mymodernmet.com/kiyun-kim-racial-microaggressions/>
5. Discuss the photo project with your Girl Scouts:
 - How did looking at the portraits make you feel?
 - What are some hidden messages or assumptions within the statements?
 - Did any of the portraits resonate with you personally?

Activity #6: Being Anti-Racist

Time: 40 minutes

Materials Needed:

- Scrap paper
- Writing utensils (one for each Girl Scout)
- Laptop/Tablet/Cell Phone with internet access (one for each Girl Scout or have Girl Scouts share for research time)
- Large Sheet of Paper
- Markers

Prep Needed + Things to Note:

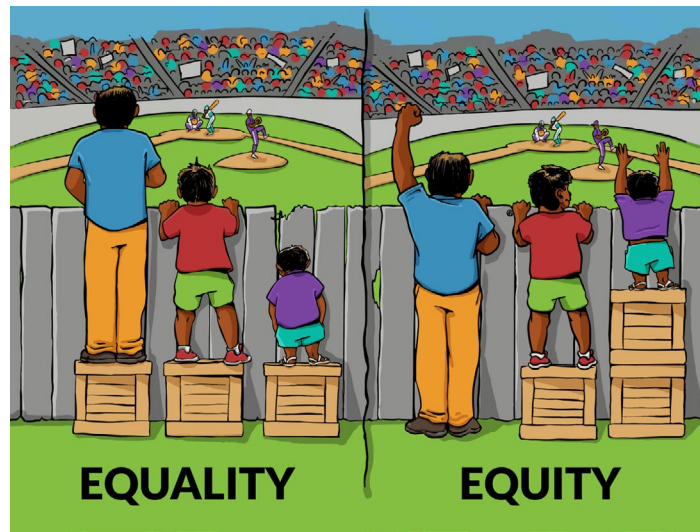
The subject material may be sensitive for some people. As you're doing this activity with your Girl Scouts, allow them to take breaks and space from the material as needed. Encourage them to speak on their feelings and care for themselves.

Girl Scouts River Valleys is a dedicated anti-racist organization. It is no longer enough to be not racist, it's important to teach our Girl Scouts to be anti-racist. This is the first step in creating change in our community.

Steps:

1. Begin by asking your Girl Scouts if they can describe racism as they understand it. Discuss.
2. Share with them the definition of racism:
 - Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.
3. After sharing the definition of racism with your Girl Scouts, ask your Girl Scouts if they know what it means to be anti-racist. Discuss.
4. Share with your Girl Scouts the definition of being anti-racist and how it is different than just being not racist:
 - Racism is a system and being not racist does not require active resistance and dismantling of the system of racism. Racism is the foundation upon which our society and institutions stand, and choosing to interact with these institutions in a neutral way allows them to thrive. Being anti-racist allows us to create a new system in which policies, practices, and procedures can promote racial equity. Being anti-racist uplifts the humanity and individuality of Black, Indigenous, and People of Color.
5. After sharing that definition with your Girl Scouts, ask them how that makes them feel. Ask them if they have been living a non-racist life or an anti-racist life. Let your Girl Scouts know there's no shame in either answer; you're learning about this now so we can enact positive change in our behavior and community.

6. Ask your Girl Scouts if they understand the difference between equity and equality. Show them the following picture and have them point out observations. (Picture can also be found at this link: <https://interactioninstitute.org/illustrating-equality-vs-equity/>)



7. Have your Girl Scouts brainstorm ways they can be anti-racist. They can work in a group or individually; have them write down their answers. Give them a couple minutes to do this, then allow for time to share.
- If Girl Scouts are having trouble thinking of ways to be anti-racist at this point, phrase the question as: how can we uplift and treat people who are racial minorities better?
8. After they've shared their thoughts, read this article with your Girl Scouts. https://greatergood.berkeley.edu/article/item/ten_keys_to_everyday_anti_racism You can popcorn read or have them read silently to themselves. Leave time at the end for comments.
9. After reading this article, have your Girl Scouts brainstorm/research ways to be anti-racist and ways they can enact change in their community as a group and by themselves.
- Some examples (they should do the work themselves, do not give them answers – but here are some examples for you so you can assist if Girl Scouts are struggling).
 - i. Lobbying for your school library to carry more diverse books
 - ii. Writing to local politicians encouraging them to enact change
 - iii. Lifting up a friend of coloring (learning about their culture)
10. After your Girl Scouts have researched and taken notes, have them share what they've discovered.
11. Create a mission statement with your Girl Scouts for how you'd like to be antiracist moving forward. The Girl Scouts River Valleys one is, "To boldly lead as an anti-racist organization that uplifts and empowers every girl to know their worth and to lead in the world." Do not copy GSRV's word for word but feel free to use it as an example. This statement should be created by your Girl Scouts; you as a troop leader should be willing and excited to follow it with them. Once they've created a statement, write it on a large sheet of paper or poster paper and have each Girl Scout, including adult volunteers present at this meeting sign it.

Wrap Up Activity Notes + Notes for Adult Leaders

Note for Adult Leaders:

This patch can be earned in two to three meetings, depending on the pace your Girl Scouts works. Each activity has a suggested time limit; however, the topic of race and equity is very important, and it is very important to guide our Girl Scouts through these conversations with care and empathy, so if an activity is taking your Girl Scouts longer to complete, that is okay. Use your best judgement when determining how many activities you do per meeting and how many meetings you will spend on earning this patch.

Leave 5-10 minutes at the end of each meeting to do a wrap up activity so that your Girl Scouts can leave feeling excited about what they've learned and ready to learn more and to continue to live an antiracist lifestyle. Below are a few activity ideas that you can lead with your Girl Scouts to wrap up your meetings.

1. Write a Love Letter to Themselves.

- To earn this patch, our Girl Scouts are learning a lot about how various identities and races are perceived and treated in our world today. They are learning how to live boldly as kind, decent, antiracist human beings. During these activities, they're looking inward as well as outward, and they're thinking a lot about their own identities and how they're perceived in their communities. Have your girl scouts write a love letter to themselves. Have them write about all the parts of their identities they enjoy and how excited they are to be themselves. No one else should read the letters your Girl Scouts write.

2. Round Robin Compliments.

- Part of tolerance and antiracist is accepting our friends and community members for who they are. Becoming antiracist starts in your small community and earning this patch with your troop is a great start. Give each of your Girl Scouts a blank sheet of paper. Have them write their name in the middle of the paper. In a circle, your Girl Scouts will pass their papers to the right and they will write something nice on each of their fellow Girl Scouts' paper. Encourage your Girl Scouts to think outside the box of physical appearance and write about the persons character.

3. Discussion Based Debrief

- Ask your Girl Scouts to name a high/low of the meeting or have them talk about what they're excited to do in the next meeting/moving forward. This should be an intentional conversation to bring an end to the meeting. This is a good ending if you have run out of time and are in a rush to end.

4. Pair + Share Debrief

- Have your Girl Scouts pair off and discuss one thing they're going to do moving forward to be more conscious of discrimination and prejudice and to live an anti-racist lifestyle.

5. Close with a friendship circle and the song Make New Friends.

- This is a great, traditional Girl Scout way to end a meeting, and if you do this at the rest of your meetings, I encourage you to end with this; this can be paired with another closing that is listed above.