



girl scouts  
river valleys



# Diverse Inclusive Together



Daisies

**Diverse  
Inclusive  
Together**

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river valleys

## **Daisies: 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 \(girlscoutsrv.org\)](https://www.girlscoutsrv.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.

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## 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.*

**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.

**The Princess and the Frog** – the story of Tiana, who dreams of one day opening the finest restaurant in New Orleans. She faces a lot of hardship, as she works toward this dream, most notably, when she meets Prince Naveen, who has been turned into a frog. This film is available to stream on Disney+.

**Ruby Bridges** – the true story of young Ruby Bridges, who was one of the first African American children to attend an integrated school in the deep south. This film is available to stream on Disney+.

**Zootopia** – this film follows Judy Hopps, a bunny, as she moves to Zootopia, a mammal metropolis, where various animals can live and thrive together. She is the first rabbit to join the police force, and she quickly learns that everything is not perfect in Zootopia. This film has themes of racism and bias. This film is available to stream on Disney+.

**Spider-Man: Into the Spider-Verse** – teenager Miles Morales was living in New York City, when he was bitten by a radioactive spider that turned him into his dimension's Spider-Man. Miles works hard to understand his powers; it's a coming-of-age story that showcases how what sets us apart in the world and makes us different makes the world a better place. TW: violence. This film is available to rent on Amazon Prime or YouTube.

**Encanto** – this film follows Mirabel Madrigal and her magical family. Encanto shows audiences that we're all special in our own way. This film is available to stream on Disney+.

**Akeelah and the Bee** – 11 year old Akeelah has an excellent talent for spelling, which she hopes to use at the National Spelling Bee. Despite her mother's objections, she doesn't give up on her goal. This film is available to rent of Amazon Prime and YouTube.



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**I am Enough** by Grace Byers – an uplifting and motivating book about female empowerment and respect for diversity.

**Hair Love** by Matthew A. Cherry – a story about a father and daughter working together to create the perfect hairstyle for a special day.

**Henry's Freedom Box: A True Story from the Underground Railroad** by Ellen Levine – a story of a slave who mails himself to freedom.

**Intersection Allies: We Make Room for All** by Carolyn Choi and Chelsea Johnson – a gleeful entry into intersectional feminism for kids.

**Little Leaders: Bold Women in Black History** by Vashti Harrison – a book that introduces readers to 40 women who changed the world.

**The Colors of Us** by Karen Katz – a positive and affirming look at skin color, from an artist's perspective.

**The Day You Begin** by Jacqueline Woodson -- a story about feeling different and uncomfortable on your first day of school.

## Activities

### Activity #1: Storytime

*Time: 20 minutes*

#### **Materials Needed:**

- Storybook (options will be listed below, but feel free to use one you're personally connected to as well)
- Tablet, computer, or phone with internet access

#### **Storybook Options:**

- **Intersection Allies: We Make Room for All** by Carolyn Choi and Chelsea Johnson
- **I am Enough** by Grace Byers
- **Beautifully Me** by Nabela Noor
- **The Light Within You** by Namita Moolani Mehra
- **The Skin You Live In** by Michael Tyler
- **Same, Same, But Different** by Jenny Sue Kostecki-Shaw
- **Let's Talk About Race** by Julius Lester

#### **Steps:**

1. Read your selected book to your troop. While reading aloud, allow Girl Scouts to ask questions or make comments. You can find many read aloud book options on YouTube if you're unable to obtain a physical copy of a book or do not feel confident in reading a book aloud.
2. After you have finished reading, ask your Girl Scouts what was special about the characters in the book you just read. What made their story special?
3. After discussing the characters in the book, ask your Girl Scouts what makes them special. Have them talk about things they think are cool about them that make them unique and different than their friends.
4. Explain to your Girl Scouts that one of the things that make people different and unique from each other is the color of their skin. Talk about how 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 body.
5. After discussing, wrap up this lesson with the following video: [https://www.youtube.com/watch?v=Dk\\_HVAiS26I](https://www.youtube.com/watch?v=Dk_HVAiS26I). After playing the video, see if Girl Scouts have any thoughts on what Elmo and friends discussed.

## **Activity #2: Our Many Colors**

*Time: 40 minutes*

### **Materials Needed:**

- Thick Paper
- Acrylic or Tempura Paint in various colors (red, yellow, brown, white)
- Bowls, spoons, paint brushes, water
- Colors of the world markers/crayons/colored pencils
- Newspaper/craft paper for covering surfaces (optional)
- Handheld/tabletop mirrors
- Copy of The Colors of Us by Karen Katz (You can also find a read aloud here: <https://www.youtube.com/watch?v=O58brpCvmRs>)

### **Prep/Things to Note:**

If you plan to paint, set up your painting station by covering table with newspaper or craft paper. Put paint colors into separate bowls and lay out paintbrushes. Girl Scouts will be mixing paint to make their own skin tone; if you feel like you'd prefer not to paint, use colors of the world markers, crayons, and colored pencils. For a tutorial on mixing paint colors to make skin tones, visit this website: <https://thevirtualinstructor.com/blog/how-to-mix-skin-tones#:~:text=While%20all%20skin%20tones%20are,these%20four%20colors%20works%20nicely>

### **Steps:**

1. Tell your Girl Scouts you're going to read a story. Show them the cover of the book and ask what they think the story is going to be about.
2. After reading the book, discuss your Girl Scouts predictions. Were they right about the topic of the book?
3. Ask Girl Scouts why they think the author wrote the book. Guide them to understand that the author wanted readers to realize that people come in all different skin tones.
4. Have your Girl Scouts think of a food that matches their skin tone and have them come up with a comparison – for example, “My skin is the color of sweet and chewy caramel.”
5. After discussing the story, ask your Girl Scouts if they know what a self-portrait is. Explain that they will be creating one today; a picture of themselves that they draw or paint.
6. Direct Girl Scouts to a painting station; tell Girl Scouts that they're going to be mixing paint colors to match their skin tone. Demonstrate how to do this. Once they have seen a demonstration, give them a few minutes to mix their paints.
7. Once Girl Scouts are satisfied with their self-portraits, hand them a piece of paper to begin creating their self-portraits. If using handheld mirrors, hand them out to Girl Scouts at this point.
8. As Girl Scouts are creating, have them recall what they discussed in the previous lesson about what makes them special.
9. After everyone has finished their portraits, have them all gather in a circle to share their work. A great way to share work if Girl Scouts are uncomfortable sharing out loud – have a gallery walk. Girl Scouts can hang their work on the wall and then walk around and look at each other's pictures.

## **Activity #3: Diversity 101**

*Time: 40 minutes*

### **Materials Needed:**

- Photos of different flowers
- Computer/phone with internet access

### **Steps:**

1. Begin by asking your Girl Scouts if they know what the word Diversity means. Give them a few minutes to discuss.
2. After you discuss, tell your Girl Scouts that diversity at its core means differences.
3. Begin by exploring diversity with your troop by looking at different photos of flowers. Have your Girl Scouts compare their petals, their shapes and colors, and discuss how each flower is unique.
4. After your discussion, explain that people are diverse as well; play this video on diversity for your group: <https://www.youtube.com/watch?v=SyaLcfMeeEM>
5. After you watch this video, leave some time for comments or discussion from your Girl Scouts. Some questions you can ask:
  - How are you different from your friends?
  - Would you want to be the same as everyone?
  - What things make your family special?
6. Gather your Girl Scouts in a circle; discuss how even though they're all in the same troop, there are many things that make them different from each other. They're going to explore some of those differences with their friends.
7. Split your Girl Scouts into pairs (if you have two Girl Scouts who usually partner together for everything, now is a great time to put them with a different partner).
8. In pairs, have Girl Scouts ask their friends the following questions to find differences and similarities with their friends.
  - 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?
9. They can write their answers down if they need to or they can just have a conversation; younger Girl Scouts may need assistance writing down answers.
10. Give them a few minutes to talk with their friend; then gather as a large group to discuss their findings.
11. After they share, ask your Girl Scouts if they think it's a positive thing that everyone has differences. Discuss.

## **Activity #4: Race+Racism**

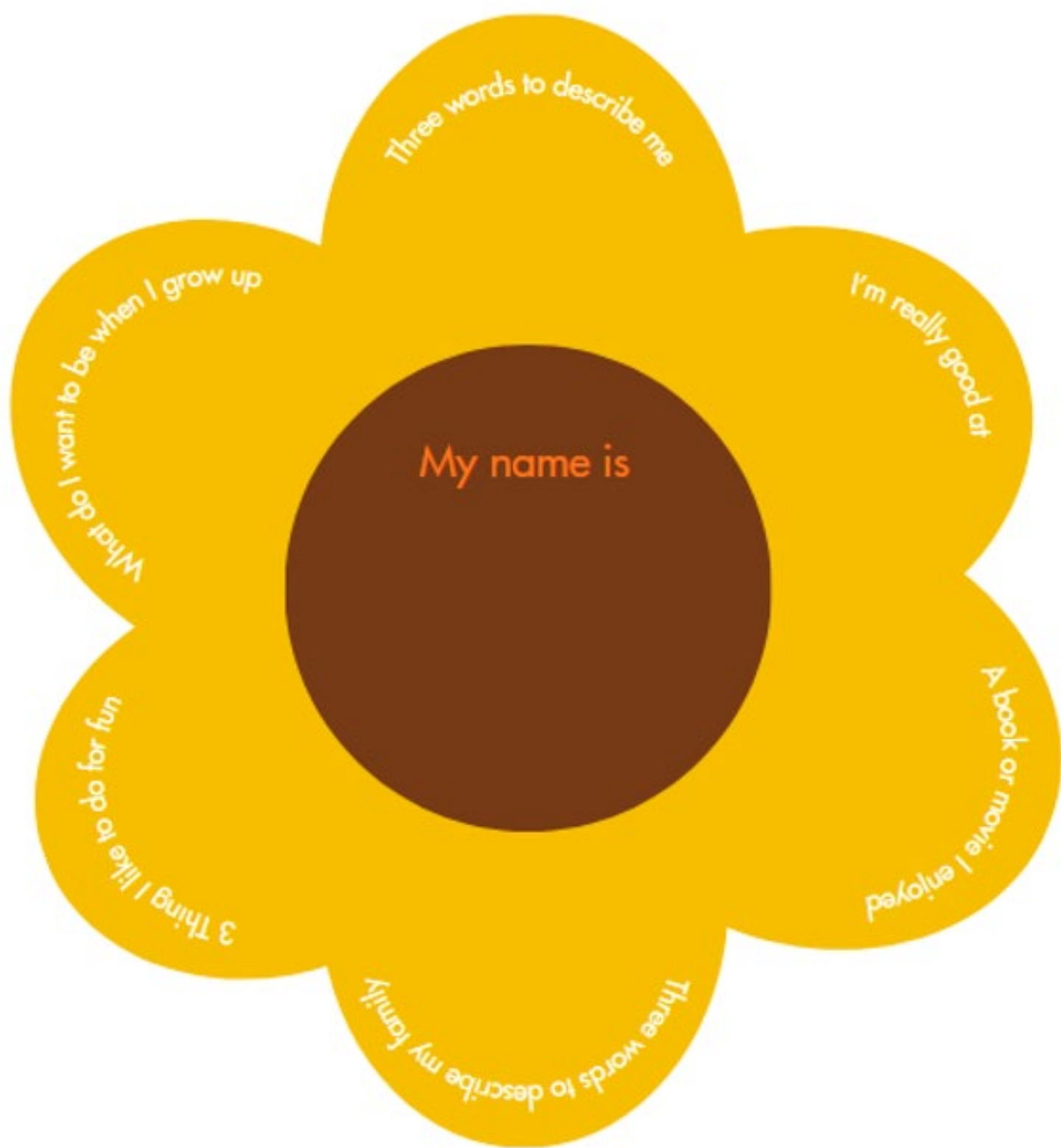
*Time: 40 minutes*

### **Materials Needed:**

- Computer/tablet/phone with internet access
- All About Me worksheet
- Writing utensils

### **Steps:**

1. Begin by asking your Girl Scouts if they know what Racism means. Allow for some discussion time.
2. Share the definition of racism with your Girl Scouts: Racism is when people treat others badly or unfairly because of the color of their skin or where they come from.
3. Ask your Girl Scouts to raise their hand if they've seen or experienced racism before. Give them a moment to share if anyone is willing. This can be a very sensitive topic for youth; no answer your Girl Scout gives is wrong.
4. After your discussion, read the book *I Am Ruby Bridges* by Ruby Bridges to your troop. This link will take you to a read aloud: <https://www.youtube.com/watch?v=RrhTQdq7Dls>
  - You can also find a copy at your local library or purchase one from your local bookstore.
5. Discuss with your Girl Scouts what they noticed about the story. Talk about the things Ruby Bridges went through as the first black person to attend an all-white school.
6. Ruby Bridges wrote the book *I Am Ruby Bridges* they just read; this story was told from her point of view. Ask your Girl Scouts why it's important Ruby Bridges told her own story.
7. After talking with your Girl Scouts about the importance of Ruby Bridges telling her story, have each Girl Scout think about who they are and what their story is.
8. Hand out the All About Me work sheet and have each Girl Scout fill it out. Younger Girl Scouts may need assistance with writing.
9. After they are done filling them out, allow time for Girl Scouts to share their stories if they are comfortable.



**All About Me**



## **Activity #5: Diversity Fingerprint Craft**

*Time: 40 minutes*

### **Materials Needed:**

- Paper
- Markers/crayons/colored pencils
- Skin tone paint (can refer to the Our Many Colors activity for paint)

### **Steps:**

1. Begin by having each Girl Scout draw the earth on a piece of paper. Allow them to be as creative as they want to for this part.
2. Under the earth, they should write their troop number, like so “Troop 12345”.
3. After each Girl Scout is finished with their drawing, have each Girl Scout pick a color of paint they think represents their skin tone best; each troop member will paint one of their fingers and put a fingerprint on the outside of everyone’s earth.
4. Once the paint is dry, have each Girl Scout draw a face on everyone’s fingerprint and hands connecting each fingerprint together. See photo below for inspiration.





## 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. 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.
2. 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.
3. 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.