



girl scouts
river valleys

Diverse Inclusive Together



Seniors +
Ambassadors



**Diverse
Inclusive
Together**

girl scouts 
river valleys

Seniors + Ambassadors: 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.

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 Serna 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: Exploring my Identity

Time: 20 minutes

Materials Needed:

- Poster board
- Sticky notes
- Paper
- Writing utensils
- Construction paper
- Markers/crayons/colored pencils
- Exploring my identity worksheet

Steps:

1. Write the word “identity” on a large poster board. Have your group think about what the word identity means to them. Hand each Girl Scout a piece of paper and have them write down what identity means to them and why they believe it’s important to know who they are.
2. As Girl Scouts are comfortable, have them share why they think knowing your identity is important. An important point to touch on is:
 - Knowing who you are can improve your overall well-being and self-confidence.
3. Have your Girl Scouts think about someone who has a strong sense of identity that they admire. This can be a person they actively know or a celebrity, an author, an influencer, etc.
4. As your troop is thinking, hand out sticky notes and have them write character traits the person they admire exhibits. They should write one character trait per sticky note. After they write them down, have them stick the sticky notes onto the poster that you wrote identity on.
5. After everyone has placed their sticky notes on the poster, have them go around and identify three character traits that represent them. have them mark the sticky note in some to indicate the ones they resonate with.
6. Have your Girl Scouts pair and share and discuss which character traits they chose for themselves.
7. Tell your troop that today you’ll be looking at their identity and how they perceive themselves.
8. Hand out the mini “Exploring My Identity” worksheets. (They can be found on the next page). Give your Girl Scouts a few minutes to fill the worksheet out.
9. If anyone in your troop is comfortable sharing, give them the time to do so.
10. After your troop has filled out their worksheets and shared, hand out a piece of construction paper to each Girl Scout and tell them they’re going to be making a character web for themselves. They should write their name somewhere on the paper and then write character traits they have around their name. Allow them to get creative with their character web.
11. Allow time for sharing when your Girl Scouts are done. You can hang each character web on the wall and do a gallery walk if that makes your troop feel more comfortable sharing.

*Ambassadors: If your ambassadors want to take this activity a step further, they can write a letter to themselves about who they are.

Exploring My Identify		Exploring My Identify	
How I See Me:	How the World might sees me:	How I See Me:	How the World might sees me:
I wish people knew this about me:		I wish people knew this about me:	

Activity #2: DEIARJ

Time: 30 minutes

Materials Needed:

- Computer/tablet/phone with internet access
- Paper
- Writing utensils

Steps:

1. Begin by asking if your Girl Scouts know what DEIARJ stands for. Take a moment to discuss and allow for some members of your troop to share what they know about DEIARJ.
2. Explain:
 - DEIARJ stands for: Diversity, Equity, Inclusion, Access, and Racial Justice.
3. Discuss with your troop why they're talking about DEIARJ in this lesson. Have a few Girl Scouts share why they think it's important. Explain:
 - Girl Scouts River Valleys is dedicated to leading boldly as an anti-racist organization. GSRV is committed to their DEIARJ work. Reference the mission statement at the beginning of this lesson plan.
4. Have each of your Girl Scouts pick a topic within DEIARJ to research. Diversity, Equity, Inclusion, Access, or Racial Justice. They can pair up for this portion if you feel that would work best for your troop. During their research, they should be searching for definitions, history behind the topic, why it's important, ways to promote it, and anything else they would like to know about it.
5. Once your Girl Scouts feel they are done with their research, have them present to their troop what they learned.
6. After everyone has shared, discuss how each of these work together. Some important things to note:
 - The difference between equity and equality
 - Equity means everyone is provided specific resources they need to be successful. Equality means everyone is treated the exact same way, regardless of differences and specific needs.
 - Diversity and Inclusion do not always come together. Diversity refers to the representation of different people in a space; inclusion is about the contributions, presence, and perspectives of different groups of people are valued and integrated into an environment.
 - Fighting for racial justice means confronting the past, which can often be hard and painful for people.
 - As all of these topics are intertwined, it's easy to focus on one more than the others. To begin to lead boldly as an anti-racist person, it's important to find time to focus on all.
 - Access can be related to race, but also other identities: disabled, gender, sexuality, etc.

Activity #3: Anti-Racism

Time: 30 minutes

Materials Needed:

- Computer/tablet/phone with internet access
- Paper
- Writing utensils

Steps:

1. Refer back to your last lesson about DEIARJ; you discussed the concept of anti-racism. Ask your Girl Scouts what it means to be anti-racist.
2. Share the follow definition with them about anti-racism: the work of actively opposing racism by advocating for changes that promote racial equity in society.
3. Ask your Girl Scouts what they believe the difference between being not racist and anti-racist is. Have them pair and share with a partner.
4. Play this video for your Girl Scouts: <https://www.youtube.com/watch?v=jm5DWa2bpbs>
Before playing this video, let your troop know that this video has imagery and topics that can be sensitive, allow them to take space as needed.
5. After they video, discuss with your troop how watching that made them feel.
6. Have a conversation about ways they can be anti-racist instead of just not racist. What does it take to begin the journey to anti-racism? If your Girl Scouts need to take notes before having a discussion, give them the space to do so.
7. After your discussion share the infographic on the next page with them. As they read through the infographic, have them think about where they fall on the chart. Encourage them to be honest with themselves, they will not have to share this out loud.
8. Thinking about where they fall on the infographic, have each Girl Scout write down some things they would like to learn or do to work on becoming anti-racist. Encourage them to write down any questions they still have about anti-racism.

What is Anti-Racism?

Anti-racism is the work of actively opposing racism by advocating for changes that promote racial equity in society.

Being anti-racist requires:

- self awareness
- reflection
- conscious effort to make frequent, consistent, & equitable choices daily.



Scan the QR code for more information about DPAG's anti-racism initiatives, and links to further resources.



Infographic adapted from www.surgeryredesign.com

<https://www.dpag.ox.ac.uk/work-with-us/equality-diversity-inclusion/anti-racism-working-group/anti-racism-resources-october-2021-what-is-anti-racism>

Activity #4: Social Action within Social Media

Time: 45 minutes

Materials Needed:

- Computer/tablet/phone with internet access
- Paper
- Writing Utensils
- Agree, Disagree, Undecided Signs (can be written on plain paper)

Steps:

1. Begin by asking your Girl Scouts what activism is and what it means to them. Allow for a few members of your troop to share their thoughts. After this conversation, have them split off into smaller groups to discuss different ways people engage in activism around the world. Have them make a list of their ideas in the group. Bring them back together for a larger discussion.
2. Share the definition of activism and digital activism with your group. Activism: the policy or action of using vigorous campaigning to bring about political or social change. Digital Activism: a form of activism that uses the internet and digital media as key platforms for mass mobilization and political action.
3. After your discussion, have your Girl Scouts split back into their smaller groups and discuss which tools or uses of technology could be the most powerful to make change and why. Gather a few responses from each group.
4. Inform your Girl Scouts that you will be doing an activity called “Where I Stand”. Place signs around the room that read: Agree, Disagree, and Undecided. They should be spaced out enough that Girl Scouts aren’t confused about where each one is. Explain that you will be reading out different prompts (prompts are on the next page) and Girl Scouts should go to the sign that best represents how they feel about the prompt. Encourage them to go with their gut and not be swayed with the opinion of their friends. After you read the prompt and Girl Scouts have gone to their place, have a couple Girl Scouts in each group share why they chose to go where they did.
5. Repeat for the rest of the prompts.
6. After the activity, ask your troop if anyone’s mind was changed after listening to others share their opinions.
7. Share this article with your Girl Scouts and have them read it to themselves. <https://www.teenvogue.com/story/amandla-stenberg-youth-activism-social-media>
8. Facilitate a discussion after your troop is finished reading the article. Allow your Girl Scouts to lead the conversation. If your troop is struggling to start or to continue the conversation, have them think about any ways they’ve seen activism as they’ve been on social media (if they have social media).
9. To finish the lesson, watch this TED talk with your troop and discuss. Allow time for them to make comments during the TED talk. Feel free to pass out and snack and let your troop get comfortable while they watch <https://www.youtube.com/watch?v=VrYL3XvOKxY>

For Ambassadors: Create a social media post (Tiktok, Instagram post, Tumblr post, etc.) about a cause you care about.

Where I stand Prompts

1. Social media (for example, Facebook, Twitter or Instagram) can be a powerful tool to make positive social change.
2. It is more meaningful to take social action offline (in real life) than it is to engage in social action online.
3. Young people today are more interested in social justice issues than young people 20+ years ago because of social media and technology.
4. Sharing a hashtag or article related to a social issue is not real activism

Activity #5: Intersectionality

Time: 30 minutes

Materials Needed:

- Paper
- Writing utensils
- Craft supplies (markers, crayons, colored pencils, paint, glue, scissors, collage materials, etc.) *Let Girl Scouts know ahead of time you will be doing a craft if they want to bring any materials from home.

Steps:

1. Explain to your Girl Scouts that for this lesson, they're going to be discussing their own identity. Discuss with your troop what intersectionality means.
 - Intersectionality definition: Intersectionality refers to the social, economic, and political ways in which identity-based systems of oppression and privilege (such as gender, race, disability status, sex, sexual orientation, etc.) connect, overlap, and influence each other.
2. On a piece of paper have your Girl Scouts write down parts of their identity. They will not be sharing this out loud. This activity is meant for each individual Girl Scout – nothing they write down is wrong if it feels right to them.
3. After they've written down parts of their identity, have everyone in your troop close their eyes. Tell them you're going to be saying a few statements out loud and they should raise their hand if they identify with that statement. Encourage them to be honest and let them know everyone's eyes will be closed for this activity; they don't need to raise their hand if they don't feel comfortable. Do not call any Girl Scout out for not raising their hand if you feel like they identify with the statement. Statements are as follows:
 - I benefit from white privilege
 - Someone has made me feel bad because of my identity
 - I feel comfortable sharing my identity with my friends
 - I feel comfortable sharing my identity with my family
 - I like all parts of my identity
 - There are certain parts of my identity I like more than others
 - I know who I am fully
 - I am not sure who I am
4. After reading the statements, have everyone in your troop open their eyes. Give them a moment to reflect on the statements they just heard. If anyone wants to share, allow them to; however, no one should feel pressured to speak.
5. Have your Girl Scouts create a piece on who they are and how each part of their identity works together to create them.
 - Girl Scouts can make a collage, draw a picture, write a poem or a story, paint, etc. Give them space to be as creative as they want to be.
6. Allow time for Girl Scouts to share when they're done if they're comfortable.

More Learning Opportunities

- **Field Trip Ideas:** Visit a museum exhibit that showcases work of people who are not the majority race, culture, or ethnicity in your area. Attend a cultural celebration of a culture different than your own.
- **Speaker Ideas:** Invite a staff member or volunteer of a local organization that works in racial equity or immigrant/ refugee rights or services to talk about the most important issues in your neighborhood, city, or state. o Invite a local immigrant or refugee to share their experience with you and/or your troop

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.