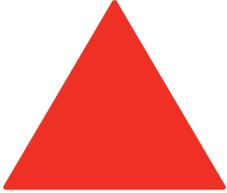
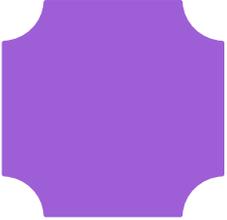




girl scouts  
river valleys



# Diverse Inclusive Together



Juniors



**Diverse  
Inclusive  
Together**



## **Juniors: 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.

**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+.

## 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.

**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.

**Hidden Figures: The True Story of Four Black Women and the Space Race** by Margot Lee Shetterly – a retelling of the story of four black women working at NASA; their calculations helped fuel some of America’s greatest achievements in space.

**The Anti-Racist Kid: A Book about Identity, Justice, and Activism** by Tiffany Jewel – an illustrated guide on antiracism to empower the young people in your lives.

Activity 1: Introduction Bingo

## Activities

### Activity #1: Did you Know?

*Time: 20 minutes*

#### **Materials Needed:**

- Index Cards (one for each Girl Scout)
- Writing Utensil (one for each Girl Scout)

#### **Steps:**

1. Have your Girl Scouts gather in a circle. Ask Girl Scouts, “Pretend you don’t know me. What do you think you know just by looking at me?” Most Girl Scouts will likely respond with descriptions of your physical appearance. Ask, “Is there a lot you can tell about a person just by looking at them?” Discuss.
2. Hand out an index card to each Girl Scout. Instruct them to write a little-known fact about themselves on the card; this should be something you can’t figure out about them by just looking at them. Remind them not to write their names on the card. This fact will be read aloud to the group, so make sure whatever Girl Scouts are writing down, they are comfortable with everyone hearing.
3. After everyone has written down their fact, collect the cards and shuffle. Read one fact and have your Girl Scouts try to guess who shared that fact amongst themselves. Continue until you’ve read through all the cards. After every card has been read, have the Girl Scouts reveal which card belonged to them.
4. How did the Girl Scouts do? Were many of them able to guess which fact belonged to the correct person? What made it easy or difficult?
5. Explain as the activity shows, it can be difficult to tell a lot about someone just by looking at them. There are many unique aspects to our identity that other people can only discover by getting to know someone.

## Activity #2: Self Portraits

*Time: 1 hour*

### **Materials Needed:**

- Tablet/Computer/Phone with Internet Access
- Paper
- Writing Utensils (one for each Girl Scout)
- Collage Materials/Art Materials
  - Construction Paper
  - Old Magazines
  - Crayons/Markers/Colored Pencils
  - Scissors
  - Glue

### **Steps:**

1. In your last activity, you discussed how hard it is to tell everything about someone just by looking at them. Begin this activity by asking your Girl Scouts to define the word assumption.
2. After some discussion, ask your Girl Scouts to define the word “stereotype”. Write their ideas down or display them in some way.
3. Ask your group to provide some examples of stereotypes and what kind of things people often stereotype (race, gender, class, etc.).
4. During your discussion, see if Girl Scouts can point out some stereotypes that people may use that they fit into. (For example, “all girls like pink”, “girls can’t play sports”, etc.) Make sure your Girl Scouts know that they can present stereotypes and discuss this topic with respect; just because they are sharing, does not mean they believe the stereotype they are providing.
5. After you’ve had some discussion time and written down some key points, ask your Girl Scouts if they feel like they fit into any of the stereotypes that have been shared. Give them time to discuss how those stereotypes make them feel. Allow them to pair and share with a group member to answer the question: Do these stereotypes capture the real you?
6. Next, have Girl Scouts work in small groups to brainstorm a list of how stereotypes and assumptions have impacted people over time.
7. After discussion, watch this episode of That’s so Raven: <https://www.youtube.com/watch?v=Tr7FcIvjVc4>.
8. When the episode ends, have your Girl Scouts pair and share what they think the episode was about. Some guiding questions:
  - Why do we think the store manager wouldn’t hire black people?
  - Did Raven do the right thing?
  - What would you have done if you were in a similar situation?
  - How would it make you feel to be excluded because of something you couldn’t change?
9. Girl Scouts will now create a mixed media self-portrait that depicts who they are. This piece should showcase their personality, beliefs, values, and interests through images, words, and symbols.
10. Give Juniors time to create their self portrait using collage materials, crayons, markers, paint, etc. (This can be flexible, depending on what you have on hand).
11. Allow Girl Scouts time to share their work if they are comfortable.

## **Activity #3: Diverse Stories**

*Time: 40 minutes*

### **Materials Needed:**

- Tablet/Computer/Phone with Internet Access
- Paper + Pencil (one for each Girl Scout)
- Drawing Paper
- Colored Pencils, Crayons, Markers
- Mirrors

### **Prep Needed:**

During this activity, Girl Scouts will be looking at stories of other fourth graders around the world; read through the stories before reading through them with your troop. Some stories depict bullying and mentions of physical safety that may not be appropriate for all troops. Use your discretion when sharing stories with your Girl Scouts.

### **Steps:**

1. Ask Girl Scouts to think about their everyday life. What do they do day to day? Have them share with a troop member sitting by them what their daily life looks like.
2. As they're discussing with a fellow Girl Scout, have them think about a fourth or fifth grader in a different state in the United States, or in a different country. Do they think they're everyday life looks the same as people in different parts of the world? Give them time to discuss with a partner.
3. After they discuss in smaller groups, bring them back for a larger discussion. Give the group time to share some things they talked about with their partner.
4. Introduce the group to artist Judy Gelles and her fourth-grade stories project. Fourth Grade Project — Judy Gelles She traveled around the world taking pictures of fourth graders and asking them the questions: who do you live with? What do you wish for? What do you worry about?
5. Look through some portraits together. Allow time for Girl Scouts to discuss and make comments as they need.
6. After looking through the portraits, have your Girl Scouts think about their every day lives as fourth and fifth graders again.
7. For this next part, ask your Girl Scouts the same three questions Judy Gelles asked the fourth and fifth graders she worked with: Who do you live with? What do you wish for? What do you worry about? Have them write down their answers.
8. After your Girl Scouts have written down their answers, have them draw a self-portrait and write their answers on the same paper as their self-portrait.
  - Girl Scouts can use a mirror to look at themselves while drawing their self-portrait.
9. Allow Girl Scouts to share their answers and self-portraits when they're done if they are comfortable.

## **Activity #4: Mirrors and Windows**

*Time: 30 minutes*

### **Materials Needed:**

- Computer/Tablet/Phone with Internet Access
- Books (Prior to this activity, remind guardians to have Girl Scouts bring in a copy of their favorite book. This can be from their personal collection or the library).
  - Bring a copy of your favorite book from when you were a young child if possible.

### **Steps:**

1. Gather your troop in a circle; tell your Girl Scouts that you'll be chatting about your favorite books today. Begin by sharing your favorite book with the group and give a few reasons why you chose to bring that book.
2. Allow time for each Girl Scout to share their favorite book and why they decided to bring that book to the meeting. What makes that book their favorite?
3. Explain that stories and books are a powerful way to learn about ourselves and about people who are different than us.
4. Begin discussing how books can sometimes be “windows” or “mirrors”. Ask your Girl Scouts to think about what this may mean. Have them pair up with a partner in the group to discuss before discussing as a large group.
5. Some discussion points:
6. What do you see when you look in the mirror? Your reflection. “Mirror” books are books that reflect your identity (books with characters who have the same racial or cultural background, religious background, or family make up as the reader does). The books you can see yourself in.
7. 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.
8. Watch this TED Talk with your troop: <https://www.youtube.com/watch?v=RKTCLUjzvVs>
9. Circle back to the books they brought with them; would they consider their favorite book a “window” or a “mirror” book? Why? Allow your Girl Scouts to share as one large group or with a partner.

## **Activity #5: Creating Mirrored Stories**

*Time: 30–45 minutes*

### **Materials Needed:**

- Lined paper
- Writing utensils
- Art supplies (optional)

### **Steps:**

1. Recall the conversation you had about mirror and window books, as well as the TED Talk your Girl Scouts watched.
2. Have them think about some of their favorite stories as you're handing out writing utensils and paper to the group.
3. During this time, each Girl Scout will write a story of their own; they should have creative control over the genre, length, and story. However, they must include themselves in the story in some capacity.
4. Once your group is done writing their story, have a discussion about the process of writing themselves into a story. Did it come very easily? Was it difficult? Why?
5. After your discussion, allow space for Girl Scouts to share their story if they want to. They can also share a summary if they don't want to read the whole story.

\*If Girl Scouts finish their story early, they can make a cover using paper, crayons, colored pencils, etc.

## **Activity #6: Representation**

*Time: 30 minutes*

### **Materials Needed:**

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

### **Steps:**

1. Begin by recalling your last two activities about stories and mirror and window books.
2. Ask your Girl Scouts if they see people who look like them represented in the media often (tv shows, movies, books, magazines, toys etc.).
3. Have your troop write down individually some of the tv shows, movies, or books they see people who look like them in. Give your Girl Scouts two minutes to write down their answers. Allow time for sharing at the end.
4. Discuss with your Girl Scouts how growing up and seeing themselves, or not seeing themselves, represented in the world affected them. Some guiding questions:
  - Has seeing yourself represented in toys, tv shows, movies, etc. had any effect on your self-esteem (positively or negatively)?
  - Do you wish you saw more of yourself in the world?
  - How has the way you have seen people of races different than your own portrayed in the media shaped your world view?
5. After your discussion, hand each Girl Scout a couple of sticky notes and have them write some descriptive words to describe their identity (race or otherwise). When they're done have them stick their sticky notes on a wall somewhere where they're all together.
6. Once all the sticky notes are hung up, have your Girl Scouts go around the room and put a smiley face on the sticky notes they identify with the most; they should also put a star on sticky notes they see represented in the media the most.
7. Have a couple of volunteers read the sticky notes out loud. Discuss how many people have in common and how many are most represented in the media your troop consumes.

## **Activity #7: The By-Stander Effect**

*Time: 30 minutes*

### **Materials Needed:**

- Paper
- Writing utensils
- Poster board
- Markers/crayons/colored pencils

### **Steps:**

1. Ask your troop if they know what being a bystander is. Give a few Girl Scouts the opportunity to share.
2. Share this definition with your Girl Scouts: a person who is present at an event but does not take part in it.
3. Have your Girl Scouts raise their hand if they feel like they've ever been a bystander.
  - You can have your troop close their eyes and raise their hand to answer this question if you're worried your troop will not be comfortable answering this question in front of each other.
4. Discuss what kind of events people can be bystanders for? Does being a bystander always have to be a negative thing? What instances should you stand up for other people instead of being a bystander?
5. After your conversation, ask your Girl Scouts if they know what racism looks like. Have they ever seen it before (either in a tv show/movie or real life)? Have them give some examples if they are comfortable.
6. Hand each Girl Scout a piece of paper and have them write down what they can do if they see a friend or a stranger dealing with racism. Have them think about how they would stand up for someone at school or at a club they're a part of.
7. After they write down some ideas, have them share out to the group. After they share out, have your troop create an anti-bystander mission statement. How do they want to speak up and speak out for people.
8. Once they've decided what their mission statement is, have them write on a poster board and sign it.

## 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.