

## JUNIOR DIVERSE. INCLUSIVE. TOGETHER PATCH – MEETING 1

**Patch Purpose:** When girls have earned this patch, they'll have developed an appreciation of the uniqueness and commonalities of themselves and others, and the rich diversity of various cultures in their community and in the world. Girls will also deepen their understanding and respect for people who may be different from them, and learn how to better relate to others.

**Activity Plan Length:** 1.5 hours

Time	Activity	Materials Needed
10 minutes	Getting Started <ul style="list-style-type: none"> <li>Girls recite the Girl Scout Promise + Law</li> </ul>	<input type="checkbox"/> (Optional) Girl Scout Promise and Law poster
15 minutes	Did You Know? <ul style="list-style-type: none"> <li>Girls share little-known facts about themselves with the group.</li> </ul>	<input type="checkbox"/> Index cards (one per girl) <input type="checkbox"/> Writing utensils
15 minutes	Hand Identity Charts <ul style="list-style-type: none"> <li>Girls create identity charts.</li> </ul>	<input type="checkbox"/> Chart or large sheet of paper <input type="checkbox"/> Tape <input type="checkbox"/> Paper (one sheet per girl) <input type="checkbox"/> Writing utensils
15 minutes	Fourth Grade Stories <ul style="list-style-type: none"> <li>Girls learn about fourth graders around the world.</li> </ul>	<input type="checkbox"/> Tablet or computer with internet access
20 minutes	My Fourth (or Fifth) Grade Story <ul style="list-style-type: none"> <li>Girls reflect on their story as a fourth or fifth grader and make a portrait of themselves.</li> </ul>	<input type="checkbox"/> Three Questions sheet (one per girl) <input type="checkbox"/> Writing utensils <input type="checkbox"/> Camera or phone with camera <input type="checkbox"/> Computer with internet access <input type="checkbox"/> (Optional) Printer <input type="checkbox"/> (Optional) Printer paper <input type="checkbox"/> (Optional) Tape
15 minutes	Wrapping Up	<input type="checkbox"/> (Optional) Make New Friends lyrics poster

### Note to Adults/Leaders

For a long time, many people, including social learning experts, believed that if we didn't call attention to racial differences, then children would be less likely to notice these biases themselves and therefore, less likely to



discriminate against others. This is commonly known as the “colorblind” approach to handling discussions and interactions dealing with race.

Research, however, has since disproven this theory. Studies have shown that children notice and begin assigning meaning to race at a very young age (examples of this include distinguishing between white and black people, and drawing conclusions about traits inherent to those groups of people). The good news is that research has shown that parents and guardians who meaningfully talk to their kids about race end up with better racial attitudes than kids with parents or guardians who don’t.

Erin N. Winkler, a professor at the University of Wisconsin who studies racial identity, states, “Children pick up on the ways in which whiteness is normalized and privileged in U.S. society.” When working through these activities with your troop, make a concerted effort not to make whiteness the default and inadvertently marking other races as “other.” For additional resources on how to support healthy racial identities, refer to the list at the end of this activity plan.

## Getting Started

Time: 10 minutes

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

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

## Activity #1: Did You Know?

Time: 15

minutes

Materials Needed: Index cards (one per girl); writing utensils

1. Have girls gather in a circle. Ask girls, “Pretend you don’t know me. What do you think you know just by looking at me?” *Most girls 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?”
2. Hand out an index card to each girl. Instruct them to write a little-known fact about themselves on the card; this fact should be something that you can’t know just by looking at someone. Remind them not to write their names on the card, and that this fact will be shared aloud with the group, so only write something they’re comfortable revealing to the group.
3. After everyone has written down their fact, collect and shuffle the cards. Read one fact and have girls try to guess who shared that fact with themselves. Continue until you’ve read through all the cards. Then, have girls reveal which card and fact belonged to them.
4. How did the girls do? Were many of them able to guess which fact belonged to which girl? What made it easier or more difficult to pair the fact with its owner?
5. Like the activity shows, it can be difficult to tell a lot about someone just by looking at them. There are many unique aspects of our identity that other people can only discover by getting to know you.

## Activity #2: Hand Identity Charts

Time: 15 minutes

Materials Needed: Chart or large sheet of paper; tape; paper (one sheet per girl); writing utensils

Prep Needed:

- It’s a good idea to great your own hand identity chart to show the girls an example of what a completed chart looks like. Sharing your own identity chart might also help girls be more willing to share aspects of their own identity that they might not have been comfortable sharing with the group.



1. Tape the chart paper on the wall. Write the word “identity” at the top of the sheet. Ask girls what they think the word “identity” means. Jot down their responses on the paper. After they’ve called out a few definitions, explain that your identity is made up of the individual characteristics, beliefs, interests, and groups that you belong to. Sometimes these characteristics are visible, and sometimes they’re invisible (think back to the previous activity you just did—what can you tell just by looking at someone?).
2. Next, ask girls to come up with a list of categories that people commonly use to define their identity. Some examples include gender, age, hobbies, religion, race or ethnicity, what school you go to, what sports you play, where your family is from, etc.
3. Hand each girl a sheet of paper and a writing utensil. Instruct them to draw an outline of their hand on the piece of paper. On the inside of the hand, girls should write down words that they use to describe themselves (how they define themselves) and on the outside, they should jot down words that others would use to describe them (how others see them).
4. Give girls a few minutes to complete their identity charts. After everyone’s finished, have them share out their completed charts. If girls seem hesitant to share, break the ice by sharing your completed identity chart first. If some girls are unwilling to share, respect their decision, and let them know that they’re always able to share in the future if they’d like.
5. As girls share their identity charts, ask them if the words they wrote inside their hands matched the ones they wrote outside their hands. Does the world see them as they see themselves? Which words overlap? Which words don’t? Why do they think that is?

*Activity adapted from facinghistory.org.*

### Activity #3: Fourth Grade Stories

Time: 15 minutes

Materials Needed: Tablet or computer with internet access

Prep Needed:

- In this activity, girls will be learning about fourth graders around the world through an installation called Fourth Grade Stories ([www.judygelles.com/fourth-grade-word-portraits](http://www.judygelles.com/fourth-grade-word-portraits)). Review the portraits on your own before sharing with girls. There are a few mentions of physical safety and bullying that may not be appropriate for all girls. You know your girls best; use your discretion when sharing the Fourth Grade Stories portraits with your troop.
1. Ask girls to imagine a fourth or fifth grader living in a different part of the U.S., or in a completely different country. What do you think their lives and experiences are like? If you had to describe your day-to-day life to them, how would you do it?
  2. Introduce them to artist Judy Gelles and her Fourth Grade Stories project. Gelles traveled around the world taking photographs of students living in many different places. As she took their pictures, Gelles asked each student the same three questions: Who do you live with? What do you wish for? What do you worry about?
  3. Look through the portraits together.

### Activity #4: My Fourth Grade Story

Time: 20 minutes

Materials Needed: Three Questions sheet; writing utensils; camera or phone with camera; computer with internet access; (optional) printer; (optional) printer paper; (optional) tape

Prep Needed:

- Print copies of the Three Questions sheet (one per girl).
1. Now girls have the chance to create their own Fourth Grade Story portrait. Hand each girl a Three Questions sheet and a writing utensil. Give them a few minutes to think and write down responses to the questions. Remind girls that they’ll have an opportunity to share their portraits with the troop, but can also choose not to share if they’d rather not.



2. After girls have completed their answers, have each girl line up to have their portraits taken in the style of Judy Gelles (with their backs turned to the camera).
3. When all girls have been photographed, upload the pictures to a graphic design website like Canva ([www.canva.com](http://www.canva.com)). Use the software to add girls' responses to their corresponding photos.
4. (Optional) Create a "gallery" of the finished portraits. Print out the photos, tape them to the wall, and then encourage girls to walk around the room to look at their troop's photos. After girls have had a chance to look at each others' portraits, reconvene as a larger group and discuss:
  - What did you learn about the other girls in our troop?
  - Why do you think other girls had different answers than yours?

## Wrapping Up

Time: 15 minutes

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

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

## Additional Resources

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



# Three Questions

**Who do you live with?**

**What do you wish for?**

**What do you worry about?**

