

Senior and Ambassador Diverse. Inclusive. Together. VIRTUAL MEETING PLAN

Overview

This slide deck walks you through activities to complete all or most steps of a patch. It includes a variety of interactive activities that you can do as a troop – including video, group conversations, hands-on activities, and more. Review the full deck and notes section prior to your meeting for tips and suggestions. In addition, these first slides will outline the general meeting plan.

Depending on the length of your virtual meetings, you may choose to complete this badge over the course of 1-2 meetings. Connect with families ahead of time to let them know what materials they should have ready prior to logging in. Patches can be purchased by the troop or family in the online shop.

Materials Needed

- Just Because Poem Handout
- Notebook or scratch paper
- Writing utensil (pen, pencil, etc.)



Overview for the Troop Leader

A Note to 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.



Overview for the Troop Leader

Preparation & Resources For Facilitation

Prep

•Before the meeting, familiarize yourself with the content and terms. The additional resource information will be helpful to read and engage in prior to the meeting so that you feel ready to facilitate conversations about identities including discussions on racism.

•Fill out your own our personal and social identity wheels as examples to show the group (optional)

Resources for Facilitation

•[How To Talk to Kids about Racism](#)

•[Resources for Talking about Racism and Racialized Violence with Kids](#)

•[Establishing Brave Spaces: The Roles of Safety and Comfort in Dialogue](#)

•[Microaggressions Are A Big Deal: How To Talk Them Out And When To Walk Away](#)

Overview for the Troop Leader

<https://www.today.com/parents/how-talk-kids-about-racism-protests-injustice-t182929>

<https://centerracialjustice.org/resources/resources-for-talking-about-race-racism-and-racialized-violence-with-kids/>

<https://www.bc.edu/content/dam/files/centers/humanrights/pdf/IGR.Brave Spaces Handout.pdf>

<https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away>

Cadette Diverse. Inclusive. Together. Meeting Overview

Activity	Slide Number	Time	Notes
Intro/Promise & Law	Slide 5-7	5 min	
Icebreaker	Slide 8	10 min	
Badge Overview & Ground Rules	Slide 9-10	5 min	
Me, My Identity, and I	Slide 11-16	30 min	Girls explore their personal identities
What's Cultural Appropriation?	Slide 17-21	25 minutes	Girls learn about cultural appropriation
Just Because Poems	Slide 22-23	20 min	Girls write poems about their identities
Takeaways	Slide 24	10 min	Closing Debrief of the lesson
More to Explore	Slide 25	3 min	Additional resources to explore
Wrapping Up	Slide 26	5 min	



Overview for Troop Leader

Senior and Ambassador Diverse. Inclusive. Together. Patch



Girl Scouts River Valleys

Senior and Ambassador Diverse. Inclusive. Together. Patch

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.



Girl Scout Promise

On my honor, *I will try:*

To serve God* and my country,
To help people at all times,
And to live by the Girl Scout Law.

*Members may substitute for the word God in
accordance with their own spiritual beliefs.

Open your meeting with the Girl Scout Promise and Law

Girl Scout Law

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,

And to

respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

Open your meeting with the Girl Scout Promise and Law

Icebreaker

What's a new skill
or hobby you've
learned during
recently?

Icebreaker question

How Will We Earn this Patch?

1. Setting Ground Rules & Expectations
2. Me, My Identity, and I
3. What's Cultural Appropriation?
4. Just Because Poems
5. Takeaways & Wrapping Up

Agenda for the Diverse. Inclusive. Together patch meeting(s)

Ground Rules

- 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, we will actively listen.
- What's shared in this room with this group stays with the group. Don't share personal information without that person's permission.

When talking and sharing about personal identities, it's important to set ground rules so that everyone feels supported and safe during the discussions.

After reading the list, open it up to your group. Are there additional rules (or guidelines) they would like to add?



America Ferrara, "My Identity Isn't an Obstacle, it's a Superpower"

Me, My Identity, and I

Watch the video to begin. After the video ends, take a few minutes of pause before moving on. If your troop is interested, you may also ask them if there's anything that they wanted to discuss or were surprised by the video.

<https://www.youtube.com/watch?v=RjquHTj4HIY>

On your own, list your social identities

- National Origin
- Race
- Ethnicity
- Socio-economic Status
- Age
- Gender Identity
- Sexual Orientation
- First Language
- Religious or Spiritual Affiliation
- Family Make-up
- Disability
- Immigration Status

Now, separately, each person will take 5-10 minutes to reflect on their own identities by first listing all their social identities.

Next slide has examples of each identity.

Social Identity Examples

National Origin: Born in the US,
Born Outside of the US

Socio-Economic Status: Working Class, Middle Class,
Upper-Middle Class

Age: 14,15,16,17,18

Gender Identity: Girl, Boy, Non-
Binary, Transgender, Cisgender

First Language: Spanish,
English, Somali, Hmong, Arabic,
Lao, German

Religious or Spiritual Affiliation: Buddhist, Muslim,
Christian, Catholic, Agnostic, Atheist

Race: White; Black and
African American; Asian and Pacific
Islander; Latinx; Native
American; Biracial; Multiracial

Disability: You have a
disability and/or someone you know
(family member, friend, etc.) has a
disability

Ethnicity: Hmong, Italian, Vietnamese,
Somali, Swedish, Irish, Mexican, Korean,
Filipino

Sexual Orientation: You or
someone you know identifies as
LGBTQ+; You identify as heterosexual

Family Make-up: Parents are married,
parents are divorced, single parent,
live with someone who isn't a
biological parent, come from a big or
small family

Immigration Status: You, your
family, friend, or someone you
care about is/are an undocumented
immigrant(s); You and/or your family
are US citizens; You and/or your family
are dual citizens (a
US citizen and a citizen of
another country); You and/or your
family are permanent residents in the
US; You, your family, friend, or
someone you
care about is/are a refugee(s) or
asylee(s)

The list above are some examples of each identity.

Allow 5-10 minutes for everyone to list out their identities. Girls only have to write and share identities they feel comfortable sharing.

Now, sort your identities into two categories

01

What Identities
Do You Think
Most About?

02

What Identities
Do You Think
Least About?

Now, have everyone sort their list into two categories:

What's identities do I think most about?

What identities do I think least about?

Small Group Reflection Questions

What part of your identity do you think people first notice about you?

What part of your identity is most important to you?

What part of your identity is least important to you?

What part of other people's identity do you notice first?

What part of your identity do you struggle with?

What part of your identity are you proud to share with other people?

Reflection Questions (in breakout rooms), for 5 minutes. Girls can choose what questions to answer. Additionally, remind your troop of the ground rules and the importance of only sharing things that they feel comfortable sharing.

What part of your identity do you think people first notice about you?

What part of your identity is most important to you?

What part of your identity is least important to you?

What part of other people's identity do you notice first?

What part of your identity do you struggle with?

What part of your identity are you proud to share with other people?

Large Group Reflection

What came up while reflecting on your identities?

What does privilege mean? Define privilege

When we are thinking about the identities we think least about, how might that be tied to privilege?

What can we learn by reflecting on identities that we think the least and most about?

Have the group come together and ask some of the large group questions.

What came up while reflecting on your identities?

Ask the group, what does privilege mean? Define privilege

When we are thinking about the identities we think least about, how might that be tied to privilege?

What can we learn by reflecting on identities that we think the least and most about?

Additionally, remind your troop of the ground rules and the importance of only sharing things that they feel comfortable sharing.

Important Definitions

RACISM: RACISM ACCOUNTS FOR THE SYSTEM THAT PRIVILEGES WHITE PEOPLE OVER FOLKS OF COLOR. IT SHOWS UP AS DIFFERENTIAL TREATMENT OF PEOPLE OF COLOR AT DIFFERENT LEVELS OF SEVERITY AND CAN BE SUBTLE OR VERY OBVIOUS.

MICROAGGRESSION: MICROAGGRESSIONS ARE DEFINED AS THE EVERYDAY, SUBTLE, INTENTIONAL – AND OFTENTIMES UNINTENTIONAL – INTERACTIONS OR BEHAVIORS THAT COMMUNICATE SOME SORT OF BIAS TOWARD HISTORICALLY MARGINALIZED GROUPS.

PRIVILEGE: UNEARNED SOCIAL POWER ACCORDED BY THE FORMAL AND INFORMAL INSTITUTIONS OF SOCIETY TO ALL MEMBERS OF A DOMINANT GROUP (E.G. WHITE PRIVILEGE, MALE PRIVILEGE, ETC.) . PRIVILEGE IS USUALLY INVISIBLE TO THOSE WHO HAVE IT BECAUSE WE ' RE TAUGHT NOT TO SEE IT, BUT NEVERTHELESS IT PUTS THEM AT AN ADVANTAGE OVER THOSE WHO DO NOT HAVE IT.

STEREOTYPE: A GENERALIZATION APPLIED TO EVERY PERSON IN A CULTURAL GROUP; A FIXED CONCEPTION OF A GROUP WITHOUT ALLOWING FOR INDIVIDUALITY. WHEN WE BELIEVE OUR STEREOTYPES, WE TEND TO IGNORE CHARACTERISTICS THAT DON ' T CONFORM TO OUR STEREOTYPE, RATIONALIZE WHAT WE SEE TO FIT OUR STEREOTYPE, SEE THOSE WHO DO NOT CONFORM AS " EXCEPTIONS, " AND FIND WAYS TO CREATE THE EXPECTED CHARACTERISTICS.

Before moving on to the next activity, go over the following definitions with your troop. These definitions may be new or worded in a way that is different from what they have heard.

Allow a few minutes for any questions or clarifications.

Definitions from:

<https://www.racialequitytools.org/glossary#>

<https://lgbtqia.ucdavis.edu/educated/glossary>

What's Cultural Appropriation?

HAVE YOU HEARD THIS PHRASE BEFORE?

IF SO, WHAT DOES IT MEAN?

Ask the group, what's cultural appropriation? Have you heard this phrase before?



Cultural Appropriation Definition

THEFT OF CULTURAL ELEMENTS FOR ONE'S OWN USE, COMMODIFICATION, OR PROFIT – INCLUDING SYMBOLS, ART, LANGUAGE, CUSTOMS, ETC. – OFTEN WITHOUT UNDERSTANDING, ACKNOWLEDGEMENT, OR RESPECT FOR ITS VALUE IN THE ORIGINAL CULTURE, RESULTS FROM THE ASSUMPTION OF A DOMINANT (I.E. WHITE) CULTURE'S RIGHT TO TAKE OTHER CULTURAL ELEMENTS.

Cultural Appropriation definition



Watch the video by Teen Vogue. <https://www.youtube.com/watch?v=d6Y5cARFJw8>

Once you are done watching, allow a few minutes for everyone in your group to process before moving to the discussion questions.

Reflection Questions

- WHAT CAME UP FOR YOU WHILE WATCHING THIS VIDEO?
- WHERE HAVE YOU SEEN CULTURAL APPROPRIATION? (I.E. AT A STORE, SCHOOL, PARTY, TELEVISION, MAGAZINES, ETC.) ARE THESE IMAGES STEREOTYPES?
- HOW ARE STEREOTYPES HARMFUL?
- REFLECTING ON PAST HALLOWEEN COSTUMES OR OUTFITS, HAVE YOU EVER WORN SOMETHING THAT WOULD BE VIEWED AS CULTURAL APPROPRIATION? IF SO, AND KNOWING THIS NOW, WHAT ARE SOME THINGS YOU CAN DO DIFFERENTLY?
- WHAT ARE ACTION STEPS WE CAN DO NOW THAT WE KNOW MORE ABOUT CULTURAL APPROPRIATION?

Reflections Question

- WHAT CAME UP FOR YOU WHILE WATCHING THIS VIDEO?
- WHERE HAVE YOU SEEN CULTURAL APPROPRIATION? (I.E. AT A STORE, SCHOOL, PARTY, TELEVISION, MAGAZINES, ETC.) ARE THESE IMAGES STEREOTYPES?
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- REFLECTING ON PAST HALLOWEEN COSTUMES OR OUTFITS, HAVE YOU EVER WORN SOMETHING THAT WOULD BE VIEWED AS CULTURAL APPROPRIATION? IF SO, AND KNOWING THIS NOW, WHAT ARE SOME THINGS YOU CAN DO DIFFERENTLY?
- WHAT ARE ACTION STEPS WE CAN DO NOW THAT WE KNOW MORE ABOUT CULTURAL

APPROPRIATION?

Additionally, remind your troop of the ground rules and the importance of only sharing things that they feel comfortable sharing.

Just Because Poems

JUST BECAUSE I AM _____,
DOESN'T MEAN I _____,
DOESN'T MEAN I _____,
DOESN'T MEAN I _____,
I AM _____.

Tell girls that often, these different categories of our social identities are ones that are most visible from the outside. That's part of the reason why we so easily put people into different groups based on what we can see.

Have everyone assemble the "Just Because" poem handout and writing utensils. Explain to girls that for this final activity, they'll take what they learned about their social identities and respond to stereotypes society might make about either or both. Just like they observed our discussion about cultural appropriation many of these stereotypes are oversimplifications of people.



Just Because Poem Example

**JUST BECAUSE I AM YOUNG ,
DOESN'T MEAN I DON ' T KNOW ANYTHING**

Give examples of some ways to complete the “Just because I am” prompt. For example, “Just because I am a girl doesn’t mean all I care about is clothes and makeup,” or “Just because I’m Christian doesn’t mean I don’t respect other religions,” or “Just because I’m young doesn’t mean I don’t know anything.”

Give girls time to complete their poems. When everyone has finished, have girls who are willing and comfortable share their poems with the group.

Takeaways

WHAT FEELINGS CAME UP TODAY DURING THE DIFFERENT ACTIVITIES?

WERE THERE SOME IDENTITIES AND EXPERIENCES THAT YOU HADN'T KNOWN BEFORE TODAY?

WHY IS IT IMPORTANT TO LEARN AND CELEBRATE DIFFERENCES AND SIMILARITIES IN IDENTITIES AND EXPERIENCES?

Thank everyone for sharing and holding space for each other.

Remind the group of the ground rules as we leave the meeting today.

Group Debrief Questions

What feelings came up today during the different activities?

Were there some identities and experiences that you hadn't known before today?

Why is it important to learn and celebrate differences and similarities in identities and experiences?

READ

BROWN GIRL DREAMING BY JAQUELINE WOODSON (GRADES 3-12)

PARABLE OF THE SOWER BY OCTAVIA E. BUTLER (READING LEVEL: 5)

COMIC BOOK SERIES, B.B. FREE BY BOOM COMICS (YOUNG ADULT COMIC)

WATCH

GROWN-ISH (TV SERIES, TV-14)

ON MY BLOCK (TV SERIES, TV-14)

IF BEALE STREET COULD TALK (MOVIE, PG-13)

THE HATE U GIVE (MOVIE, PG-13)

LISTEN

GIRL SCOUTS RIVER VALLEY 'S PODCAST SERIES GIRL TALK, EPISODE 010: TALKING ABOUT RACE AND DIFFERENCE

More to
Explore!

Additional resources for girls to engage with!

Yay! We've Earned our Diverse. Inclusive. Together. Patch!



**THANK YOU FOR SHARING YOUR EXPERIENCE AND HOLDING SPACE
FOR OTHERS IN OUR TROOP!**

**AS WE FINISH THIS MEETING, IT'S IMPORTANT THAT WE DON'T
SHARE ANY OF THE EXPERIENCES AND STORIES THAT WE'VE HEARD
FROM OTHERS WITHOUT THEIR PERMISSION.**

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