



DIVERSE. INCLUSIVE. TOGETHER.

Diversity and inclusion have been core values of Girl Scouts since its founding in 1912. What is especially important about the Girl Scouts' rich history of supporting women's leadership is our insistence on being a voice for all girls, regardless of their background or neighborhood.

In this patch program, participants will have the opportunity to explore developmentally appropriate activities that start the conversation of race and racism by learning to appreciate diversity and to honor and celebrate our differences in our local communities and around the world. They will also deepen their understanding and respect for people who may be different from them and learn how to better relate to others.

Here at Girl Scouts of Colorado, we adapted this patch program from our Girl Scout sisters at the Girl Scouts of River Valleys council and would like to thank them for being the trailblazers in developing this program. In this new version, we have changed the language to be inclusive to all youth groups, not just Girl Scout troops. This patch program would be a great addition to your family, community, school, or religious group curriculum, schedule of activities, or dinner time conversations. Our developmentally appropriate activities make it easy to have meaningful conversations with youth starting at kindergarten through 12th grade.

In Girl Scouts, girls earn patches by completing a series of activities related to a skill, theme, or issue. They proudly display their patches on the back of their vest or sash to show their passion, interest, or skill that they acquired while completing the patch. Even if you do not have a Girl Scout vest or sash, you can still earn a digital patch that can be proudly displayed on social media outlets to show your commitment to appreciating, understanding, and respecting people of all races and cultures. Once you have completed the activities in this booklet, fill out [this form](#) to receive your digital patch and/or purchase your physical patch.

If you are a girl in K-12th and want to explore more with Girl Scouts, join us at girlscoutsofcolorado.org.

CADETTE (6-8)

DIVERSE. INCLUSIVE. TOGETHER PATCH – MEETING 1

Purpose: When individuals 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. They 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"> Develop ground rules for being inclusive when sharing. 	<input type="checkbox"/> (Optional) Girl Scout Promise and Law poster
15 minutes	Personal Identity Wheel <ul style="list-style-type: none"> Explore their personal identities. 	<input type="checkbox"/> Personal Identity Wheel handout (one per) <input type="checkbox"/> Writing utensils <input type="checkbox"/> (Optional) Completed Personal Identity Wheel example
10 minutes	Pair and Share <ul style="list-style-type: none"> Share their Personal Identity Wheels with each other. 	<input type="checkbox"/> Personal Identity Wheel handouts (from Activity #1)
10 minutes	Reflection <ul style="list-style-type: none"> Reflect on the process of completing and sharing their Personal Identity Wheels. 	None
15 minutes	Social Identity Wheel <ul style="list-style-type: none"> Explore their social identities. 	<input type="checkbox"/> Social Identity Wheel handouts (one per) <input type="checkbox"/> Writing utensils <input type="checkbox"/> (Optional) Completed Social Identity Wheel example
15 minutes	Move In/Move Out <ul style="list-style-type: none"> Share their social identities with each other. 	<input type="checkbox"/> Social Identity Wheels (from Activity #4) <input type="checkbox"/> Identities list
15 minutes	Takeaway + 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.

Ask individuals to share some rules that we should keep in mind. As they share, write them down on a piece of paper or board for them all to see.

Activity #1: Personal Identity Wheel

Time: 15 minutes

Materials Needed: Personal Identity Wheel handout (one per); writing utensils; (optional) completed Personal Identity Wheel example

Prep Needed:

- Print out copies of the Personal Identity Wheel handouts (one per), or use the blank wheel and fill in categories appropriate for your troop.
 - (Optional) Complete a Personal Identity Wheel yourself. Because they will be sharing personal details of their lives with each other, sharing your own Personal Identity Wheel with them can help ease them into the sharing process.
1. Note: They will be discussing some potentially sensitive topics about themselves with each other. Depending on your group, you may want to establish a few ground rules in order to ensure that all participants feel safe and respected during these activities. For example:
 - 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.
 2. Explain that everyone has multiple facets of their identity. Ask them if they can think of certain aspects that shape their own identity. Give them a few minutes to call out some examples, like their hobbies, what neighborhood they live in, what clubs they belong to at school, what sports they play, etc.
 3. Tell them that today, they're going to explore and share some of those identities with each other.
 4. Pass out the Personal Identity Wheel handout and writing utensils.



5. Explain to them how to fill out their wheels (the circle is separated into different sections with various prompts and spaces for their answers).
6. (Optional) If sharing, show them your completed Personal Identity Wheel so they can see a finished example.
7. Allow them a few minutes to complete their wheel.

Time: 10 minutes

Activity #2: Pair and Share

Materials Needed: Personal Identity Wheel handouts (from Activity #1)

1. Once they have completed their Personal Identity Wheels, have them pair off (or break off into small groups) to share their wheels. Encourage them to break out of their bubbles and talk to someone they don't know as well or would like to get to know better.
2. Ask them to share three categories from their Personal Identity Wheel. Partners do not have to share from the same category (for example, Partner A might want to share their favorite food, movie, and number of siblings while Partner B shares their favorite hobby, color, and book).

Activity #3: Reflection

Time: 10 minutes

1. After everyone has had a chance to share their three categories, ask them to come back together as a larger group. Discuss:
 - What was the easiest category to answer? Hardest? Why?
 - Were some questions more difficult to answer than others, or was it relatively simple to come up with answers for all of them?

Activity #4: Social Identity Wheel

Time: 15 minutes

Materials Needed: Social Identity Wheel handouts (one per); writing utensils; (optional) completed Social Identity Wheel example

Prep Needed:

- Print out copies of the Social Identity Wheel handouts (one per) or use the blank wheel and fill in categories appropriate for your group.
 - (Optional) Complete a Social Identity Wheel yourself. Because they will be sharing personal details of their lives with each other, sharing your own Social Identity Wheel with them can help ease them into the process.
1. Tell them that now that they've completed their Personal Identity Wheel, they'll be moving on to their Social Identity Wheels.
 2. Pass out the Social Identity Wheel sheets and writing utensils. Explain to them how to fill out their wheels (it's the same as their Personal Identity Wheels, but with different categories).
 3. (Optional) If sharing, show them your completed Social Identity Wheel so they can see a finished example.
 4. Allow them a few minutes to complete their wheels.

Activity #5: Move In/Move Out

Time: 15 minutes

Materials Needed: Social Identity Wheels (from Activity #4); Identities list

Prep Needed:



- Print out a copy of the Identities list.
1. Ask them to make a large circle in the middle of the room. Explain to them that you'll be reading off a list of identities. If that particular identity applies to them, they should move into the circle. After you read off each identity, ask them to take a look at who has moved into circle, and who hasn't. Ask them this question even if no one moved into the circle. They should move into and out of the circle silently.
 2. Remind them that this is a challenge-by-choice activity. If a particular identity applies to them, but they don't feel comfortable revealing it to the larger group, that is perfectly okay. Also remind them that if they know that a particular identity applies to another person in the group, they *should not* call out that individual to move into the circle if that individual has not chosen to do so themselves.
 3. Read through the list of identities, naming the category first. For each category, allow them to name identities that were not called out or included in the list.
 4. Alternative activity: Collect all the Social Identity Wheels, shuffle them, and then pass them out to everyone randomly so they end up with a wheel that's not their own. Do the Move In/Move Out activity using the wheels they've been assigned. This allows them to feel safe not to have to share their personal experiences if they're not comfortable doing so and also enables them to see what experiences and observations others in the group may have.

Takeaway + Wrapping Up

Time: 15 minutes

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

1. Ask girls to take a seat. Discuss:
 - What feelings came up during the Move In/Move Out activity?
 - Were there some identities that were easier to share than others?
 - Were there some identities that were more meaningful to you?
 - Were there some identities that you hadn't thought of before today?
 - If you were one of the few or only individuals who moved in for a certain identity, how did that feel?
2. 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
- Children Are Not Colorblind, Erin N. Winkler, Professor and Chair, Africology Department, UW-Milwaukee. 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



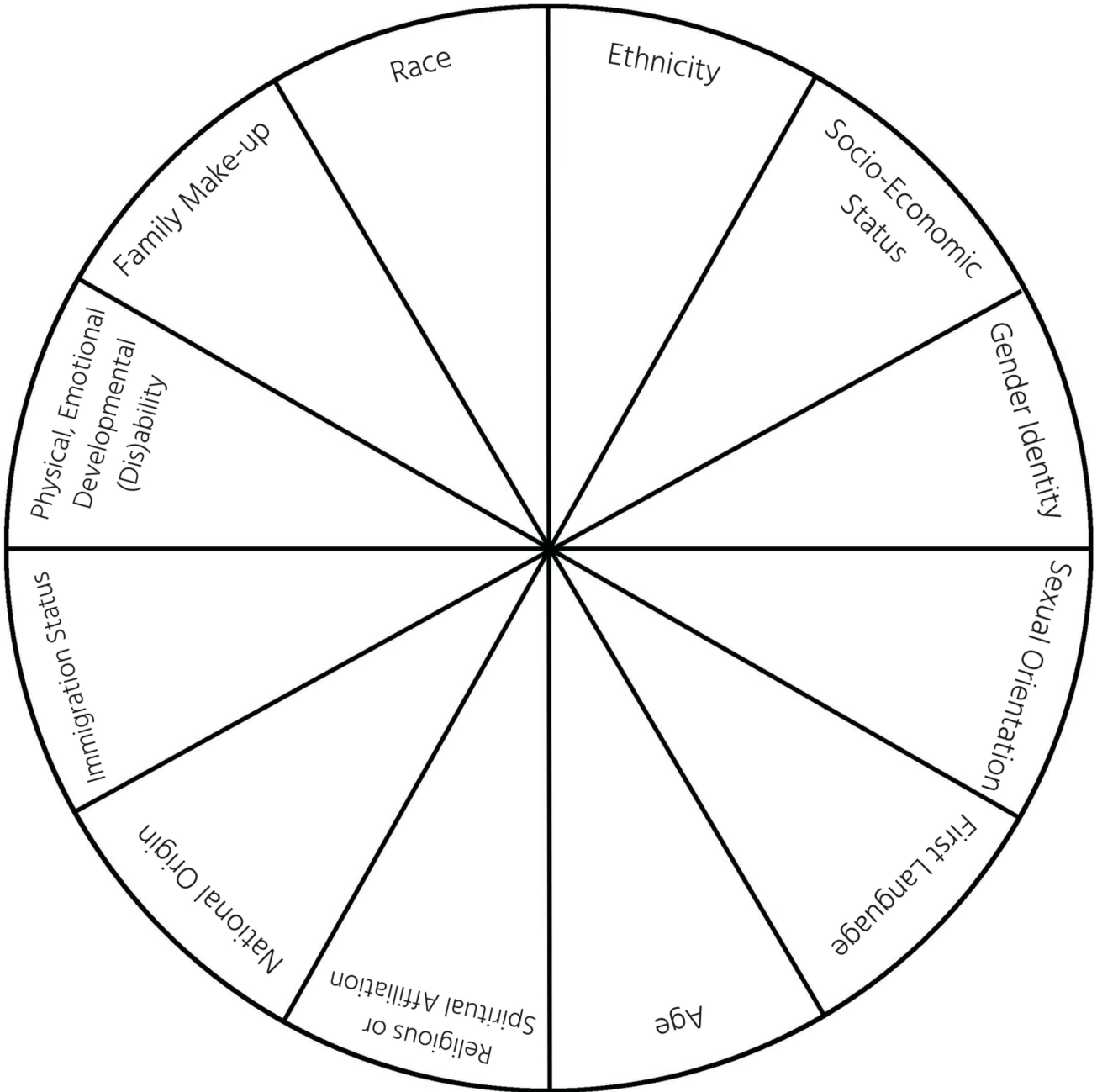
Personal Identity Wheel

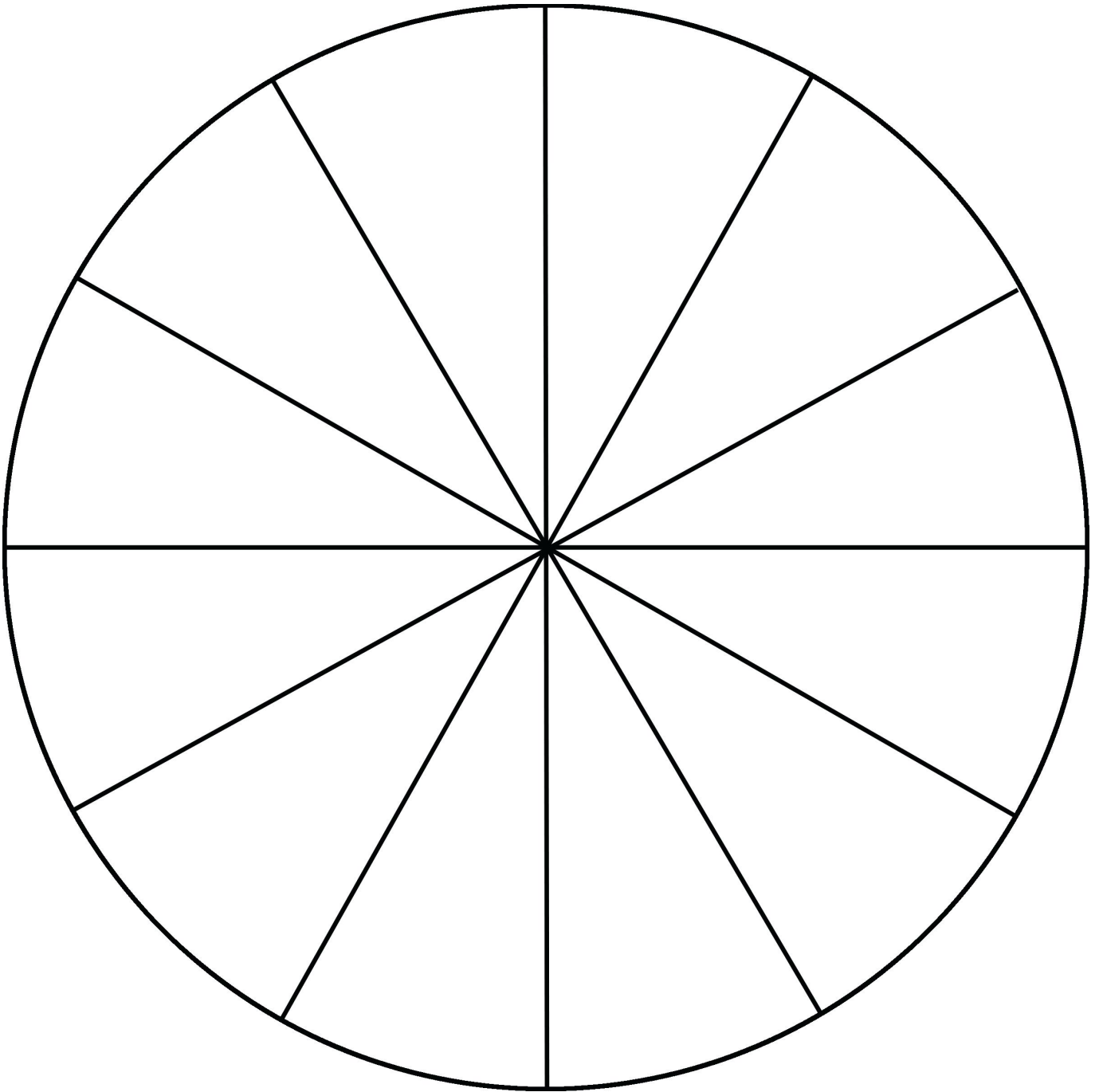
A circular 'Personal Identity Wheel' divided into 12 equal segments. Each segment is labeled with a different aspect of personal identity. The labels are arranged clockwise starting from the top-left:

- Hidden Talent
- Siblings
- Favorite Food
- Sports I Play
- Birth Order
- Favorite Quote
- Favorite Color
- Hobbies
- Favorite Holiday
- Favorite Movie
- Favorite Color
- Favorite Book



Social Identity Wheel





Move In/Move Out Identities

National Origin

- Born in the US
- Born outside the US (*if girls are comfortable doing so, ask girls to share the place they were born*)

Socio-Economic Status

- Working or lower class
- Middle class
- Upper class

Gender Identity

- Girl
- Boy
- Gender non-binary
- Transgender
- Intersex
- Cisgender (your gender identity matches the sexual identity that was assigned to you at birth)

First Language

- Spanish
- English
- Hmong
- Somali
- German
- Swedish
- Oromo
- Vietnamese
- Lao
- Arabic

Family Make-up

- Parents are married
- Parents are divorced
- Single parent
- Live with guardians other than biological parent(s)
- Come from a big family
- Come from a small family

Race

- White/Caucasian
- Black/African American
- Asian/Pacific Islander
- Latina/Latinx
- Native American
- Biracial/Multiracial

Age

- 10
- 11
- 12
- 13
- 14

Sexual Orientation

- You have friends, family, or people you care about who are part of the LGBTQ community, or identify as something other than heterosexual.
- You are heterosexual.
- You identify as LGBTQ.

Religious or Spiritual Affiliation

- Buddhist
- Muslim
- Christian
- Catholic
- Taoist
- Protestant
- Mormon/Latter Day Saints
- Jewish
- Hindu
- Agnostic (questioning the existence of a god/higher power)
- Atheist (believe there is no god/higher power)

Ability

- You have a disability or challenge
- You have a friend, family member, or person you care about who has a disability or challenge



Ethnicity

- Italian
- Hmong
- Vietnamese
- Somali
- Indian
- Russian
- Ethiopian
- Swedish
- Filipino
- Laotian
- French
- Irish
- Korean
- Mexican
- Polish
- Norwegian
- Dutch
- German

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)



CADETTE (6-8)

DIVERSE. INCLUSIVE. TOGETHER PATCH – MEETING 2

Purpose: When individuals earn this patch, they will 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
5 minutes	Getting Started <ul style="list-style-type: none"> Develop ground rules for being inclusive when sharing. 	<input type="checkbox"/> (Optional) Girl Scout Promise and Law poster
10 minutes	What's a Social Identity? <ul style="list-style-type: none"> Define social identity and learn how it applies to implicit biases. 	<input type="checkbox"/> Tablet or computer with internet access
15 minutes	Implicit Bias Test <ul style="list-style-type: none"> Learn more about implicit biases. 	<input type="checkbox"/> Tablets or computers with internet access <input type="checkbox"/> Scrap paper <input type="checkbox"/> Writing utensils
15 minutes	But What Do You Really Mean? <ul style="list-style-type: none"> Explore the hidden messages behind microaggressions. 	<input type="checkbox"/> Tablet or computer with internet access
15 minutes	Me, My Identity, and I <ul style="list-style-type: none"> Share which parts of their social identity are most important to them. 	<input type="checkbox"/> Paper <input type="checkbox"/> Tape <input type="checkbox"/> Marker <input type="checkbox"/> Social Identity Wheel (from Meeting 1)
20 minutes	Just Because <ul style="list-style-type: none"> Respond to stereotypes. 	<input type="checkbox"/> Writing utensils <input type="checkbox"/> Just Because poem handout (at the end of the activity plan)
10 minutes	Wrapping Up	<input type="checkbox"/> (Optional) Make New Friends lyrics poster

Note to Adults/Leaders

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

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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: 5 minutes

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

Ask individuals to share some rules that we should keep in mind. As they share, write them down on a piece of paper or board for them all to see.

Activity #1: What’s a Social Identity?

Time: 10 minutes

Materials Needed: Tablet or computer with internet access

1. Tell them, in our previous meeting, we explore our personal and social identities. Ask them, what do you think is the difference between the two? Allow them to call out answers or opinions.
2. Say, The Personal Identity Wheel allowed us to show who we are as unique individuals. We mostly have control over these personal preferences—for example, what movies, music, and food we like.
3. As we saw with the Social Identity Wheel activity, the groups that we belong to also help shape our identity. A social identity is who you are based on the groups you belong to.
4. Our social identities are called “social identities” because our experiences as members of these specific groups are strongly shaped by society. For example, think about what it’s like to be a boy versus a girl in the United States. What message do you think members of those two groups receive? Do you think one group is more valued over the other?
5. Your social identity impacts how other people perceive you, and also how you interact with the world around you. Ask them:
 - Which identities do you think are outwardly expressed? Which ones are more “invisible”?
 - How do other people make you act out or conform to specific ideas about your identity?
6. It’s normal human behavior to sort people into groups—our brains are wired to categorize people in this way. We see members of the group we belong to (the “in group”) as different than people who belong to another group (the “out group”).
7. Ask them, what problems do you think can result in this kind of thinking? Allow them to share answers and opinions.
8. Then, show the group the PBS video about implicit bias (www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism).

Activity #2: Implicit Bias Test

Time: 15 minutes

Materials Needed: Tablets or computers with internet access; scrap paper; writing utensils



1. As we saw in the video, we all have implicit biases. These messages and attitudes come from the messages we hear from the society and world we live in. Our implicit biases shape how we see other people and the world.
2. Tell them that they'll be taking a test to better understand their own implicit biases. They won't be asked to share these results with the group, but understanding one's own biases and being self-aware is the first step in overcoming those biases.
3. Explain to them that they'll be taking an Implicit Bias Test to measure the attitudes that shape their thinking and perceptions. There are a few different tests to choose from; you can either give girls the option to select their own test, or have all girls take the same one, like the Race IAT.
4. Before they take the test, have them jot down a prediction of what the test will reveal. Then, have them take the test (implicit.harvard.edu/implicit/takeatest.html).
5. After everyone has completed the test, regroup and discuss what the process of taking the test was like, and what they thought about their personal final results (reminder: they don't need to reveal their results during the discussion).

Time: 15 minutes

Activity #3: But What Do You Really Mean?

Materials Needed: Tablet or computer with internet access

Prep Needed:

- For a comprehensive list of microaggressions, visit bit.ly/racialmicroaggressions, which is adapted from work by Derald Wing Sue.
1. The implicit biases that we have influence how we interact with other people, especially people whom we think of as non-members of our “in-group.” Many times, these biases can show up as something called “microaggressions.”
 2. Ask them if any of them have heard of the term “microaggression.” Allow time for guesses or responses.
 3. Explain that “microaggressions” are statements or messages made to or about certain groups of people (like people of color, women, members of the LGBTQ community, etc.) that has a hidden meaning or insult.
 4. Have girls look through *Racial Microaggressions*, a photo project by Kiyun Kim that documented the racialized comments that she and her fellow classmates heard during their time at Fordham University in New York City (mymodernmet.com/kiyun-kim-racial-microaggressions/).
 5. Afterwards, discuss:
 - What thoughts came up as you looked through these portraits?
 - What are some of the hidden messages or assumptions in these statements?
 - Did any of the portraits resonate with you personally?

Activity #4: Me, My Identity, and I

Time: 15 minutes

Materials Needed: Paper; tape; marker; Social Identity Wheel (from Meeting 1)

Prep Needed:

- Prior to the meeting, ask them to bring their completed Social Identity Wheels (from Meeting 1) to today's meeting.
 - On separate pieces of paper, write down categories from the Social Identity Wheel (from Meeting 1).
1. Ask them to review the answers on their Social Identity Wheel. Explain to them that you'll be reading off some questions. Their job is to move to the space in the room with the category that has their answer to that question.



2. Read off questions one at a time and allow them time to move to the different areas. When they have settled into their different areas, give them a few minutes to discuss why they chose that particular space (with other girls who chose that answer, or as a larger group).
 - 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?
3. Have them take a seat. Thank them for sharing.

Activity #5: Just Because

Time: 20 minutes

Materials Needed: Writing utensils; Just Because poem handout (at the end of the activity plan)

Prep Needed:

- Print out copies of the Just Because poem handout.
1. Tell them 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.
 2. Pass out the "Just Because" poem handout and writing utensils to the group.
 3. Explain to them that for this final activity, they'll take what they learned about their personal and social identities and respond to stereotypes society might make about either or both. Just like they observed the portraits of microaggressions, many of these stereotypes are oversimplifications of people.
 4. 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."
 5. Give them time to complete their poems. When everyone has finished, have girls who are willing and comfortable share their poems with the group.

Wrapping Up

Time: 10 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
- Children Are Not Colorblind, Erin N. Winkler, Professor and Chair, Africology Department, UW-Milwaukee. 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



Just Because

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