

Girl Scout Cadettes Diversity, Equity & Inclusion Patch Program



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 Scouts - North Carolina Coastal Pines
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This patch program was shared with us by our Girl Scout sisters at the Girl Scouts of River Valley council. Special thanks to them for being the trailblazers in creating developmentally appropriate activities for girls. These activities help spark conversations that shape a girl's appreciation of diversity as well as honor and celebrate the differences in our local communities and around the world.





Raise your hand to help build beyond today with Girl Scouts – North Carolina Coastal Pines’ advocacy patch, **Building Beyond Today**. Displaying this patch lets others know you are part of the initiative to create a community where all girls can thrive. One way to take part in the initiative is to complete the Diversity/Equity/Inclusion council patch program.



The Building Beyond Today patch and the Diversity/Equity/Inclusion patch are meant to be displayed together. These patches are available for purchase at our council retail stores. Use this [link](#) to submit your order online and/or complete your patch evaluation.

Before beginning this patch program, it is important to note:

- This patch program is structured slightly different than our other council patch programs. You’ll notice that the patch program is designed to be accomplished over multiple meetings. Be sure you allow enough time to cover the material and adequately reflect before moving on. Additional meetings may be necessary.
- It is recommended that adult volunteers facilitating the patch program activities have completed Girl Scouts – North Carolina Coastal Pines’ diversity, equity, and inclusion training modules/courses. These trainings help prepare volunteers to support and coach girls through their experience.
- Some of the topics covered in the patch program may be considered of a sensitive nature to some girls/families. Parents/caregivers make all decisions regarding their girl’s participation in Girl Scout program that may be of a sensitive nature. As a volunteer leader, you can use [the Sensitive Issues Parent/Guardian Permission Form](#) to obtain permission for girls to participate, as needed.
- When Girl Scout activities involve sensitive issues, your role is that of a caring adult who can help girls acquire skills and knowledge in a supportive atmosphere, not someone who advocates a particular position. Our role is to help girls develop self-confidence and good decision-making skills that will help them make wise choices in all areas of their lives.



GIRL SCOUT CADETTE- 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"> Girls recite the Girl Scout Promise + Law 	<input type="checkbox"/> (Optional) Girl Scout Promise and Law poster
15 minutes	Personal Identity Wheel <ul style="list-style-type: none"> Girls explore their personal identities. 	<input type="checkbox"/> Personal Identity Wheel handout (one per girl) <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"> Girls 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"> Girls reflect on the process of completing and sharing their Personal Identity Wheels. 	None
15 minutes	Social Identity Wheel <ul style="list-style-type: none"> Girls explore their social identities. 	<input type="checkbox"/> Social Identity Wheel handouts (one per girl) <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"> Girls 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/Co-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: Personal Identity Wheel

Time: 15 minutes

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

Prep Needed:

- Print out copies of the Personal Identity Wheel handouts (one per girl) or use the blank wheel and fill in categories appropriate for your troop.
 - (Optional) Complete a Personal Identity Wheel yourself. Because girls 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: Girls 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 to girls 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 girls 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 girls your completed Personal Identity Wheel so they can see a finished example.
 7. Allow girls a few minutes to complete their wheel.

Activity #2: Pair and Share

Time: 10 minutes

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



1. Once girls 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 girls 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 girl); writing utensils; (optional) completed Social Identity Wheel example

Prep Needed:

- Print out copies of the Social Identity Wheel handouts (one per girl,) or use the blank wheel and fill in categories appropriate for your troop.
 - (Optional) Complete a Social Identity Wheel yourself. Because girls 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 girls 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 girls how to fill out their wheels (it's the same as their Personal Identity Wheels, but with different categories).
 3. (Optional) If sharing, show girls your completed Social Identity Wheel so they can see a finished example.
 4. Allow girls 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 girls to make a large circle in the middle of the room. Explain to girls that you'll be reading off a list of identities. If that identity applies to them, they should move into the circle. After you read off each identity, ask girls to look at who has moved into circle, and who has not. Ask them this question even if no one moved into the circle. Girls should move into and out of the circle silently.
 2. Remind girls that this is a challenge-by-choice activity. If an identity applies to them, but they do not feel comfortable revealing it to the larger group, that is perfectly okay. Also remind girls that if they know that an identity applies to another girl in the troop, 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 girls 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 girls 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 girls to feel safe not to have to share their personal experiences if they are not comfortable doing so and enables them to see what experiences and observations other girls in the troop may have.

Takeaway + Wrapping Up

Time: 15 minutes

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

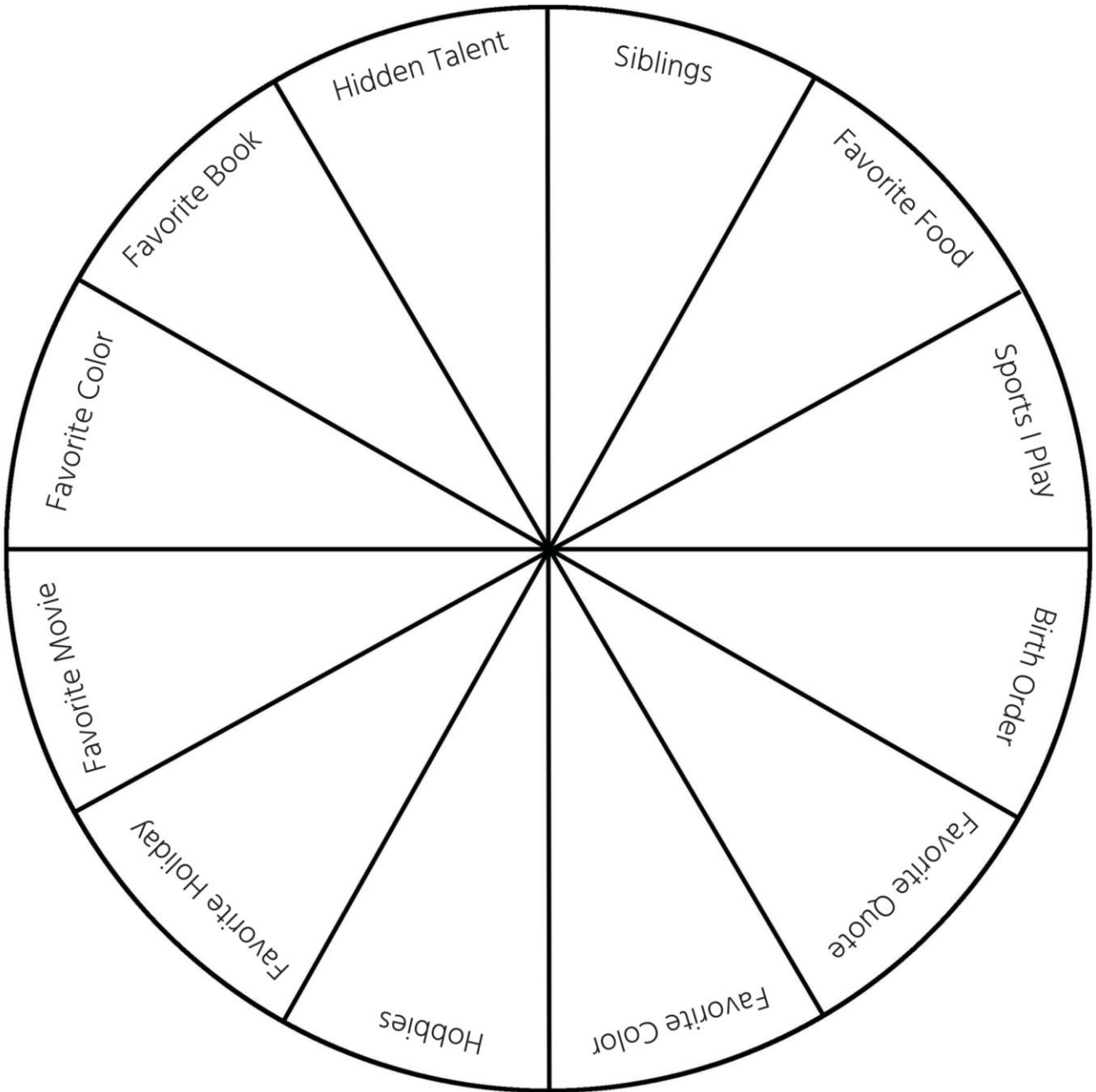
1. Ask girls to take a seat. Discuss:
 - What feelings came up during the Move In/Move Out activity?
 - Were there some identities that were easier to share than others?
 - Were there some identities that were more meaningful to you?
 - Were there some identities that you hadn't thought of before today?
 - 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

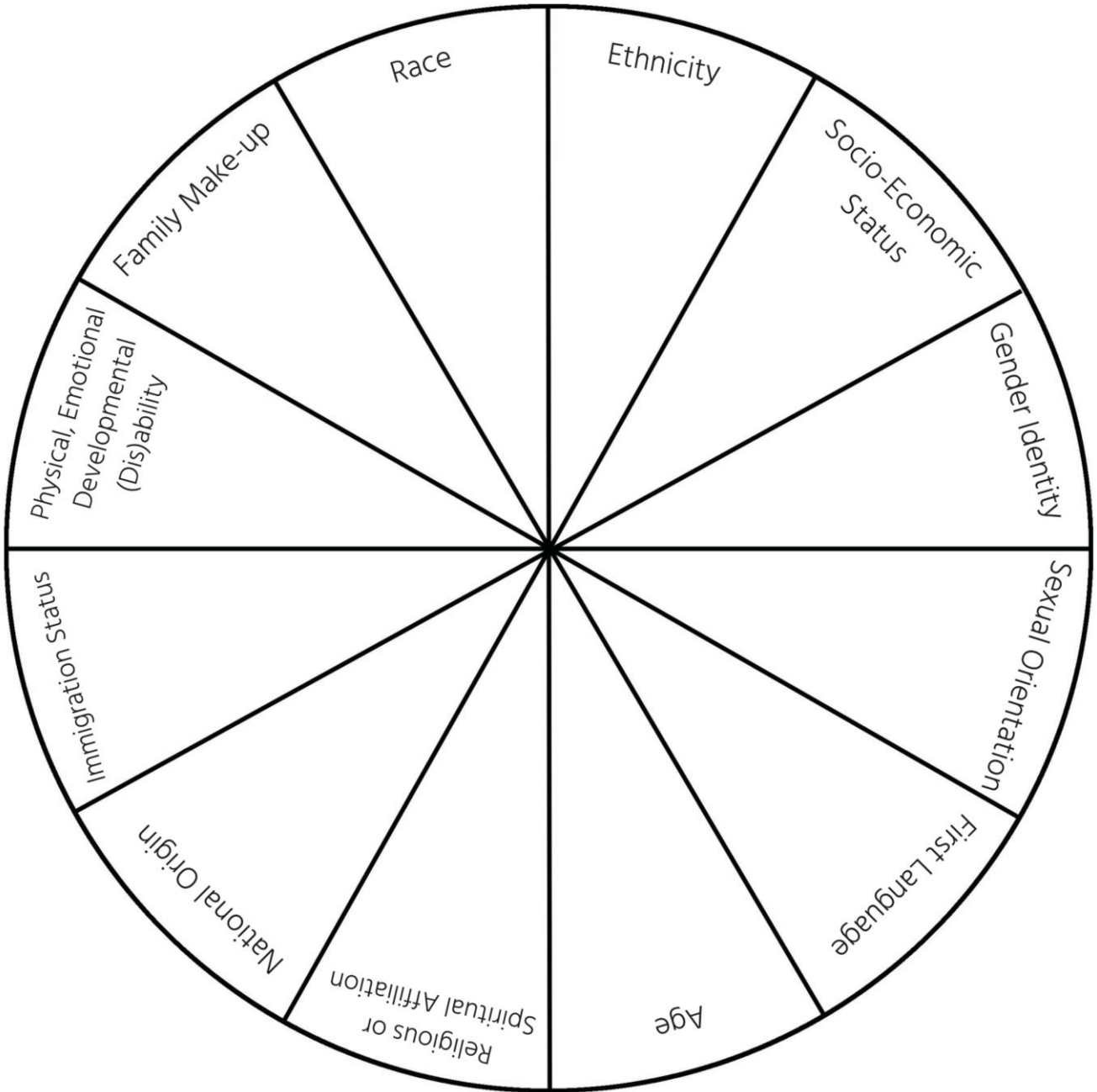
- A Guide for Selecting Anti-bias Children's Books. socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books
- Children Are Not Colorblind, Erin N. Winkler, Professor and Chair, Africology Department, UW-Milwaukee. wpt.org/University-Place/children-are-not-colorblind (video). Professor Winkler 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

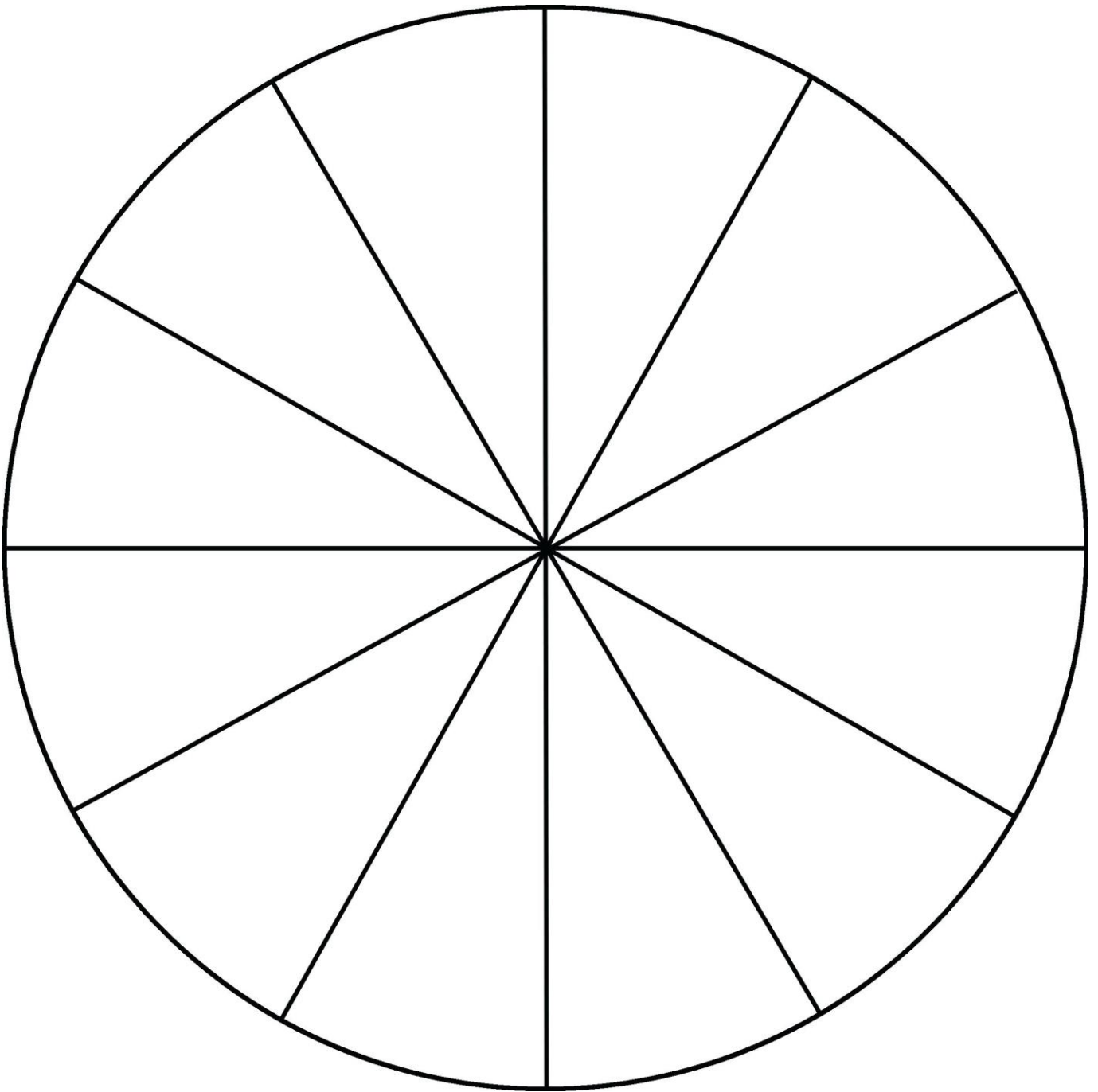


Personal Identity Wheel



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)



GIRL SCOUT CADETTE – MEETING 2

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Activity Plan Length: 1.5 hours

Time	Activity	Materials Needed
5 minutes	Getting Started <ul style="list-style-type: none"> Girls recite the Girl Scout Promise + Law 	<input type="checkbox"/> (Optional) Girl Scout Promise and Law poster
10 minutes	What's a Social Identity? <ul style="list-style-type: none"> Girls 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"> Girls 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"> Girls 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"> Girls 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"> Girls 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/Co-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: 5 minutes

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

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

Activity #1: What’s a Social Identity?

Time: 10 minutes

Materials Needed: Tablet or computer with internet access

1. Tell girls, in our previous meeting, we explore our personal and social identities. Ask girls, what do you think is the difference between the two? Allow girls 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 how you interact with the world around you. Ask girls:
 - 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 girls, what problems do you think can result in this kind of thinking? Allow girls 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 girls that they’ll be taking a test to better understand their own implicit biases. They will not 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 girls 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 girls jot down a prediction of what the test will reveal. Then, have girls 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).

Activity #3: But What Do You Really Mean?

Time: 15 minutes

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 girls 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 girls 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 girls to review the answers on their Social Identity Wheel. Explain to girls 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 girls time to move to the different areas. When girls have settled into their different areas, give them a few minutes to discuss why they chose that 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 girls 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 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.
 2. Pass out the "Just Because" poem handout and writing utensils to girls.
 3. Explain to girls 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 girls 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

Just because I am _____,

doesn't mean I _____

doesn't mean I _____

doesn't mean I _____.

I am _____.

Just because I am _____,

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