

Girl Scout Juniors 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 JUNIOR- 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	Did You Know? <ul style="list-style-type: none"> Girls share little-known facts about themselves with the group. 	<input type="checkbox"/> Index cards (one per girl) <input type="checkbox"/> Writing utensils
15 minutes	Hand Identity Charts <ul style="list-style-type: none"> Girls create identity charts. 	<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"> Girls learn about fourth graders around the world. 	<input type="checkbox"/> Tablet or computer with internet access
20 minutes	My Fourth (or Fifth) Grade Story <ul style="list-style-type: none"> Girls reflect on their story as a fourth or fifth grader and make a portrait of themselves. 	<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/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: 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 create 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). 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 will have an opportunity to share their portraits with the troop but can also choose not to share if they would 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). 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 other's 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
- 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



Three Questions

Who do you live with?

What do you wish for?

What do you worry about?



GIRL SCOUT JUNIOR – MEETING 2

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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	Mirrors and Windows <ul style="list-style-type: none"> Girls share a favorite book, then discuss “mirror” and “window” books. 	<input type="checkbox"/> Various books (brought in from home by girls)
20 minutes	Who's In Our Books? <ul style="list-style-type: none"> Girls examine the diversity of books available at their school or local library. 	<input type="checkbox"/> Diversity gap infographic <input type="checkbox"/> (Optional) Tablet or computer with internet access <input type="checkbox"/> Data collection sheet (one per girl) <input type="checkbox"/> Writing utensils
15 minutes	1,000 Black Girl Books + Snack Chat <ul style="list-style-type: none"> Girls enjoy a healthy snack and learn about activist Marley Dias. 	<input type="checkbox"/> Healthy snack <input type="checkbox"/> Tablet or computer with internet access
20 minutes	Campaign For Diverse Books <ul style="list-style-type: none"> Girls create an infographic of their findings and advocate for diverse books. 	<input type="checkbox"/> Tablet or computer with internet access <input type="checkbox"/> Completed data collection sheet (from Activity #2) <input type="checkbox"/> Paper <input type="checkbox"/> Printer <input type="checkbox"/> Envelope and stamp <input type="checkbox"/> (Optional) Writing utensils <input type="checkbox"/> (Optional) Letter template
10 minutes	Wrapping Up	<input type="checkbox"/> (Optional) Make New Friends lyrics poster

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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: Mirrors and Windows

Time: 15 minutes

Materials Needed: Various books (brought in from home by girls)

Prep Needed:

- Prior to the meeting, send out a reminder to families to have girls bring in a copy of their favorite book. It can be from their personal collection, or from a library.
 - Obtain a copy of a book you enjoyed when you were a young child, or around the same age as your girls.
 - The terms "windows" and "mirrors" to describe literature was first coined by Dr. Rudine Sims Bishop (you can read more about her here: www.readingrockets.org/teaching/experts/rudine-sims-bishop).
1. Have girls gather in a circle. Tell girls that you'll be chatting about your favorite books today. Share with them your favorite book, and a few reasons why you picked it to share with the group. Allow girls time to share the books they've brought in, and why they picked that book to share.
 2. Explain that stories are a powerful way to learn about ourselves, and about people who might be different from us. In this way, books can be *mirrors* and *windows*. Ask girls what they think these terms might mean when talking about books.
 - a. What do you see when you look in a mirror? *Your reflection*. "Mirror books" are books that reflect your identity (books with characters who have the same racial, cultural, and/or religious background, or family makeup as you). These are books you can see yourself in.
 - b. What do you see when you look out a window? *Other people or other things*. "Window books" are books that let you see other people, events, or places that might be unfamiliar to you. It helps you get a glimpse of what it might be like to be that person, live through that event, or live in that place.
 3. Circle back to the books they brought in—would they classify their chosen book as a mirror or a window? Why?

Activity #2: Who's in Our Books?

Time: 20 minutes

Materials Needed: Diversity gap infographic; (optional) tablet or computer with internet access; data collection sheet (one per girl); writing utensils

Prep Needed:

- Girls will be looking at books to examine representation in literature. Plan on meeting at your local library or connect with a school to request access to their library or media center.
- Print out the diversity gap infographic, found at the end of this activity plan (or pull it up on your tablet or computer).
- Print out copies of the data collection sheet (one per girl).



1. Tell girls, in our previous meeting, we learned that everyone has a unique story, and that story is one of that deserves to be told. When we look at the books that surround us, do we see an accurate reflection of the stories of the different people in our community and around the world?
2. Share the “Diversity Gap in Children’s Books” infographic with girls. Explain that an infographic is an “information graphic,” or a way to show data and information through pictures and visuals. Explain that “diversity” means “variety” or “a range of different things.”
3. Explain a few terms for your girls to ensure girls are working off of the same definitions:
 - a. Race: A term that is used to categorize people based on their physical characteristics (like skin color, hair type, and facial features). Examples of different races include Native American, Black/African American, Latinx/Hispanic, White, and Asian/Pacific Islander.
 - b. Ethnicity: A term A term used to categorize people based on their shared cultural heritage (like language, customs and traditions, religion, etc.).
 - c. People of color: In the United States, this term is mainly used to describe people who are not racially categorized as white.
4. What information do they get from the infographic you’ve just shared with them? Give them a few moments to share their observations.
5. The girls may have noticed that books written by or about people of color only make up a small percentage of the total number of books published.
6. Ask girls, what’s negative about not having books or movies accurately and respectfully represent different people? *People need to have their experiences because it helps them feel like their experiences as people are valued and worth celebrating.*
7. Today, they’re going to analyze how diverse their local or school library is. Explain that “diversity” can encompass a lot of various categories, like age, ability, family makeup, and gender. For their project today, they’ll be focusing on racial diversity.
8. Hand each girl a data collection sheet and a writing utensil. Instruct them to randomly choose 20 books (they can select books from the children’s or YA section). They should use their data collection sheet to guide them as they examine each book. Look at the covers. If there are people on the cover, what are their racial identities?
9. After all girls have finished sorting through their books, have them share their findings. Did they notice any trends in the books they reviewed? When they tallied up their books, were the numbers similar or different than the infographic you shared with them at the beginning?

Note: Of course, there are flaws to judging books just by their cover. A person who “appears” white can be biracial or multiracial or have multiple ethnicities. However, this activity serves as a good jumping-off point to discuss which populations are generally well- and under-represented in books.

This activity adapted from Lee & Low Books, a multicultural children’s book publisher.

Activity #3: 1,000 Black Girl Books + Snack Chat

Time: 15 minutes

Materials Needed: Healthy snack; tablet or computer with internet access

1. Have girls gather in a circle. Pass out snack to girls, then watch an interview with Marley Dias (bit.ly/marleydias).
2. While enjoying snack, discuss:
 - What was the video about?
 - What kinds of books does Marley enjoy reading?
 - What did Marley notice about the books she was reading in school?
 - How did Marley take action to make sure other kids had access to more “mirror books”?



Activity #4: Campaign for Diverse Books!

Time: 20 minutes

Materials Needed: Tablet or computer with internet access; completed data collection sheet (from Activity #2); paper; printer; envelope and stamp; (optional) writing utensils; (optional) letter template

Prep Needed:

- If girls will be writing their letters by hand, print out copies of the letter template (at the end of the activity plan).
1. Tell girls, if you think your school or local library could use a few more “mirror books,” you can follow Marley Dias’s example—campaign for diverse books in your community!
 2. Girls should compile their data from their diverse book audit (from Activity #2), then use the website piktochart.com to make an infographic of their findings.
 3. Help girls draft letters to their school or public library’s librarian making their case for diverse books. They can use the template at the end of this activity plan or come up with their own.
 4. When girls have finished writing their letters (either on the computer or by hand), place them all in an envelope, and send them off.

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

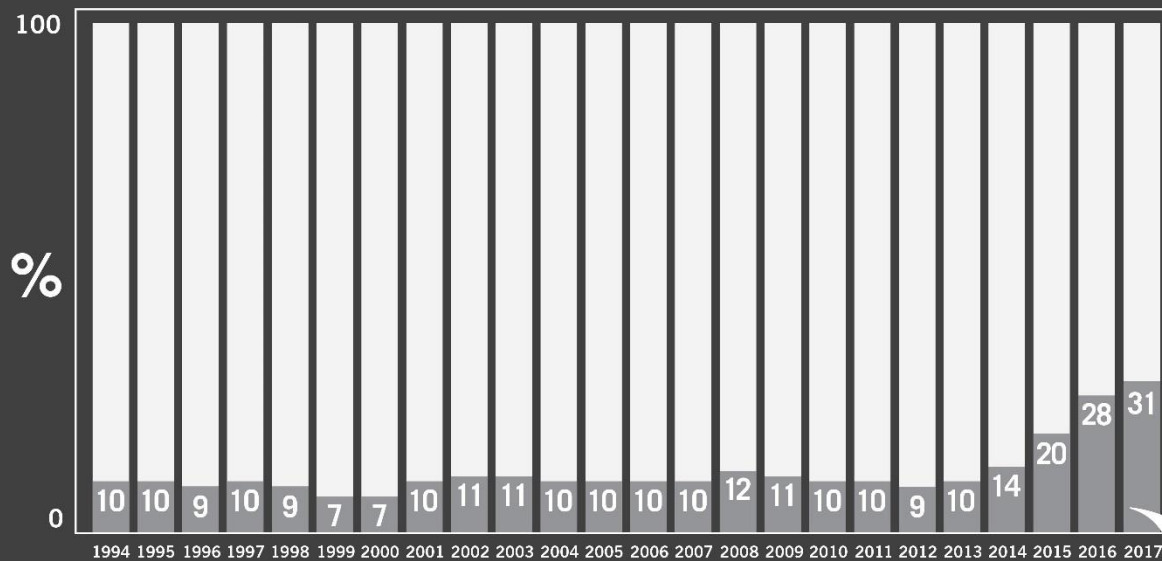
- A Guide for Selecting Anti-bias Children’s Books. socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books
- Children Are Not Colorblind, Erin N. Winkler, Professor and Chair, Africology Department, UW-Milwaukee. wpt.org/University-Place/children-are-not-colorblind (video). Professor Winkler explores how children form ideas about race, what children learn, and when they learn it.
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THE DIVERSITY GAP IN CHILDREN'S BOOKS

24 YEARS ★ 1994 – 2017

PERCENTAGE OF CHILDREN'S BOOKS BY AND/OR ABOUT PEOPLE OF COLOR & NATIVE PEOPLE



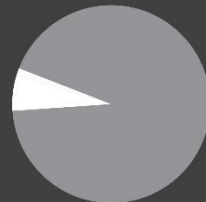
37% OF THE US POPULATION ARE PEOPLE OF COLOR

13% OF CHILDREN'S BOOKS IN THE PAST 24 YEARS CONTAIN MULTICULTURAL CONTENT

DID YOU KNOW?

BLACK, LATINO, AND NATIVE AUTHORS COMBINED WROTE **ONLY 7%** OF THE NEW CHILDREN'S BOOKS PUBLISHED IN 2017.

7%
276 of 3700



ABOUT EVERYONE • FOR EVERYONE for more conversations on diversity, visit
LEE & LOW BOOKS blog.leeandlow.com

* US Census Bureau, "The 2010 Census of the United States: Demographic Statistics," 2010. <http://www.census.gov/hhes/other-demographic-statistics/2010-census-demographic-statistics.html>
 ** US Census Bureau, "The 2010 Census of the United States: Demographic Statistics," 2010. <http://www.census.gov/hhes/other-demographic-statistics/2010-census-demographic-statistics.html>
 *** Lee & Low Books, "The 2010 Census of the United States: Demographic Statistics," 2010. <http://www.census.gov/hhes/other-demographic-statistics/2010-census-demographic-statistics.html>
 PRODUCE BY LEE & LOW BOOKS. DESIGNED BY BEN MAUTNER. © 2018



Data Collection Sheet

[illegible]

Dear _____,

We are Girl Scout Troop _____. Recently, our troop conducted an audit of the library. We discovered _____

We think there should be more diverse books in our library because _____

Thank you for your time. We look forward to hearing from you.

Sincerely,

