

CADETTE DIVERSE. INCLUSIVE. TOGETHER PATCH – MEETING 1

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

Activity Plan Length: 1.5 hours

Time	Activity	Materials Needed
10 minutes	Getting Started <ul style="list-style-type: none"> 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/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 minutes

Time: 10

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 particular identity applies to them, they should move into the circle. After you read off each identity, ask girls 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. Girls should move into and out of the circle silently.
 2. Remind girls 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 girls that if they know that a particular 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're not comfortable doing so and also 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

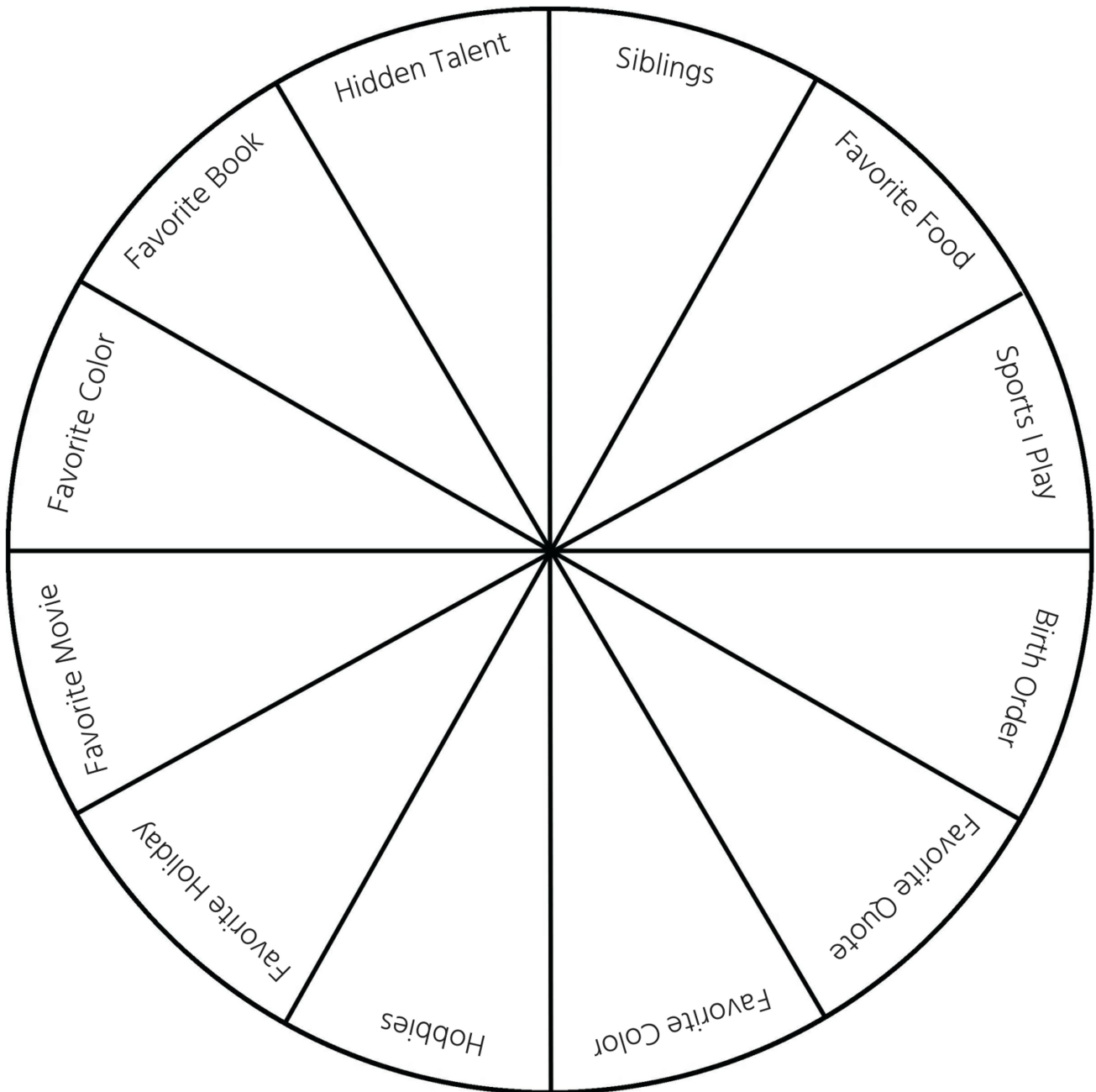
1. Ask girls to take a seat. Discuss:
 - What feelings came up during the Move In/Move Out activity?
 - Were there some identities that were easier to share than others?
 - Were there some identities that were more meaningful to you?
 - Were there some identities that you hadn't thought of before today?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

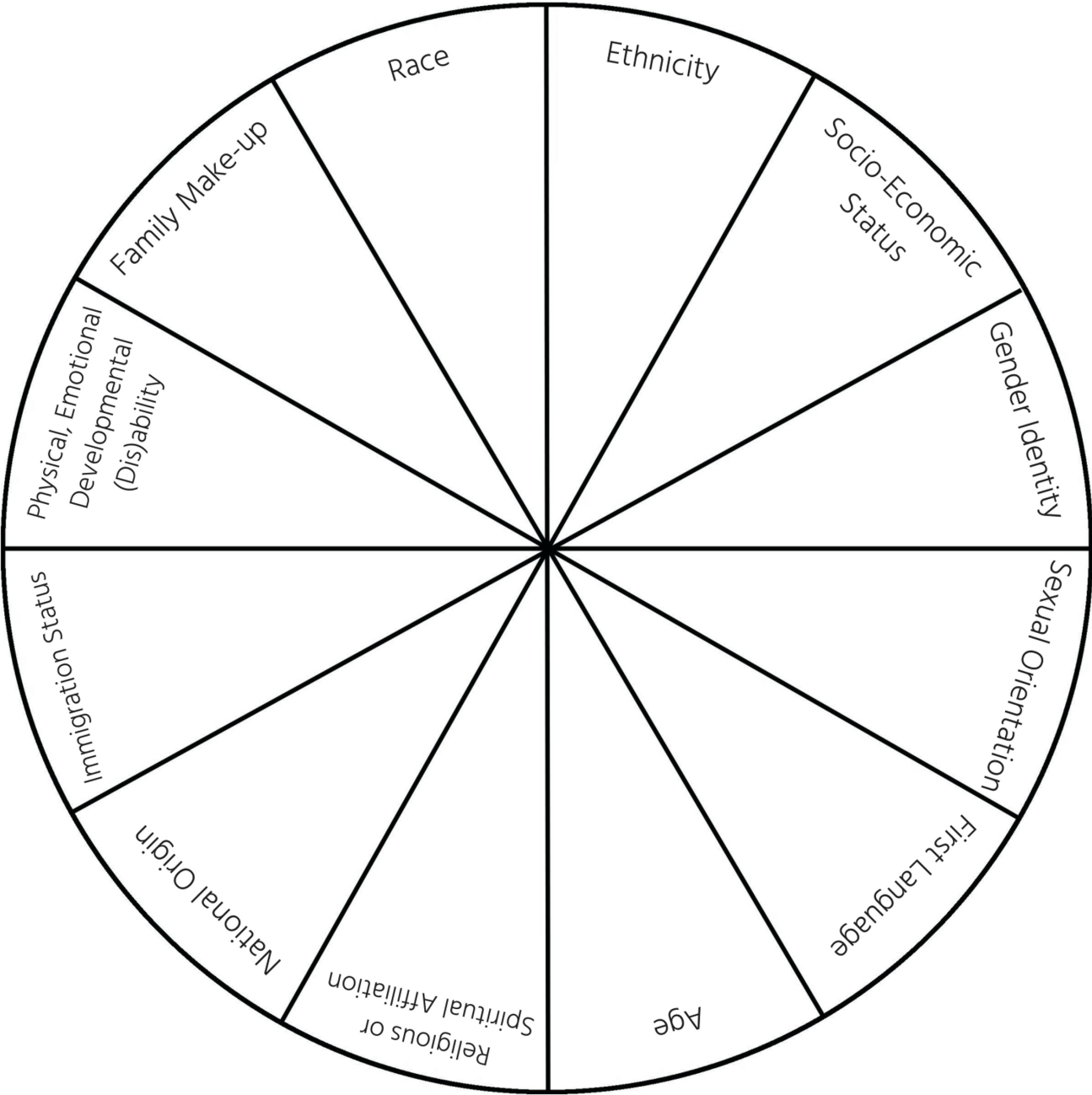
- A Guide for Selecting Anti-bias Children's Books. socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books
- Children Are Not Colorblind, Erin N. Winkler, Professor and Chair, Africology Department, UW-Milwaukee. wpt.org/University-Place/children-are-not-colorblind (video). Professor Winkler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

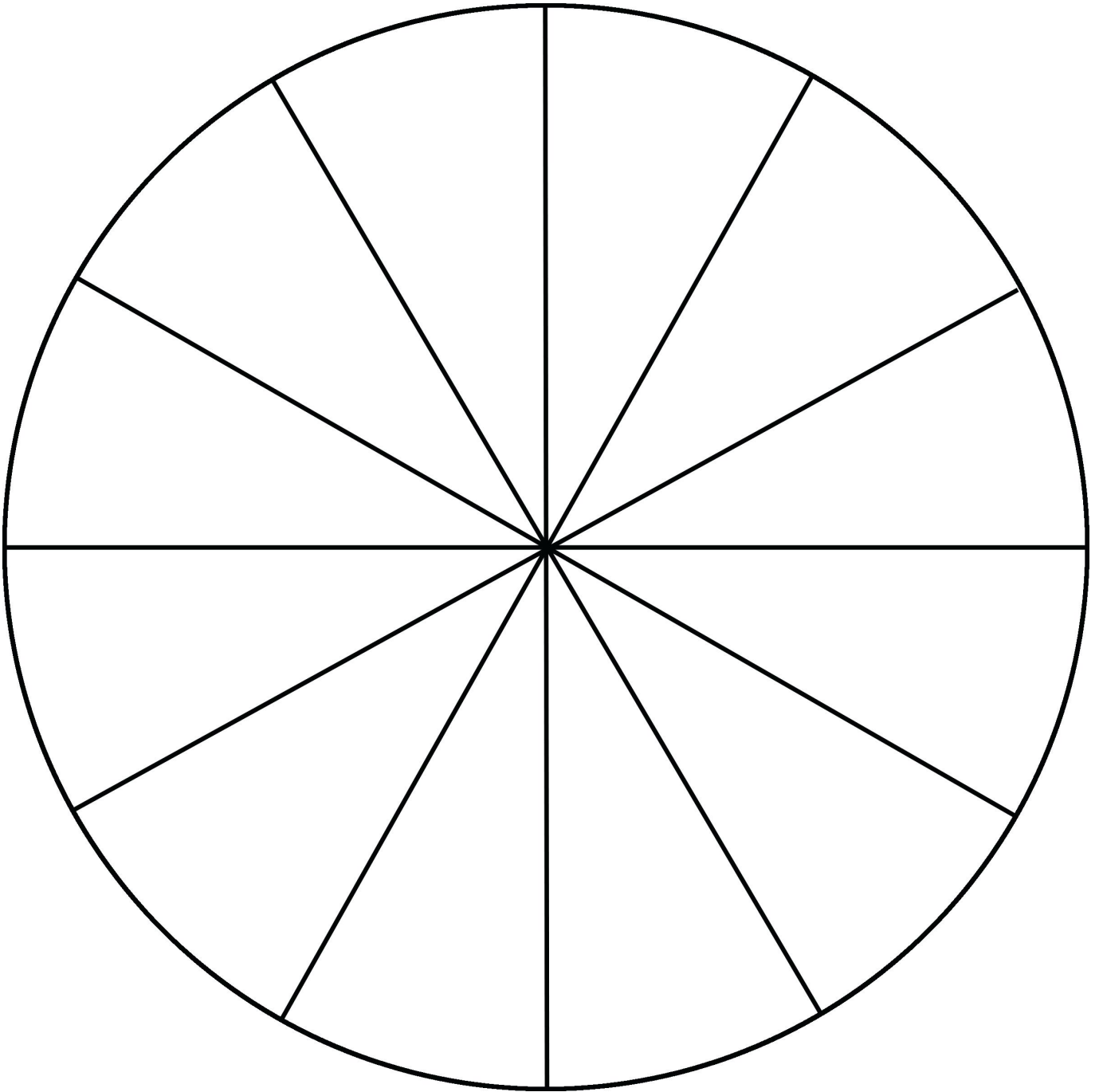


Personal Identity Wheel



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)

