

## CADETTE DIVERSE. INCLUSIVE. TOGETHER PATCH – MEETING 2

**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
5 minutes	Getting Started <ul style="list-style-type: none"> <li>Girls recite the Girl Scout Promise + Law</li> </ul>	<input type="checkbox"/> (Optional) Girl Scout Promise and Law poster
10 minutes	What's a Social Identity? <ul style="list-style-type: none"> <li>Girls define social identity and learn how it applies to implicit biases.</li> </ul>	<input type="checkbox"/> Tablet or computer with internet access
15 minutes	Implicit Bias Test <ul style="list-style-type: none"> <li>Girls learn more about implicit biases.</li> </ul>	<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"> <li>Girls explore the hidden messages behind microaggressions.</li> </ul>	<input type="checkbox"/> Tablet or computer with internet access
15 minutes	Me, My Identity, and I <ul style="list-style-type: none"> <li>Girls share which parts of their social identity are most important to them.</li> </ul>	<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"> <li>Girls respond to stereotypes.</li> </ul>	<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



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 also 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](http://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 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 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](http://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](http://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/](http://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 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 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](http://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](http://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 \_\_\_\_\_,  
doesn't mean I \_\_\_\_\_  
doesn't mean I \_\_\_\_\_  
doesn't mean I \_\_\_\_\_.  
**I am** \_\_\_\_\_.

Just because I am \_\_\_\_\_,  
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**I am** \_\_\_\_\_.