

## DAISY/BROWNIE 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
15 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
20 minutes	All About Our Troop <ul style="list-style-type: none"> <li>Girls will take turns sharing their family stories.</li> </ul>	<input type="checkbox"/> "Family Interview" sheet, completed (from previous meeting)
15 minutes	A Map of Us <ul style="list-style-type: none"> <li>Girls will make a map of the different places their families are from.</li> </ul>	<input type="checkbox"/> World map <input type="checkbox"/> Tape <input type="checkbox"/> Star stickers <input type="checkbox"/> Strips of paper <input type="checkbox"/> Writing utensils
20 minutes	Potato, Potahto <ul style="list-style-type: none"> <li>Girls will learn about the importance of recognizing the uniqueness of individuals.</li> </ul>	<input type="checkbox"/> Potatoes (one for each girl)
15 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: 15 minutes

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

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

## Activity #1: All About Our Troop

Time: 20 minutes

Materials Needed: “Family Interview” sheet, completed (from Meeting 1)

Prep Needed:

- (Optional) Send a reminder to families to have girls bring their completed “Family Interview” sheet (along with any mementos or items you’d like to share) to the meeting.
1. Have girls take turns and share their family stories. Allow time for girls to ask questions as well.
  2. If relatives have volunteered to be guests at your meeting, allow time for girls and their respective relatives to tell their stories together, and to show any family mementos they’ve brought along to share.

## Activity #2: A Map of Us

Time: 15 minutes

Materials Needed: World map; tape; star stickers; strips of paper; writing utensils

1. After everyone has had a turn to share their family story, lay out the world map for girls to see.
2. Tell girls that they’re going to map out all the different places that their families have come from. Help girls locate their ancestors’ place of origin on the world map. Mark the place with a star sticker (some girls might have ancestors with multiple places of origin—use additional stickers to mark those places too).
3. Hand strips of paper to the girls and have them write, “[Name’s] family is from here!” and tape the paper on the map next to their corresponding stars.
4. Note: For many reasons, some girls and families may not know exactly where their ancestors came from. Encourage girls to mark the map to the best of their ability. The activity can also be adapted to have girls mark the map with the places where their family members currently live (for example, an uncle who lives in Florida, cousins from Peru, grandparents in Missouri, etc.).

## Activity #3: Potato, Potahto

Time: 20 minutes

Materials Needed: Potatoes (one per girl)

1. Tell girls that you’re going to go around the room with a bag of potatoes. As you go around the room, girls will each select one potato. That potato will become “their potato.” They should get to know their potato—they can look at the different marks on the potato, the various lumps and bumps, the shape of the potato, etc. They can sketch their potato or (those able to) take notes about their potato. However, they *cannot* make a mark on their potato to



distinguish it. Tell girls to really get to know their potatoes because in a few minutes, you'll collect them all again, and they'll have to pick out their specific potato from the bag.

2. After a few minutes, go around the room and gather up the potatoes. Tell girls that you'll roll out all the potatoes onto the floor (or a table) and they need to pick out their potato. Once they think they've found their potato, they should be able to say why they think that potato was their original potato.
3. Ask girls, when you first saw this bag of potatoes, they probably just looked like a regular old bag of potatoes, right? But they were able to pick out their potato from the bag. How did they do this? *They took some time to get to know the marks and features that helped them differentiate their potato from all the other potatoes.*
4. Ask girls, is this something that we sometimes do with people too? Sometimes, we put everyone in the same group and say, "They're all the same." Ask girls to come up with some examples of lumping people in the same group. For example, "All girls like to wear dresses," or "All boys like to wrestle," or "All second graders walk to school by themselves," or "All grandparents live in nursing homes," etc.
5. Say: But as we learned in this activity, when we take the time to get to know someone, we find out the many ways that each one of us is different and special.

## 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](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

