

Meeting One

Patch Purpose:

When girls have earned this patch, they will have developed an appreciation of the uniqueness and commonalities both of themselves and others and of various cultures in their community and world. Girls will deepen their understanding and respect for people who may be different from them and learn how to better relate to others. This will truly teach them to respect themselves and others and be a sister to every Girl Scout according to our Girl Scout Law.

Note to Adults/Leaders:

It has been a long-held belief by many, including social learning experts, that not calling attention to racial differences would lead to children being less likely to notice and develop bias, therefore being less likely to discriminate against others. This is commonly known as the colorblind approach to handling discussions and interactions dealing with race. Research has since disproven this theory. Studies have shown that children notice and begin assigning meaning to race at a very young age. For example, distinguishing between white and Black people and drawing conclusions about traits inherent to those groups of people. 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 do not. At Girl Scouts of North Central Alabama, we believe that education is power, and are committed to helping educate girls to recognize and celebrate the differences of every Girl Scout.

Erin N. Winkler is a professor at the University of Wisconsin who studies racial identity; she 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 mark other races as other. For additional resources on how to support healthy racial identities, refer to the list of additional resources at the end of this activity plan.

Preparation Notes:

Please read the plan carefully before beginning this patch program. Each activity has a material list and preparation notes detailing what needs to be purchased, prepared, and discussed with families prior to conducting these meetings and activities.

This meeting will lead girls into discussions that will include sensitive topics. Please have all parents sign and return a [Sensitive Topic Form](#) before proceeding with this patch program.

It is important to discuss with parents what they are comfortable with in terms of identity, race, religion, and gender before bringing this program to your troop.

Getting Started

Time: 10 minutes

Materials Needed:

- Girl Scout Promise and Law Poster (optional)

Steps:

1. Welcome everyone to the meeting and 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
- completed Personal Identity Wheel example (optional)

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.
- 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. (optional)

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 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 do not feel comfortable sharing or participating.
- When someone is talking, we will actively listen.
- What is shared in this room with this group stays with the group. Do not share personal information without that person's permission.

Steps:

1. Explain to girls that everyone has multiple parts of their identity. Ask them if they can think of certain characteristics 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.

2. Tell them that today, they're going to explore and share some of those identities with each other.
3. Pass out the Personal Identity Wheel handout and writing utensils.
4. Explain to girls how to fill out their wheels. The circle is separated into different sections with various prompts and spaces for their answers.
5. If sharing, show the girls your completed Personal Identity Wheel so they can see a finished example. (optional)
6. 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)

Steps:

1. Once girls have completed their Personal Identity Wheels, have them meet in pairs 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

Steps:

1. After everyone has had a chance to share their three categories, ask girls to come back together as a larger group.
2. Discuss:
 - What was the easiest category to answer? Hardest? Why?
 - Were some questions more difficult to answer than others, or was it simple to come up with answers for all of them?

Activity #4: Band-Aids

Time: 10 Minutes

Materials Needed:

- red washable markers
- Band-Aids
- cleaning wipes (optional)

Steps:

1. Have the girls use washable markers to draw an injury somewhere on themselves.
2. Choose a girl to stand and show you their “injury.” Place the Band-Aid over her injury.
3. Have each other girl stand and show their “injury.” Place the Band-Aid over the same place the first girl got her Band-Aid, regardless of where their “injury” is. Each girl should have the Band-Aid in the exact same place.
4. When everyone has received her Band-Aid, ask the question, “Did I help everyone?” Once the girls respond, say “I helped everyone the same. That’s called equality – everyone gets the same no matter what they need. Equity is when each person gets what they need, based on their differences.” If fairness is the goal, equality, and equity are two processes through which we can achieve it. Equality simply means everyone is treated the same exact way, regardless of need or any other individual difference. Equity, on the other hand, means everyone is provided with what they need to succeed.

Activity #5: Social Identity Wheel

Time: 15 minutes

Materials Needed:

- Social Identity Wheel handouts (one per girl)
- writing utensils
- Social Identity Wheel example (optional)

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.

Opportunities Together- Cadette

- 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. (optional)

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. If sharing, show girls your completed Social Identity Wheel as an example. (optional)

4. Allow girls a few minutes to complete their wheels.

Wrapping Up

Time: 15 minutes

Materials Needed:

- Make New Friends Lyrics Poster (optional)

Steps:

1. Ask girls to take a seat. Discuss:
 - What feelings came up during the Identity Wheel 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?
2. Close the meeting by singing Make New Friends and doing a friendship circle.

Meeting Two

Getting Started

Time: 10 minutes

Materials Needed:

- Girl Scout Promise and Law Poster (optional)

Steps:

1. Welcome everyone to the meeting and 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

Steps:

1. Tell girls, “In our previous meeting, we explored our personal and social identities. 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. As we saw with the Social Identity Wheel activity, the groups that we belong to also help shape our identity. A social identity is to whom you are based on the groups you belong. Our social identities are called ‘social identities’ because our experiences as members of these specific groups are strongly shaped by society.”
3. Give girls an example by saying, “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?”
4. Remind girls that their social identity impacts how other people perceive them, and how they interact with the world around them. 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?
5. Say, “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 as different than people who belong to another group.”
6. Ask girls, “What problems do you think can result in this kind of thinking?” Allow girls to share answers and opinions.
7. Show the group the PBS video about implicit bias.
 - a. <https://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

Steps:

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, "Today we'll be taking a test to better understand our own implicit biases. You 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, "We'll be taking an Implicit Bias Test to measure the attitudes that shape our 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. Have girls jot down a prediction of what the test will reveal, then have girls take the test. (<https://implicit.harvard.edu/implicit/>).
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 results. Remind girls 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:

- Troop Leader or Meeting Leader should have a good understanding of the term **microaggression** before presenting this activity to girls.
- For more information and a comprehensive list of microaggressions, visit <https://tinyurl.com/563pzmpn>, which is adapted from work by Derald Wing Sue.

Steps:

1. Tell girls, “The implicit biases that we have can influence how we interact with other people, especially people whom we think of as non-members of our ‘in-group’ or a group of people we belong to. 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 (<https://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

Steps:

1. 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 based on their Social Identity Wheel.
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.

- 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.

Steps:

1. Tell girls, "Often, these different categories of our social identities are the 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, "We'll take what you learned about your personal and social identities and respond to stereotypes society might make about either or both. Just like we 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, invite the girls to share their poems with the group if they feel comfortable.

Wrapping Up

Time: 15 minutes

Materials Needed:

Opportunities Together- Cadette

- Make New Friends Lyrics Poster (optional)

Steps:

1. Close the meeting by singing Make New Friends and doing a friendship circle.

Additional Resources:

- “A Guide for Selecting Anti-bias Children’s Books” (Article)
Link: socialjusticebooks.org/guide-for-selecting-anti-biaschildrens-books
- “Children Are Not Colorblind” (Video), Erin N. Winkler, Professor and Chair, Africology Department, UW-Milwaukee.
 - Link: wpt.org/University-Place/children-are-not-colorblind
- Talking About Race: Alleviating the Fear (Book) by Steven Grineski, Julie Landsman, and Robert Simmons
- Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race (Book) by Beverly Daniel Tatum



Just Because

Just because I am _____,
doesn't mean I _____
doesn't mean I _____
doesn't mean I _____
I am _____.

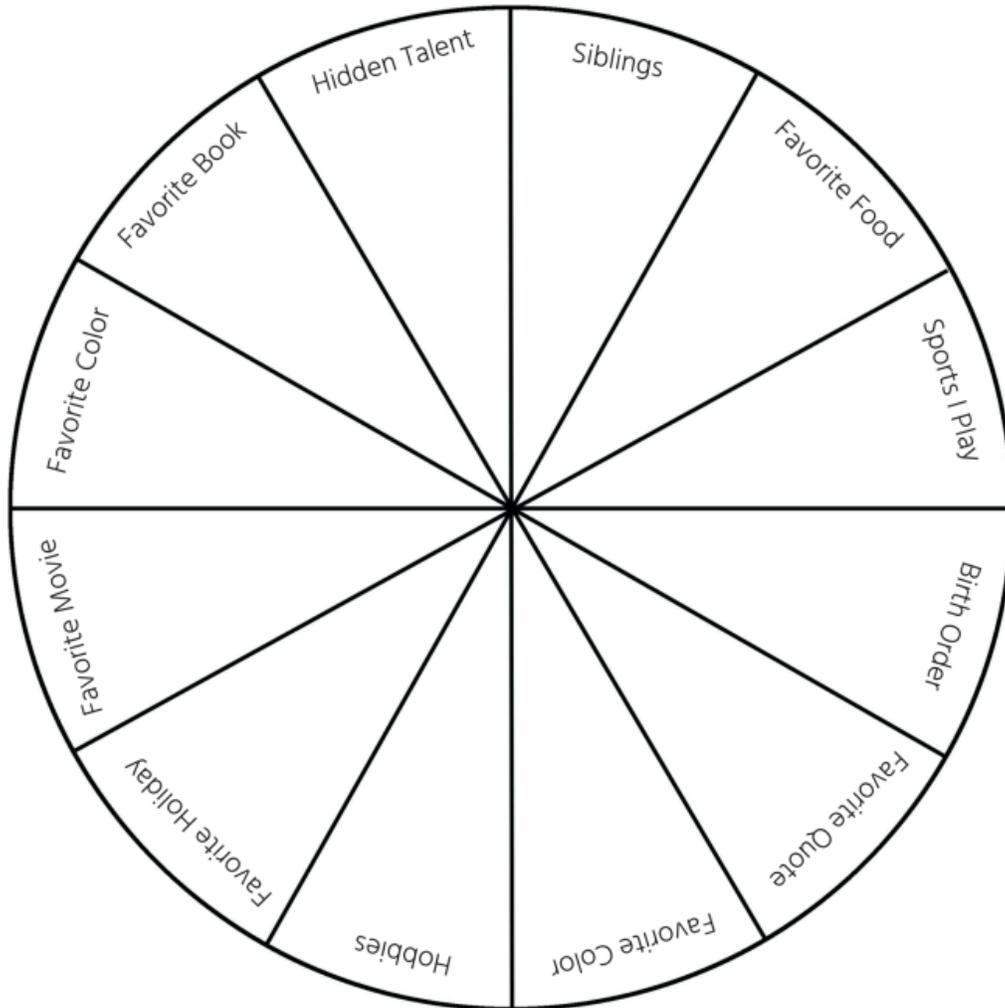
Just because I am _____,
doesn't mean I _____
doesn't mean I _____
doesn't mean I _____
I am _____.

Just because I am _____,
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 _____.



Personal Identity Wheel



Social Identity Wheel

