



Making the world a better place by being a sister to every Girl Scout

Rady Children's Hospital
Diversity, Equity and Inclusion Patch



The Facts

The Girl Scout Law tells us we need to be a sister to every other Girl Scout. When we include every person we meet as part of our Girl Scout family, we include people who are both different and similar to us. Some differences are things that we can see such as a person's age or color of their skin and others might include things that we learn about as we get to know a person such as a person's cultural norms or how they identify. To be a sister, we need to be sure that each person, regardless of how similar or different they are to us is seen, heard and respected. As part of this patch, we will learn about pillars of inclusion and embrace all people in our lives regardless of how they are different than us. We will create opportunities to learn about the experiences of others through *Empathetic Understanding*. We will *Practice Kindness* by choosing words and actions that help those around us feel respected, seen and heard. We will *Lead with Compassion* by being an ally to others through our words and deeds. By being inclusive, we will help make the world a better place and we will be true sisters to all.

The Activities

To complete this patch, all the * items must be completed for each section (Discover, Connect, Take Action and Reflect).

Discover Activities:

For our discover activities, we are going to focus on **empathic understanding**. This means that you take time to understand how others feel and why they might feel differently than you do about things. In order to do this, we need to learn more about the people who live in the world around us and be curious and open to learning about new things.

All levels must complete both of the starred items.

1. *With your troop/group/family, read one book about another country and their special culture. You can pick your own book or choose a book from the list on page 6. Were there any similarities or differences that you expected? Share what you have learned with a parent, teacher or trusted friend. Did you learn about someone who has a different life than you do, whether that be living in a different country, being differently abled, celebrating different holidays than you or practicing different traditions?
2. *Choose one or more of the activities listed below to increase your appreciation for a cultural tradition different from your own. Daisy and Brownie Girl Scouts can choose an activity from the

Junior/Cadette/Senior/Ambassador list if they choose and Junior/Cadette/Senior/Ambassador should pick an item from their list.

Daisys/Brownies:

- a. **Cultural Greetings:** Pick one or two languages that you know people speak in your community. Learn how to say hello and goodbye in each language. Practice using these languages with a friend. How are these words similar or different to the words you typically use? Try to use the words that you used with someone in your community that speaks the language.
- b. **Try a new food:** Seek and try a food from another country. You can find a recipe and bake or cook this item with a trusted adult or seek out a restaurant, bakery or grocery store that offers foods from other regions. What ingredients were new to you? Did you like this new food? In what ways is it similar/different to something you typically eat?
- c. **Create a Collage:** Make a collage of things important to you that are part of your family traditions and culture. For example, you might have in your collage pictures about celebrating a special day or food your family likes to eat. Share what you made with someone not from your family and see if there are things important to them that are not in your collage.
- d. **Listen to music from at least two other countries:** How does the music make you feel? Does it make you want to dance, sit quietly or some other action? In what ways is it the same/different from the music you typically listen to?
- e. **Celebrate holidays and traditions from around the world:** Learn about a holiday that your family does not celebrate. Find out how it is celebrated and the origins of the holiday. Is there an event in your community you could attend to learn more? Does this holiday remind you of a holiday you celebrate?

Juniors/Cadettes/Seniors/Ambassador:

- a. **Celebrate holidays and traditions from around the world:** Learn about a holiday that your family does not celebrate. Find out how it is celebrated and the origins of the holiday. Is there an event in your community you could attend to learn more? Does this holiday remind you of a holiday you celebrate?
- b. **Get Cooking:** Bake or cook a special recipe from another county. What ingredients were new to you? Did you like this new dish? In what ways is it similar/different to something you typically eat?
- c. **Create Cultural Art:** Learn about a cultural artform such as origami from Japan, North American Indigenous dreamcatchers, or discovering the art of Rangoli sand or paper mâché. Make something from that culture. How is this different/the same as the types of art you typically do?
- d. **Take Virtual Field Trips:** Take a virtual field trip to another country or a cultural destination. Check out this list (<https://typicallytopical.com/30-virtual-field-trips-for-kids/>) with virtual field trips including the Great Wall of China and The Louvre in France!

Connect Activities:

For our Connect Activities, we are going to focus on **practicing kindness**. Part of this activity is realizing that many of those around us have challenges that we may not be aware of. They might be sad or

nervous about a new experience or not feel that they have anyone who notices them. Maybe they have someone who is bullying them. Kindness is more than just being nice. To be kind you must be sincere with the giving of your time, resources and talents without expecting anything in return. It is about doing the right thing with the hope that you might be able to make a person's day a little bit better and not expecting anything in return.

1. Complete at least two of the following activities:

a. **Kindness Rocks**

Gather rocks and paint/markers and decorate at least two rocks with the same message of encouragement. Examples of phrases might include Smile, Hope, Be Happy, Joy. Keep one rock for yourself and share a rock with someone else. Could you give this to someone in your class or leave one for a stranger?

b. **Browse Your Bookshelf**

Are there books in your classroom/library that show cultures and backgrounds? From our list or with the guidance of your teacher/troop leader, select a book that reflects a different culture. Consider using cookie funds or money you gather to purchase that book for your classroom or library. Select a way to practice kindness by learning about the culture in the story and share it with your class or troop.

c. **Thank someone**

Write a thank you letter letting someone know how important they are to you. Be sure to acknowledge the acts of kindness you have received from them and how that has impacted you. Give the person the letter AND reflect on what that person did. How can you be kind to someone else in the same way as you received kindness?

d. **Host a movie night**

Invite friends to your home and watch a movie that has kindness as the theme (a few ideas are listed on page 8. How does this make you feel? What could you do in your community that would reflect what you learned in the movie?

e. **Have a Kindness Challenge**

Gather a group of friends or your troop and have a kindness day or week challenge. Remember that you need to be SINCERE with your kindness, but you can spend this day:

- Smiling at others
- Writing positive messages and giving them to teachers or classmates
- Contribute to your family by doing extra chores or helping in an unexpected way.
- Give someone flowers, something you make, a small note

2. With parent, teacher or trusted friend discuss at least two of the scenarios listed. How does your perspective change when you look at the situation from another's perspective?

Daisys-Juniors

- a. You are playing a game or at an activity that involves running, which you really enjoy. Your friend doesn't see it as fair because it is difficult for them to run. Why might they have a different view on this game? How can you practice kindness with your friend in selecting a game? What could you do differently the next time?

- b. Your Girl Scout troop is deciding what craft you are going to do at your next meeting. Several of your friends want to make Christmas tree ornaments. One member of your group is Muslim. Is making ornaments for Christmas an inclusive activity? What options are there to allow this activity to be more inclusive? How might you change this activity to be more inclusive? What could you tell the other members of your troop about inclusiveness?
- c. You are talking with a group of friends, and one friend says that another classmate who has autism won't speak in class so other kids are being mean to him. What might you say to this classmate? Could you talk to the kids in the class? Could you talk to the classmate with autism? What would you say that shows kindness?
- d. You have a boy in your class who has long hair, paints his nails and wears pink. A group of girls in your class make fun of him. What might you say to these girls? How can you explain that clothing colors, hair length and painted nails are not just for "girls?" How can you show support for the boy in your class?

Cadettes-Ambassadors

- a. You hear two students in your classroom making fun of another students' gender identity, purposefully misgendering the person, and not using their correct pronouns. When called out, they replied that they were joking and that it "wasn't a big deal." What do you think? Do you think the targeted student finds the joke funny? What could you say to the students and/or the targeted student that would be an active step to practicing kindness?
- b. A new student moves into your class who is a person of color. One of your fellow students asks where they are born and tells them that their English is very good. Do you think this is appropriate? How would this be considered "othering"? What might you say to your fellow students and/or the new student that would help them understand that this is not ok?
- c. You are becoming friends with a new friend. One day you notice your friend is really quiet. You ask what is bothering them and they say they are gay. They would like to tell more members of your class but are worried about bullying. What can you do to be supportive to your new friend?

Take Action Activities:

For our take action project, we will focus on **leading with compassion**. Compassion means that we can put ourselves in someone else's shoes and imagine how they feel. But LEADING with compassion means that we go beyond having empathy and we ACT. We take action and problem solve to the best of our ability.

1. For take action, pick at least one of the following items and make a difference.

Daisy-Brownie Girl Scouts:

- a. **Sidewalk Chalk:** Create some bold, beautiful messages for everyone who walks by. What do you want them to know and do right now? What kind of change do you want to see in the world?
- b. **Sign Making:** Grab some cardboard and markers/pencil crayons and make signs expressing your ideas. Post them in your front yard or in your windows for the community to see.
- c. **Volunteer:** Pick a cause that is important to you and volunteer your time. You could help pick up litter, cook/serve meals at a shelter for the unhoused, volunteer at an assisted living facility or nursing home. How does it make you feel to think about and do kind things for other people?

- d. **Artistic Production:** develop an artistic production such as a skit, play, documentary, music concert, etc. that raises awareness about something that matters to you.
- e. **Giving Ribbons:** Pick a cause that matters to you. Many causes have a ribbon color associated with them. For example, orange is ribbon to represent cultural diversity, purple is for ADHD, a rainbow color is used for neurodiversity or to support the LGBTQ community and white is used to represent gender equity. Create your own ribbon and give out to your friends/classmates. Explain to them what the ribbon symbolizes.

Juniors-Ambassador Girl Scouts:

- a. **Inform others:** Select an organization that supports inclusion or the rights of others. Examples are Black Lives Matter, The Native American Rights Fund, Amnesty International, Human Rights Watch, the Trevor Project or the League of United Latin American Citizens. Share the information you learn by having individual conversations or organizing an educational event in the school or community.
- b. **Start a letter writing campaign:** Write a letter to your school or community newspaper about your thoughts and feelings about an organization listed above (or another of your choosing) that highlights the need for increased inclusion. In the letter, explain what you think should be done about it.
- c. **Get involved in local activism:** Reach out to a group that focuses on issues that are important to you. Join them in combating issues of injustice.
- d. **Awareness Campaign:** Design a campaign that educates others on the issue that matters to you. You could create posters, t-shirts, a video promotion, etc. Be creative as the options are endless.
- e. **Organize a School Club or Community Organization:** If your school has a club on an issue that matters to you, join and TAKE ACTION. If not, working with the appropriate school requirements to create a club for like-minded members of your school. Promote your organization and raise awareness about your issue.

Reflection Activities:

What can you do to remind yourself of this process? *For reflection activities pick one of the following items which allow you to ponder what you have learned.

1. Creating a journal: You can decorate a notebook or fold papers in half to create a small journal. Set a goal for yourself to use one of the pillars of inclusivity that you learned in this patch and keep track of situations where this helped you.
2. Take what you have learned about diversity, equity and inclusion and create a trivia game and play with your family or troop in order to share what you have learned?
3. Based on what you have learned, try something new—your pick. Why did you pick this activity? How does this activity foster inclusivity?

Book List

Ages 4-8: Daisy/Brownies

- Princess Hair by Sharee Miller
- Your Name Is a Song by Jamilah Thompkins-Bigelow
- The Invisible Boy by Trudy Ludwig
- Not So Different: What You Really Want to Ask About Having a Disability by Shane Burcaw
- What's the Difference?: Being Different Is Amazing by Doyin Richards
- The Colors of Us by Karen Katz
- One by Kathryn Otoshi
- Sulwe by Lupita Nyong'o
- We're All Wonders by R.J. Palacio
- The Day You Begin by Jacqueline Woodson
- The Smallest Girl in the Smallest Grade by Justin Roberts Hardly
- We Move Together by Kelly Fritsch and Anne McGuire
- What Happened To You? by James Catchpole
- You're So Amazing! by James and Lucy Catchpole
- Bodies Are Cool by Tyler Feder
- My Three Best Friends and Me, Zulay by Cari Best
- Wonderfully Wired Brains by Louise Gooding
- The Magic Brain by Prasha Sooful
- My Brain is a Racecar by Neil Harris
- Brilliant Bea by Shaina Rudolph
- I'm Just a Kid by Chandele Morris
- My Shadow is Purple by Scott Stuart
- Pink is not a Color by Lindsay Ward
- It Feels Good to Be Yourself by Theresa Thorn
- The Brain Forest by Sandhya Menon
- I Talk Like a River by Jordan Scott and Syndey Smith
- Talking is Not My Thing by Rose Robbins
- You're so Clumsy Charley by Jane Binnion
- My Brother Otto by Meg Raby
- Why Johnny Doesn't Flap: NT is OK by Clay Morton & Gail Morton

Ages 8-13: Juniors/Cadettes

- Area 51 Interns: Alien Summer, Book 1 by Carsen Smith & James S. Murray
- Maniac Magee by Jerry Spinelli
- Becoming Kareem: Growing Up On and Off the Court by Kareem Abdul-Jabbar & Raymond Obstfeld
- Brown Girl Dreaming by Jacqueline Woodson
- Count Me In by Varsha Bajaj
- Counting by 7s by Holly Goldberg Sloan
- I Funny: A Middle School Story by James Patterson & Chris Grabenstein
- Inside Out and Back Again by Thanhha Lai

- The Lions of Little Rock by Kristin Levine
- Other Words for Home by Jasmine Warga
- Wonder by R.J. Palacio
- All-American Muslim Girl by Nadine Jolie Courtney
- If I Ever Get Out of Here by Eric Gansworth
- March: Book One by John Lewis , Andrew Aydin & Nate Powell
- El Deafo: Superpowered Edition! by Cece Bell
- -Frankie’s World and Finding My Voice by Aoife Dooley
- The Many Mysteries of the Finkel Family by Sarah Kapit
- Honestly Elliott by Gillian McDunn
- The Deadly Daylight by Ash Harrier
- The Way I Say It by Nancy Tandon
- Hacking the Code: The Ziggety Zaggety
- Road of a Dyslexic Kid by Gea Meijering
- Hear Me by Kerry O’Malley
- Laura Dean Keeps Breaking Up with Me by Mariko Tamaki

Ages 13+: Seniors/Ambassadors

- 57 Bus by Dashka Slater
- American Born Chinese by Gene Luen Yang
- The Hate U Give by Angie Thomas
- When Dimple Met Rishi by Sandhya Menon
- Black Boy by Richard Wright
- Eleanor & Park by Rainbow Rowell
- How It Went Down by Kekla Magoon
- If I Was Your Girl by Meredith Russo
- Symptoms of Being Human by Jeff Garvin
- Yaqui Delgado Wants to Kick Your Ass by Meg Medina
- My Name Is Not Easy by Debby Dahl Edwardson
- To Kill a Mockingbird by Harper Lee
- We Deserve Monuments by Jas Hammonds
- Breathe and Count Back from Ten by Natalia Sylvester
- It’s Kind of a Funny Story by Ned Vizzini
- As Brave as You by Jason Reynolds
- You, Me, and Our Heartstrings by Melissa See
- Prom Theory by Ann LaBar
- Kids like Us by Hilary Reyl
- Square Me, Round World by Chelsea Luker
- I like you Like This by Heather Cumiskey
- Winkle and Aster by Derek Corsaro
- Firebird by Sunmi
- Just Happy to Be Here by Naomi Kanakai

Movie List

Ages 4-8: Daisy/Brownies

- My Neighbor Totoro (1988)
- Ponyo (2009)
- Lilo & Stich (2002)
- Tangled (2010)
- Babe (1995)
- Beauty and the Beast (1991)
- Cinderella (2015)
- Dr. Seuss' The Grinch (2018)
- The Fox and the Hound
- Paddington (2015)
- Trolls (2016)
- Up (2009)
- An American Girl Story - Melody, 1963: Love Has to Win (2016)
- Batkid Begins (2015)
- The BFG (2016)
- Dolphin Tale (2011)
- E.T.: The Extra-Terrestrial (1982)
- Kiki's Delivery Service (1990)
- Charlotte's Web (2002)

Ages 8-13: Juniors/Cadettes

- Far from the Tree (2018)
- I Am Eleven (2014)
- Living on One Dollar (2013)
- Marona's Fantastic Tale (2020)
- On the Way to School (2009)
- Remember the Titans (2000)
- Steven Universe: The Movie (2019)
- Won't You Be My Neighbor? (2018)
- Wonder Movie (2017)
- Finding Kind (2011)
- Liyana (2018)
- My Life as a Zucchini (2017)
- Bully (2012)
- Dancing in Jaffa (2014)
- Fordson: Faith, Fasting, Football (2011)
- To Kill a Mockingbird (1962)
- Rescued by Ruby (2022)
- Elena of Avalor (2016)

Ages 13+: Seniors/Ambassadors

- Edward Scissorhands (1990)
- Lucas (1986)
- True Justice: Bryan Stevenson's Fight for Equality (2019)
- Amelie (2001)
- 37 Seconds (2020)
- The Intouchables (2012)
- Dead Poets Society (1989)
- Pay It Forward (2000)
- The Help (2011)
- The Pursuit of Happyness (2006)