

Allies for All Patch Program

Leaders Guide to Facilitating Patch Program



ABOUT THE PATCH

GSUSA STATEMENT ON DE&I

<https://www.girlscouts.org/en/about-girl-scouts/advocacy/the-girl-scout-advocacy-center/girl-scouts-stands-against-racism-and-pledges-to-work-for-a-just-society-for-all.html>

Girl Scouts is not a political organization, but we are a HUMAN one. We are an increasingly diverse organization that stands for respect, equality, inclusion, and justice. We stand for empowering ALL girls—in every community across our nation, from every background and every ability and in every economic circumstance—to create the change they want to see in the world.

Kathy Hopinkah Hannan, PhD
Chair and National President
[GSUSA Blog excerpt](#)

OBJECTIVE

When girls have earned the Allies for All 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 ways to better relate to others.

BOOKLETS

Each Allies for All patch program booklet content program connections for each Girl Scout level. There are many program resources available for troop leaders in the Volunteer Toolkit, on the "my GS" tab at GirlScoutsOC.org

PATCH PARTS

Like many different flowers in a garden, each individual brings color, height, texture, shape and growth in different ways. A diverse garden makes a stunning array of colors and contrasts, and you can always find something different and unique about each individual flower. This garden represents what people see when they appreciate and encourage diversity – different colors, different shapes, and different sizes.



Designed to be earned at all Girl Scout levels, the Allies for All patch program activities build progressively as the girls mature. Girls can earn the main piece of the Allies for All patch in each of her Girl Scout levels. Girls will also have the option to earn the green chevron-shaped piece, called the Allies for All “hug”, is the patch is earned a second time in the same level. For example, if a 6th grade cadette earned the Allies for All patch, and then earned it again in her 8th grade year, she will have earned the patch in 6th grade, and the hug in 8th grade.

SPONSOR

Information coming soon!

PLANNING TEAM

Developed in 2020-2021, the Allies for All patch program has been a collaborative effort from girls, volunteers, professionals and staff who are equally passionate about equipping current and future Girl Scouts with the emotional tools to always be an ally for all.

READ BEFORE YOU LEAD

A time of self-reflection and support can help to prepare you to lead this patch program. Please read the following article for preparing adults to talk race with their Girl Scouts: <https://www.girlscouts.org/en/raising-girls/leadership/civic-action/racism-and-kids.html>

AGES AND STAGES

For more information on girls' "ages and stages", please see the resource *Knowing Your Role & Working with Girls*, located in your Volunteer Toolkit.

Daisies and Brownies understand being treated fairly and being an ally/friend to others. The *Allies for All* patch program focus is on fairness and embracing differences between different people. The patch ties in with the Girl Scout ideal of being a sister to every Girl Scout.

Juniors and Cadettes are starting to develop their critical thinking skills and are often very self-oriented. There is a wide range of maturity level between a 4th grade junior and a 8th grade cadette, therefore, be sensitive to each girl's development during this patch program.

Seniors and Ambassadors continue to hone their critical thinking skills. They are more likely to have seen or experienced discrimination firsthand. However, they may lack skills in this area to know how to appropriately handle situations. This patch program will help them to gain confidence in this area. The Seniors and Ambassadors may also choose to lead younger Girl Scouts/troops in earning this patch. This leader guide is also a resource for Seniors and Ambassadors leading younger girl-led events to earn the *Allies for All* patch program.

ALLYSHIP OVERVIEW

An "ally" is described as a person who is not a member of a marginalized or disadvantaged group, but who expresses or gives support to that group.

GIRL SCOUTS OF THE USA POSITION ON SOCIAL ISSUES

Please review Girl Scouts of the USA position on Social Issues at: <https://www.girlscouts.org/en/faq/faq/social-issues.html#:~:text=Girl%20Scouts%20of%20the%20USA,all%20areas%20of%20their%20lives.>

IMPORTANCE OF SAFE SPACE

Since 1912, Girl Scouts has committed to serving as a safe space for girls. All girls, regardless of race, religion, or socioeconomic background, are a part of a sisterhood that not only builds the most powerful of friendships, but also teaches valuable life skills that they'll carry with them forever.

For tips on creating a safe space with your troop/group:

<https://www.girlscouts.org/en/adults/volunteer/volunteer-resources/challenging-conversations.html>

GIRL SCOUT PROGRAM DISCLOSURE AND CONSENT FORM

Please note due to the potential for sensitive topics that could arise during these activities, we strongly suggest you have troop members' guardians complete a program disclosure:

<https://www.girlscoutsoc.org/content/dam/girlscoutsoc/documents/VolunteerResources/Girl%20Scout%20Program%20Disclosure%20and%20Consent%20Form.pdf>

TIPS DURING LEADING

Please review your volunteer toolkit resources for general information on the typical parts of a meeting to plan how this patch program might be earned in 2-3 meetings, or 2 meetings and a field trip.

ROLE PLAY

There is a growing trend criticizing role-play activities due to the risk of trauma that kind of activity can trigger. Role-play scenarios can oversimplify serious topics, without a positive resolution. The *Allies for All* patch program offers a rich variety of activities for girls to learn and develop their empathy and allyship skills. Skits and role play activities have been intentionally omitted, and leaders are cautioned about adding role-play as an optional activity.

RESPONDING WHEN A DEROGATORY REMARK IS MADE

While completing the *Allies for All* patch program the girls are likely to talk about different discriminatory situations that they or a friend experienced, and it is helpful to learn appropriate ways to respond. When we are silent it often gives the impression to others that we agree with them. UNICEF article discussing several ways to respond to discriminatory situations.

<https://www.unicef.org/parenting/talking-to-your-kids-about-racism>

More Resources

GIRL SCOUT RESOURCES

From WAGGGS: Using threads to represent the concepts of diversity, equity and inclusion, the 2020 WAGGGS Thinking Day Activity Pack “Living Threads”, is designed to inspire girls to reflect on how they can put equity and inclusion into practice, and celebrate the diversity in their communities and beyond.

From GSUSA: Help Kids Take Action Against Racism

6 Ways to Bust Gender Stereotypes: <https://www.girlscouts.org/en/raising-girls/leadership/life-skills/everyday-ways-to-bust-gender-stereotypes.html>

Additional program tie-ins can be found throughout the Badges and Journeys for all Girl Scout levels. Explore an overview of all National Girl Scout program at the Girl Scout Award and Badge Explorer:

https://www.girlscouts.org/en/our-program/badges/badge_explorer.html

FIELD TRIP SUGGESTIONS

Southern California is home to many museums to visit in person or virtually. These organizations regularly offer multicultural exhibits and events: Bowers Museum, 21 California Missions, Museum of Tolerance (Los Angeles), The Skirball Cultural Center, California African American Museum, Chinese American Museum, Japanese American National Museum, Olvera Street, Manzanar National Historic Site (Owens Valley, CA), various culture & heritage museums in San Diego

HUMAN RIGHTS ORGANIZATIONS

Many organizations in Southern California are dedicated to elevating human rights issues. Explore their websites for events and resources: Orange County Human Relations, Multiracial Americans of Southern California: Multiracial Americans of Southern California, Simon Wiesenthal Center in L.A., as well as local chapters of: Anti-Defamation League, American Civil Liberties Union, Southern Poverty and Law Center, National Asian Pacific American Women’s Forum, Stop AAPI Hate, UNICEF, National Organization for Women, Local Black Lives Matters chapters ;: Muslim Public Affairs Council Hollywood Bureau

PODCAST RESOURCES

The internet presents a wide variety of digital audio files available for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically.

VIDEO RESOURCES

There are many video-based activities and resources in the *Allies For All* patch program. Please note the following best practice when using YouTube videos as resources for youth education. Often the uncontrolled advertisements and pop ups that go along with YouTube videos can be a deterrent to using these resources with children. Please use this tip to show the videos without ads or popups:

1. Select the video you wish to show your troop.
2. Look at the URL code for the video and locate the following characters in the URL code: **watch?**
3. Click your cursor into the URL code, between the word **watch** and the **?**
4. Type **_popup** and hit enter. The video should now play without uncontrolled ads and popups.

YOUTH BOOK RESOURCES

Daisies – Juniors

Not My Idea, Anastasia Higginbotham

Sulwe, Lupita Nyong'o

All Are Welcome, Alexandra Penfold

Counting on Community, Innosanto Nagara

The Rooster Who Would Not Be Quiet!, Carmen Agra Deedy

Something Happened in Our Town, Marianne Celano, Marietta Collins, and Ann Hazzard

Cadettes

This Book is Anti-racist, Tiffany Jewell

One Crazy Summer, Rita Williams-Garcia

New Kid, Jerry Craft

We Rise, We Resist, We Raise Our Voices, Wade Hudson, Cheryl Willis

Hudson

The Underground Abductor (Nathan Hale's Hazardous Tales #5), Nathan Hale

Seniors and Ambassadors

The Hate U Give, Angie Thomas

White Fragility, Robin DiAngelo

Me and White Supremacy, Layla F. Saad

How to be an Antiracist, Ibram X. Kendi

WEBSITE RESOURCES

Help Your Kids Take Action Against Racism: <https://www.girlscouts.org/en/raising-girls/leadership/civic-action/racism-and-kids.html>

This is a great resource for leaders/adults on webinars, articles on how to talk to kids about race: <https://www.embracerace.org/resources>

“How to Talk To Your Kids About Anti-Racism,” PBS SoCal: <https://www.pbssocal.org/education/at-home-learning/talk-kids-anti-racism-list-resources/>

“Black Lives Matter at School,” NEA EdJustice: <https://neaedjustice.org/black-lives-matter-school-resources/>

Teaching Tolerance Curriculum by Southern Poverty Law

Center: <https://www.tolerance.org/learning-plan/using-the-learning-plan-builder>

Southern Poverty Law Center WWW.SPLCENTER.ORG/PERIL

Anti-Defamation League:

<https://www.adl.org/education-and-resources/resources-for-educators-parents-families>

US Department of Arts and Culture website, for information on opening events and gatherings by acknowledging the traditional Indigenous inhabitants of that land.

<https://usdac.us/nativeland>

Useful Terms & Concepts

The following terms may help with the *Allies for All* patch program. Terms excerpted from Webster's Dictionary and Harvard University. Additional terms available at:

[HTTPS://DIB.HARVARD.EDU/FILES/DIB/FILES/DIB_GLOSSARY.PDF](https://dib.harvard.edu/files/dib/files/dib_glossary.pdf)

ALLY/ALLIES/ALLYSHIP

A person who is not a member of a marginalized or disadvantaged group but who expresses or gives support to that group.

To Be a Better ally <https://youtu.be/q7EIX4GFQpI>

Guide to Ally-ship: <https://guidetoallyship.com/>

BIAS (IMPLICIT / EXPLICIT BIAS)

Prejudice in favor of or against one thing, person, or group compared with another, usually in an unfair or negative way. Unconscious bias, also known as implicit bias, is defined as “attitudes and stereotypes that influence judgment, decision-making, and behavior in ways that are outside of conscious awareness and/or control”.

COLOR BLIND (“I AM COLORBLIND”)

The belief that everyone should be treated “equally” without respect to societal, economic, historical, racial or other difference. No differences are seen or acknowledged; everyone is the same. Scholars have questioned the presumed benefits of the colorblind approach (Pollock 2005; Husband 2012). As society is not equitable and racial bias does exist, the colorblind approach denies children the validity of their experiences of the world. Because the impact of racial bias is visible, not allowing children to process this injustice is confusing, and it denies them the opportunity to see themselves as agents of change to resist injustice. (Derman-Sparks, Ramsey, & Edwards 2006; DiAngelo 2012).”

DISCRIMINATION

The unequal treatment of members of various groups, based on conscious or unconscious prejudice, which favors one group over others on differences of race, gender, economic class, sexual orientation, physical ability, religion, language, age, national identity, religion and other categories.

INTERSECTIONALITY

The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, and their multiple effects on the

same individuals or groups. Also refers to the view that overlapping and interdependent systems of discrimination and inequality can more effectively be addressed together.

Kimberlé Williams Crenshaw is an American lawyer, civil rights advocate, philosopher, and a leading scholar of critical race theory who developed the theory of intersectionality. What is **Intersectionality**? https://www.youtube.com/watch_popup?v=ViDtnfO9FHc

MARGINALIZED GROUP

Groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions.

MICROAGGRESSIONS, MICROINSULTS, MICROINVALIDATIONS

A comment or action that unconsciously or unintentionally expresses or reveals a prejudiced attitude toward a member of a marginalized group, such as a racial minority. These small, common occurrences include insults, slights, stereotyping, undermining, devaluing, delegitimizing, overlooking or excluding someone. Over time, microaggressions can isolate and alienate those on the receiving end and affect their health and wellbeing.

Microaggressions in the classroom: https://www.youtube.com/watch_popup?v=ZahtlxW2CIO

Article: <https://www.vox.com/2015/2/16/8031073/what-are-microaggressions>

PRIVILEGE

An unearned, sustained advantage that comes from race, gender, sexuality, ability, socioeconomic status, age, and other differences.

Privilege discussed: <https://www.iamzine.com/check-your-white-privilege.html>

STEREOTYPE

A form of generalization rooted in blanket beliefs and false assumptions, a product of processes of categorization that can result in a prejudiced attitude, critical judgment and intentional or unintentional discrimination. Stereotypes are typically negative, based on little information and does not recognize individualism and personal agency. Stereotypes are often passed down from generation to generation and reinforced through the media and other systemic institutions in society. There are many damaging generalizations that affect groups of people in our society that are based on their ethnicity, religion, sexual orientation, gender, weight and appearance. [Lists of common stereotypes can be found online](#)

SYSTEMIC DISCRIMINATION/RACISM

Relating to or noting a policy, practice, or set of beliefs that has been established as normative or customary throughout a political, social, or economic system: systemic inequality; systemic racism. biases and discrimination that are built into our societies, businesses, government, schools and other institutions.



Thank you to the Allies for All patch program planning team: Girl Scout Cadette Alivia Seard, Ambassadors Anh Voong and Sophia Lyman; Cindy Donham, retired Professor of Sociology & Human Development CSULB, longtime Girl Scout Volunteer; Larissa Chiari-Keith, VP Multiracial Americans of Southern California, Girl Scout Troop Leader; Lesli Mitchell, Board Member, Multiracial Americans of Southern California; Shellie Massick, GSOC Life Skills Manager; Maria Alderete, GSOC IDEA Director.