

Allies for All Patch Program



Growing A More Supportive Space For All

When **Juniors and Cadettes** 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 be the best friend that can be to all people.

About the Patch

In a diverse garden with its stunning array of colors and contrasts, you can always find something different and unique about each individual flower. Like all those flowers, each individual person adds value to our world in a variety of ways. This garden represents what people see when they appreciate and encourage diversity – a fascinating collection of color, culture, beauty, shape and experiences.



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”, if 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 can add the hug in 8th grade.

Discover

Understanding your connection to your community, to others in the United States, and possibly around the world, is an important step to understanding our connection to each other, and these connections are something to celebrate! Did you know that Girl Scouts of the USA (GSUSA) is a member of the World Association of Girl Guides and Girl Scouts (WAGGGS), which includes 10 million girls in 150 countries? All those girls, in all those countries, are working to make the world a better place. Celebrate your cultural awareness with these activities:

❑ Community Connections

Are there different cultural connections you see in your community? This mix of cultures is called “diversity”. Some communities are filled with different cultures, so they have a high level of diversity. Other areas have fewer cultural differences, so their diversity might be

lower. Wherever you live, you have a wonderful chance to learn about and celebrate the experiences from different countries, if we make up our minds to look for them!

Choose one; required

- i. Explore your community: Notice all of the places to eat, worship, shop, and learn in your community that might be from a culture different from your own. Do you notice restaurants you have never tried? Make a list of places that you can visit with your family or troop, and go explore!
- ii. Visit a museum or special event that specializes in a specific ethnic group. Prepare for the visit by researching the event and discussing how to attend respectfully. If you cannot visit a museum in person, remember many museums have virtual tours online that you can take. See suggestions in the *Allies For All Leader's Resource*. What was your favorite or most moving exhibit (why)? How did your level of appreciation, understanding and empathy change? What made the difference?

□ **Girl Scouts USA is part of a worldwide sisterhood**

i and ii required

- i. **WAGGGS** stands for World Association of Girl Scouts and Girl Guides and is the largest voluntary movement dedicated to girls and young women in the world, representing over 10 million women and girls from 152 countries around the world. Do you or does anyone in your troop have any connections with countries on the WAGGGS list?

<https://www.waggs.org/en/our-world/>

ii. **Girl Scout program connections**

With your troop or adult, find activities from Girl Scout resources that show connection to girls around the world. Resources are available on The Volunteer Toolkit in your myGS account.

Choose your level; one required

1. Juniors:

- a) One activity from either of these badges: *Inside Government*; *Girl Scout Way*; or *Democracy*
- b) One activity from *Agent of Change* journey
- c) One activity from [2020 WAGGGS Thinking Day Activity Pack "Living Threads"](#).

2. Cadettes:

- a) One activity from either of these badges: *Netiquette*; *Finding Common Ground*; *Girl Scout Way*; or *Democracy*
- b) One activity from *MEdia* journey
- c) One activity from [2020 WAGGGS Thinking Day Activity Pack "Living Threads"](#).

Connect

There are two important words to know in order to be the best friend to others that you can be. One is “ally” and the other is “stereotype”. Being an ally means being a friend who's willing to stand up for what is right, for yourself, or for another person. Stereotypes are preformed ideas about how people will act, based on the group to which they belong. Stereotypes are negative because they do not accurately describe qualities that make every person unique! When you decide to be an ally, then you have decided to look beyond the stereotype, and get to know all about the original person, based on their individual personality! Celebrate uniqueness with these activities:

❑ **Know the truth!**

It is important to know true facts about a person, instead of making up your mind based on any stereotypes you might see in movies or hear from others. For example, always showing little girls wearing pink, playing with dolls, and little boys wearing blue, playing with trucks and dinosaurs ignores the fact that both girls and boys might like to wear any colors, and play with any kind of toys. Explore these stereotypes:

Choose one, required

- i. Another stereotype some girls hear is that they are not as good in math and science as boys are. We know that this is not true and that there are many brilliant women that are scientists, astronauts, engineers and mathematicians. View the following video or one similar and discuss with your troop/group. <https://youtu.be/405gJ37Ybgl>
- ii. Cut out 3-5 photos of girls or women from a magazine and glue them to a page. (Or Halloween costume ads, or toy ads, etc....) Now do the same for pictures of boys or men that you see in the same magazines or ads. Share everyone's pictures. Do you see any stereotypes shown? Are there any pictures that bust stereotypes by showing the person for her or his own likes, without labels? Discuss their similarities and/or differences.
- iii. Everyone in your troop writes down a stereotype or label that is hurtful. Then share these with the group and discuss how these labels can be damaging and are not true. Then rip them up and put them in a trash can, symbolizing you are throwing away this stereotype or label (or write it on a piece of rice paper and then put them in a bowl of water and watch them dissolve).
- iv. Watch one of your favorite shows, movies, ads, comedy acts, or other media and look for any stereotypes or labels being portrayed. Make a list of them. Share them with each other. Discuss why these labels or generalizations can be damaging to specific people and the society.

❑ **Practice being inclusive**

Sometimes it happens that some people are not willing to look beyond stereotypes, and they decide to keep others out, based on what is heard about them. We have seen throughout history that these decisions can be unfair and hurtful. This is called Discrimination. We want to make sure that we do everything we can to help each other see past discrimination and reduces the hurt that it can cause. Take a look at some examples in these activities:

Choose one, required

- i. With an adult, view this video on YouTube “How kids react to inequality and discrimination <https://youtu.be/QBWrF-R272s> Discuss with your troop/group the different kinds of discrimination you noticed.
- ii. If you have seen *Hamilton: An American Musical* - this choice is for you! Lin-Manuel Miranda wrote the musical *Hamilton* and cast a variety of people of color in the roles, regardless of the historical accuracy. “I wanted to write a hip-hop, R&B musical about the life of Alexander Hamilton,” Miranda said. “If it had been an all-white cast, wouldn’t you think I messed up?”. The website [Hypable](https://www.hypable.com/2015/09/21/lin-manuel-miranda-is-rewriting-the-founding-father-narrative-to-purposefully-reflect-the-kind-of-country-we-live-in-today/) writes: “Lin-Manuel Miranda is rewriting the Founding Father narrative to purposefully reflect the kind of country we live in today. Choosing to cast the founders of our country as people of color may not be ‘historically’ accurate, but it is culturally accurate as a reflection of a 21st century nation built by immigrants. Lin-Manuel Miranda’s version of history suddenly becomes an inclusive one, inviting every American to see his or herself reflected in the story of the Founding Fathers.” Discuss the ways that Miranda’s casting choices in *Hamilton* added inclusiveness to the production of *Hamilton*.
- iii. Many times in life we run into people and friends who make discriminatory remarks. Discuss as a group some examples that you or your friends and family have experienced. (see leader guide for discussion support on this topic) Discuss how these situations can hurt the people involved and different ways it could be handled.

Take Action

As Girl Scouts, we make a promise to “be responsible for what we say and do”. It is so important that it is part of our Girl Scout Law. So, it is important to do something with what we are learning about ourselves, and from each other, about discriminations and stereotypes. Making sure that your actions show your commitment to being an ally is very important! Come up with an action plan that can help promote equity and diversity/discrimination. Then carry it out. See ideas below:

Choose one, required:

- i. Celebrate diversity with art! Create a garden of diversity by opening the project with this metaphor: "When people are in charge, they plant the type of flowers that they like the best, and they might not want to plant flowers in their garden that they do not like as much. That's the way people show privilege and prejudices. They choose the flowers that they prefer and don't give other flowers a chance to grow in their gardens. People sometimes do that with other people." (Abigail Gewirtz, Ph.D., author of *When the World Feels Like a Scary Place*) Create an art piece of your own garden of diversity, with “flowers” of all different shapes, colors to show how you would create a diverse world. Showcase or ask a parent to post the troop’s art on social media with #diversityday to connect with [National Diversity Day](https://www.nationaldiversityday.com/), an annual event on the first Friday in October (Diversity Awareness Month).
- ii. Working in groups of 2-3, research people who are considered pioneers in the fight for equality for all, such as: Elizabeth Cady Stanton, Susan B. Anthony, Dr. Martin Luther King Jr, Malala Yousafzai, Nelson Mandela, or find your own diversity champion. Develop a 1-minute monologue as that person. Think what the person would say to encourage young people to continue to work toward equality. Pretend that they are at your troop meeting;

what would they say? Video or perform your monologue for your troop. If you made a video, can you think of where else to share it?

- iii. Create a Juneteenth Feast! Juneteenth is an annual holiday observing the end of slavery in the U.S. and marks the day (June 19, 1865) when news of emancipation reached people in the deepest parts of the former Confederacy in Galveston, Texas. Red foods — a symbol of the resilience and ingenuity of enslaved people — are customary on a Juneteenth table. Strawberries, watermelon, red-colored juice, cherry pie, red velvet cake, sausages, hot dogs and barbecue are just some of the red-hued foods you can include in your feast. Be sure to invite others to share in the celebration!

Congratulations! You have worked to earn the Allies for All patch and have made a beautiful promise to make the world a better place by being an ally to all!

“ In the end, we will remember not the words of our enemies, but the silence of our friends.”

-Dr. Martin Luther King Jr.