

HERstory

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# Our Mission, Girl Scout Promise and Girl Scout Law

## Our Mission

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

## Girl Scout Promise

*On my honor, I will try:*

To serve God and my country,  
To help people at all times,  
And to live by the Girl Scout Law.

## Girl Scout Law

*I will do my best to be*

honest and fair,  
friendly and helpful,  
considerate and caring,  
courageous and strong, and  
responsible for what I say and do,

*and to*

respect myself and others,  
respect authority,  
use resources wisely,  
make the world a better place, and



## Dedication to the Girls

HERstory is a patch program written and created for you. It is based on the idea that we are all human beings, living and breathing on this shared planet. You are valued as a human being for your personal beliefs and everything that you are. Your Girl Scout sisters and leaders believe in you always, and we are here to challenge and uplift you at every opportunity.

Girl Scouts has evolved and changed with the times. However, the one aspect that has never changed or wavered is our organization's effort to be inclusive. In 1912 Juliette Gordon Low set out on a journey to fill a void and create something special for girls. She knew that girls deserved a platform, one that welcomed all girls. Juliette wanted to provide a place for them to be themselves with opportunities equal to those available for boys. Girl Scouts was her solution.

Girl Scouts was founded on the principle that every girl is welcome and embraced for being themselves. The Girl Scout Promise and Law are recited as a personal credo that we say for ourselves, for the world, and our communities. The words stand firm and announce to all that hear them that we are here to build one another up and make the world a better place through our actions.

With the HERstory curriculum, there are no wrong questions, and everyone has a right to their own opinion. It is okay to be vulnerable and to display your emotions because we all have them. The topics covered will sometimes be tough to discuss and think about. That is okay. In Girl Scouting, we create safe spaces for learning and growing.

We hope that you will gain new knowledge and wisdom through your HERstory journey. We believe it will set you on a path of hope and a future that embraces the belief that all humans are created equal. It is your future, and you are helping to create it now.



## HERstory: Diversity, Equity, Inclusion

What is diversity? What is the difference between equality and equity? What does inclusion mean to you? These are some big words and we will help you learn what they mean. Being a Girl Scout means being a good sister to others, no matter your story or theirs. In this patch program, you will discover the past, learn how it has shaped our present, and how it can prepare you to shine bright for tomorrow. You will learn to stand against injustice, speak up for those who are silenced, and celebrate our big, diverse world.



### Purpose

When you've earned this patch, you'll know more about the past and its effect on the present and the future. You'll know how to work with those in your community to help create sustainable change in the area of diversity, inclusion, equality, and equity for all.

### Steps:

1. Footprints of our Past
2. Present Advocacy
3. Future Perspectives
4. Tell your Story - Your Reflection, Your Legacy
5. Take Action

*Instead of inheriting a broken system, we  
have the power to change it.  
- Yara Shahidi*



## Step 1: Footprints of the Past

Complete four or more activities.

Our history shapes what we feel and experience today. With your group, learn more about events, people, or movements from the past.

### CHOICES:

- With an adult, go online to [gshg.org/herstory](http://gshg.org/herstory) or another trusted website. Learn about a woman from history who was important in our story. Already have a favorite woman figure? Great! Take a deeper dive and learn more about her. Once you know more about her, draw her as you see her.
- Visit a local museum that has an exhibit or program about a minority group, person, or event. When you visit, answer questions like: *How would you feel in that person's shoes? Have you been in a situation like this? What would you have done differently if you had been in those circumstances?*
- Create a skit depicting an event from the Suffrage Movement. Gather a team to perform the skit. Share your skit to help others learn about the importance of the movement.
- Visit or take a virtual tour of a historical site in Georgia. Use the web to research sites that interest you. Make a plan to visit with your family or group. When you visit, ask questions like: *Who lived here? When was this place as busy or lived in as your neighborhood? What is the historical significance of the site?*
- Draw a grid with 6 spaces on a sheet of paper. Write Nurse, Basketball player, Doctor, Farmer, Artist, and Pastor in your grid. Now, draw the individuals. When done, look over your drawings and see what stands out. Are there more males than females? What are their ethnicities? What does this say about your thinking when it comes to how you perceive people in certain professions in your community? As a group, discover the meaning of implicit bias by answering an implicit bias test, found here: <https://www.youtube.com/watch?v=0veDFGo666s>
- Define Microaggression. Use the worksheet, *About Our Microaggressions* from Ball State University, created by Mary E. Kite; found here: <http://breakingprejudice.org/teaching/group-activities/microaggression-activity/>
- Search online for advertisements from before 1980. Advertisements tell us important information about the time they were created in. What do the advertisements tell you about what was expected of women? What was expected of men? What stereotypes are present?
- Watch a fairytale movie from the past (the 1930s-1980s) and compare the film with a fairytale movie from the current times (the 1980s-present). What races, religions, genders, or other groups are missing? Why do you think they are not represented?
- Read 'Sneetches' by Dr. Seuss. Discuss the discrimination explored in the book. Who is Sylvester McMonkey McBean? In your life and in today's society, who do you think are the Star-Bellies? Find out when this book was written by Dr. Seuss. What are the connections between when the story was written and its storyline? Watch a read-aloud version here: <https://www.youtube.com/watch?v=dZYRR6vCUcY>
- Celebrate a tradition that is ethnically or culturally different from yours. Learn why it is important and how it is celebrated. Possible ways to celebrate: try food from another culture and/or make, listen to music from the culture, attend a cultural or ethnic festival.

*If you're always trying to be normal, you will never know how amazing you can be. -Maya Angelou*

## Step 2: Present Advocacy

Complete four or more activities.

Injustice is not a relic of the past; many people of different races, religions, genders, and sexual orientations continue to experience adversity. Connect with individuals to uncover the inequality that is still present and the movements that are seeking to change that.

### CHOICES:

- Learn about women's experiences voting. Interview two generations of women about their experience voting. It could be your troop leader, mother, teacher, grandmother or youth group leader. Compare your interview notes. What experiences do they have in common? Was anything different?
- Research HB426, the Hate Crime Bill, signed into Georgia State law in June 2020. Do you think this is an important bill? If so, why? What is the historical significance? How have hate crimes impacted marginalized communities?
- Visit a local minority-owned business. Learn answers to questions like: What goods or services does their business provide? How long have they been in business? How many employees work for the company? What hardships or struggles did they experience to get where they are today? What hardships or struggles still exist for this business/community?
- Meet with a local activist in your area. Learn answers to questions like: What does being an activist mean to them? What are they passionate about? Ask them about a protest or event that they have attended? How can you engage to help the movement?
- Do you feel like you are ever labeled? If so, what are the labels people have attached to your identity? What labels do you put on yourself? What labels do you see as negative? What labels do you consider as stereotypes? How can you look at a label and see it as a positive? Do you label other people? In society, is the idea of being "normal" inclusive?
- Look up the definition of appropriation. The words you use and the fashion you wear are influenced by what you see in magazines and movies. Cut out examples in magazines of fashion and language being *appropriated* from other cultures and make a collage. Share your findings with your group and reflect on how these images can impact native cultures.
- Research the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act. What year was this law enacted? What more could be done to help protect the rights and safety of the LGBTQ+ community?
- Learn more about your ancestry. Talk to your parents or grandparents about your family. Ask questions like: What were their names? What did they do for a living? Where were they from? How far back can you trace your ancestry? If not so far back, why do you think that is?
- Draw a flag, coat of arms, or tribal tattoo that represents the cultural elements of your identity.
- Look at the Intersectionality Infographic about Bob, the striped triangle. Use the Personal Identity Wheel worksheet in the back of this booklet or on our website to look at how Intersectionality plays out in today's world. Watch PBS video about "The Intersectionality of Struggles" at this link: <https://gpb.pbslearningmedia.org/resource/intersectionality-movements-dolores/intersectionality-movements-dolores/>
- Talk with an immigration attorney about how our immigration system works in the US. Discuss what might be done to improve the system.
- Watch the short film "Hair Love". What connections do you see with your own family? How does this story speak to you and make you feel?
- Discuss these important questions with your troop, group or family. How do people with behavioral differences adapt to everyday life? What services are provided in the schools to help students with behavioral differences? How does this community bring awareness to the public?





### Step 3: Future Perspectives

Complete four or more activities.

The world is a big place that is filled with people trying to affect big change. Imagine yourself working towards making the world a better place with courage, confidence and character.

#### CHOICES:

- The Future is YOU! What does that mean to you? Create some art to capture your ideas, such as a painting, drawing, poem, or graphic story.
- Activate your voice. Visit a local meeting of an organization dedicated to a cause you are passionate about. Learn about their activities and how you can get involved.
- Voting is an important part of affecting change and isn't always accessible to everyone. Learn about ways to cast your vote in a local, statewide or national election. Discuss some of the barriers to voting that people face in your area.
- Visit your local Board of Elections. Learn more about the voting process and who makes up your local Electoral College.
- Imagine the US Treasury created a \$3 bill. Whose face would you like to see represented on the currency? Draw who and how you would like to see the bill designed.
- Imagine a better world. Write a short story about the world you envision. Who lives there? What is important to the people who live there? How do people treat one another? What is the environment like?
- Find out if Indigenous people lived in your area. What were their customs? Presently, are there any Indigenous communities in your region? If so, what is their culture? If not, what happened to their community?
- Were there enslaved people in your area? Identify a plantation in your area and discuss what crops and kind of work they did.
- Design a campaign platform. Create a button or sign for your campaign for the first female President or Governor. What is your slogan and what does it mean? What change do you want to see?
- Marsha P. Johnson, Silvia Rivera, and so many others were advocating for a protected space with the Stonewall Riot event. Are you a safe space for others? Are you an ally for your friends, family, and community? If so, how do people know that? Think of ways to create safe spaces. For example, start a club, design a poster, stickers, or symbol. What are your other ideas?
- Define what constitutes a disability. Talk about how society has viewed disabilities in the past. Is the view different now? How can we aid people with disabilities in the future? Have standards changed over the years?



*“As a culture, we love a celebration. We love a first. We hold them high. We all marvel at headlines and highlight reels. But we rarely discuss the marks and scars and bruises that come with breaking through glass ceilings.”*  
-Elaine Welteroth, *More Than Enough: Claiming Space for Who You Are*

## Step 4: Tell your story- Your Reflection, Your Legacy

Complete one or more activities.

By doing activities in the HERstory patch program, you have become more informed about race, culture and equality and have equipped yourself with ways to support your community.

There are so many ways to tell your story. Now that you've learned about how the past can affect your present and how your future is full of endless possibilities, it's time to create a story about who you are. Use all the resources you have discovered to connect with your inner narrative and share your story.



There are so many ways to tell your story! Here are some ways you could choose:

- Create a book cover
- Write a children's book
- Make a collage
- Tell a story with pictures
- Draw a comic strip
- Create a family tree
- Start a blog
- Act out a play
- Create a movie trailer
- Draw a portrait
- Write a song
- Create a vision board



Once you have your story, send us your inspired creation or share it on social media. Please use YouTube or Vimeo for videos. Use the hashtag #HERstory.

### Step 5: Take Action

- Develop talking points for your cause. Write down what you are passionate about, your values list. Is it the environment? Is it equal access to education? Is it living anti-racist? You don't have to limit yourself to one cause! After creating a list, develop a poster or hashtag to share at your school, neighborhood, or church. It's time to start activating your voice!
- Read a book or start a book club. Go to our website for a list of awesome books.
- Dive in. Volunteer at a local museum or historical site that aims to educate people about a minority group. Giving back is a great way to move us forward.
- Start a club. There is power in numbers! Start a club that is dedicated to a cause you care about, like empowering women, access to female hygiene products for all, or educating others about domestic violence.
- Give back to your community. In your area, there are essentials needed for kids in lower-income communities. Find what local neighborhood centers, school system, church, community closet, or food pantry needs. Then go and help.

*Don't try so hard to fit in, and certainly don't try so hard to be different - just try hard to be you. -Zendaya*

## Glossary

**Activism:** Actions people take to make or stop a change in society

**Activist:** A person who campaigns to bring about political or social change

**Ancestry:** One's family background

**Appropriation:** The action of taking something from another's culture for one's own use, typically without permission

**Equality:** Treating everyone the same regardless of need.

**Equity:** Achieving fairness by treating people differently dependent on need.

**Gay:** A common and acceptable word for males who are in a same-sex relationship. Gay can be used to describe anyone in a same sex relationship.

**Gender:** Either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female.

**Hate Crimes Bill:** Legislation that would establish grounds for bias, prejudice or hate crimes and increased sentencing for criminal defendants found guilty of crimes involving bias or prejudice. The legislation defines such bias or prejudice as based on perceived race, color, religion, national origin, sexual orientation, gender, mental disability or physical disability.

**Immigration:** The action of coming to live permanently in a new country.

**Implicit bias:** The brain's automatic, instant association of stereotypes or attitudes toward particular groups, often without our conscious awareness

**Inclusion:** Giving equal access and opportunities to all people irrespective of race, gender, disability, medical, or other need.

**Indigenous:** Descendants of native people from any region

**Intersectionality:** The concept describes the ways in which multiple identities intersect and cannot be disentangled

**Injustice:** Applies to any act that involves unfairness to another or violation of one's rights

**Label:** A classifying phrase or name applied to a person or thing

**Lesbian:** A common and acceptable word for a female who prefers being in a relationship with another female.



**LGBTQ+:** The acronym that means Lesbian, Gay, Bisexual, and Transgender. The addition of a “Q” at the end often means “questioning” or “queer”. + symbol is a way of including other words that people use to describe their gender and/or sexuality.

**Microaggressions:** Intentional or unintentional verbal, nonverbal or environmental slights/insults that communicate hostile, derogatory or negative messages to people based upon their group.

**Minority:** A group of people whose race, religion, or politics is different from the larger population group.

**Neurodiversity:** The range of differences in individual brain function and behavioral traits, regarded as part of normal variation in the human population.

**Queer:** A more general all-inclusive term to represent a variety of sexual orientations and/or gender identities. Historically, queer has been used as an epithet/slur against people whose gender, gender expression and/or sexuality do not conform to dominant expectations.

**Questioning:** A word that is used when people question who they are sexually attracted to; someone of the same sex or gender as themselves, someone of a different sex or gender from themselves, or both, or neither. Questioning is also used when people may question the feelings they have about their own gender.

**Race:** A human population sharing certain common physical characteristics that have been passed down from one generation to the next.

**Stereotypes:** A positive or negative set of beliefs held by an individual about the characteristics of a certain group. Stereotypes are usually oversimplified and inaccurate.

**Stonewall Riots:** The Stonewall Riots, also called the Stonewall Uprising, began in the early hours of June 28, 1969. New York City police raided the Stonewall Inn, a gay club, located in Greenwich Village. The raid sparked a riot among bar patrons and neighborhood residents as police roughly hauled employees and patrons out of the bar. This led to six days of protests and violent clashes with law enforcement outside of the bar on Christopher Street, in neighboring streets, in the United States, and around the world.

**Suffrage Movement:** A decades-long fight to win the right to vote for women in the United States.

**Transgender:** Someone who transitions from the gender they were assigned at birth to the opposite gender.

# PERSONAL IDENTITY WHEEL

GSHG

Fill in the wheel with social identities you relate to.

## Social Identity Examples:

Gender

Sex

Race

Socioeconomic Status and Social Class

Religion

Ethnicity

Sexual Orientation

Age

Ability

National Origin and Citizenship

Tribal or Indigenous Affiliation

Body Size/Type

Disability

Mental and physical impairment

