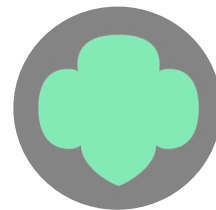


HERstory

**Leader's Resource Guide:
Diversity, Equity and Inclusion**



Created by GSHG 2020



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
be a sister to every Girl Scout.



LEADER'S INSTRUCTIONAL NOTE

HERstory Leader's Resource Guide was created for you and your girls. Diversity, Equity, and Inclusion (DEI) is not always an easy topic to approach and we want you to feel well equipped to handle the program material and to be prepared for thoughtful, meaningful discussion. We do realize that some of this may be familiar to you and some of it may be very new to you. While aspects of these topics may be uncomfortable to address, we know our girls want and need a safe and protected environment in which to express themselves as they learn about all things DEI. We challenge you to think about this quote as you read through the guide and ultimately as you present the programming to your girls, "Being uncomfortable is not the same as being unsafe, fear is not the same as being in danger." -Laverne Cox¹. We know as adults that change happens in those moments we might be uncomfortable in, but we push through anyway and arrive at growth. The activities are not only for the girls but you as well. We encourage you to participate with the girls (or other leaders) to learn and grow together.

¹<https://www.facebook.com/lavernecoxforreal/posts/one-of-the-most-painful-things-i-have-witnessed-is-seeing-my-trans-siblings-disp/2170730196357042/>

Defining Diversity, Equity and Inclusion

According to the University of Berkeley's Greater Good Science Center, diversity refers to an obvious fact of human life. Namely, there are many different kinds of people and this diversity drives innovation, cultural, economic, and social vitality. Decades of research shows that intolerance hurts our collective well-being and that individuals thrive when they can embrace diversity. In North America, the word "diversity" is strongly associated with racial diversity. However, that is just one dimension of human reality. We also differ in gender, language, manners, culture, social roles, sexual orientation, education, skills, income, and countless other domains. In recent years, some advocates have even argued for the recognition of "neurodiversity," which refers to the range of differences in brain function.²

According to Social Change UK, equity is about giving people what they need, in order to make things fair, giving more to those who need it. This is not the same as equality, nor is it the same as inequality. It is simply giving more to those who need it, which is proportionate to their own circumstances, in order to ensure that everyone has the same opportunities.³

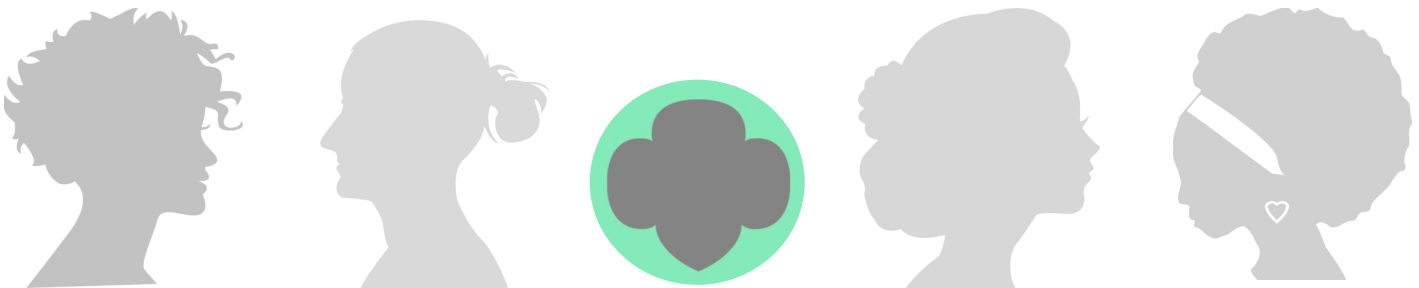
According to Office of Diversity, Equity and Community Engagement of The George Washington University, the term inclusion is used to describe the active, intentional, and ongoing engagement with diversity in people, curriculum, and communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.⁴

About the Leader's Guide

The Leader's Resource Guide provides resources and background for the girl program. You'll find historical context about the topic as well as activities and resources to use for your Girl Scouts. Additionally, each section has a champion, a woman who has been a relentless advocate for the subject.

HERstory is evolving and will be reviewed annually to ensure the content remains relevant. In each section, there is an overview of the subject, an outline of diversity, equity and inclusion and activities for adults to complete to increase their understanding and a list of resources that will help you along the way. There is a page on the council's website dedicated to HERstory with a resource library, community outreach resources and council sponsored events.

Remember, each troop is unique. As with all Girl Scout programs, make this experience/journey your own for your girls and yourself. The content is written so you can use the tools and resources available in the Leader's Guide and girl program to create a program that will help each girl tell her own story. Honoring diversity, creating equity, and fostering inclusion is a lifelong journey that takes practice and courage. Mistakes will happen and these topics are challenging and may bring about more questions than answers. However, it is through the journey that you will find answers as our stories are developed. The main goal in all this is for a girl, and adult, to know that they have a place in the world, and they belong and to make space for others to feel the same way. We also want to imagine an equitable and inclusive world that values each of us. Equipped with this knowledge, girls will be ready to go out into the world and be an instrument of change. Help girls understand that "DEI" is complex, includes everyone, and is not a code word for "some people." Help students develop skills in intergroup communication, including empathy, perspective taking, and comfort with ambiguity.



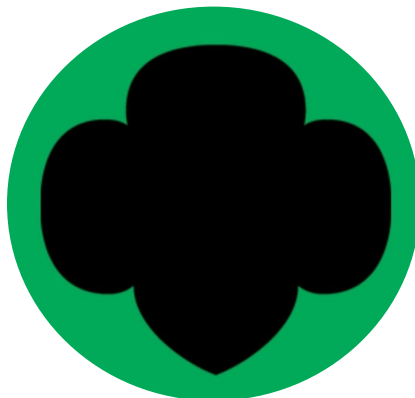
²<https://greatergood.berkeley.edu/topic/diversity>

³<https://social-change.co.uk/blog/2019-03-29-equality-and-equity>

⁴<https://diversity.gwu.edu/>

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Intersectionality

Intersectionality is an analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. Examples of these aspects include gender, caste, sex, race, class, sexuality, religion, disability, physical appearance, and height.



Kimberlé Crenshaw

The term was introduced by professor, legal scholar and civil rights activist Kimberlé Crenshaw in 1989. She wrote a paper for the University of Chicago Legal Forum, in which she stated “that traditional feminist ideas and antiracist policies exclude Black women because they face overlapping discrimination unique to them. Because the intersectional experience is greater than the sum of racism and sexism, any analysis that does not take intersectionality into account cannot sufficiently address the particular manner in which Black women are subordinated.”⁵ The term Intersectionality changed the way people began to see themselves, beyond the Black and female subject at hand. It grew into a far broader term to encompass more individuals and how they identify themselves, through the lens of physical ability, race, ethnicity, gender, nationality, politics, citizenship, or socioeconomic status and how these identities overlapped and intersected with each other.

While it felt exclusionary initially, today the concept of intersectionality gives us a better glimpse into an individual's identity and our commonalities.

“The way we imagine discrimination or disempowerment often is more complicated for people who are subjected to multiple forms of exclusion. The good news is that intersectionality provides us a way to see it.” -Kimberlé Crenshaw⁶

Audre Lorde

Audre Lorde identified as a lesbian, mother, warrior, and poet. Her writing started in 1954 when she spent a year at the National University of Mexico. At the university she began to write about individuals and their identities. Her academic work began in 1977, where she worked at the Women's Institute for Freedom of the Press, a publishing non-profit. She was also a teacher and professor in English and Black studies at various colleges at the time, for over 10 years. Her writings focused on the differences between women groups and individuals. She addressed the injustices of racism, homophobia, sexism, and classism. Her writing was creative in how she confronted the injustices of the world and she had a deeper understanding of how to level with people about the issues of the day. Through her poetry she discussed the identities of race, class, age, gender, and health as fundamental to the woman experience.

Editor Beth Daly for “The Conversation” writes: “Actualizing resistance is critical to intersectionality. Resistance is the struggle to survive, exist, persist and fight to eradicate ideologies and practices of colonialism, anti-Black racism, and all other forms of intersectional violence in the lives of Black, Indigenous and racialized folks and our communities.” Daly once said, “Intersectionality embraces the idea of all of who I am.”⁷

“There is no such thing as a single-issue struggle because we do not live single-issue lives.” — Audre Lorde (Sister Outsider)⁸



⁵<https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf>

⁶<https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later>

⁷<https://theconversation.com/what-is-intersectionality-all-of-who-i-am-105639>

⁸Lorde, Audre. 2007. *Sister outsider: essays and speeches*.

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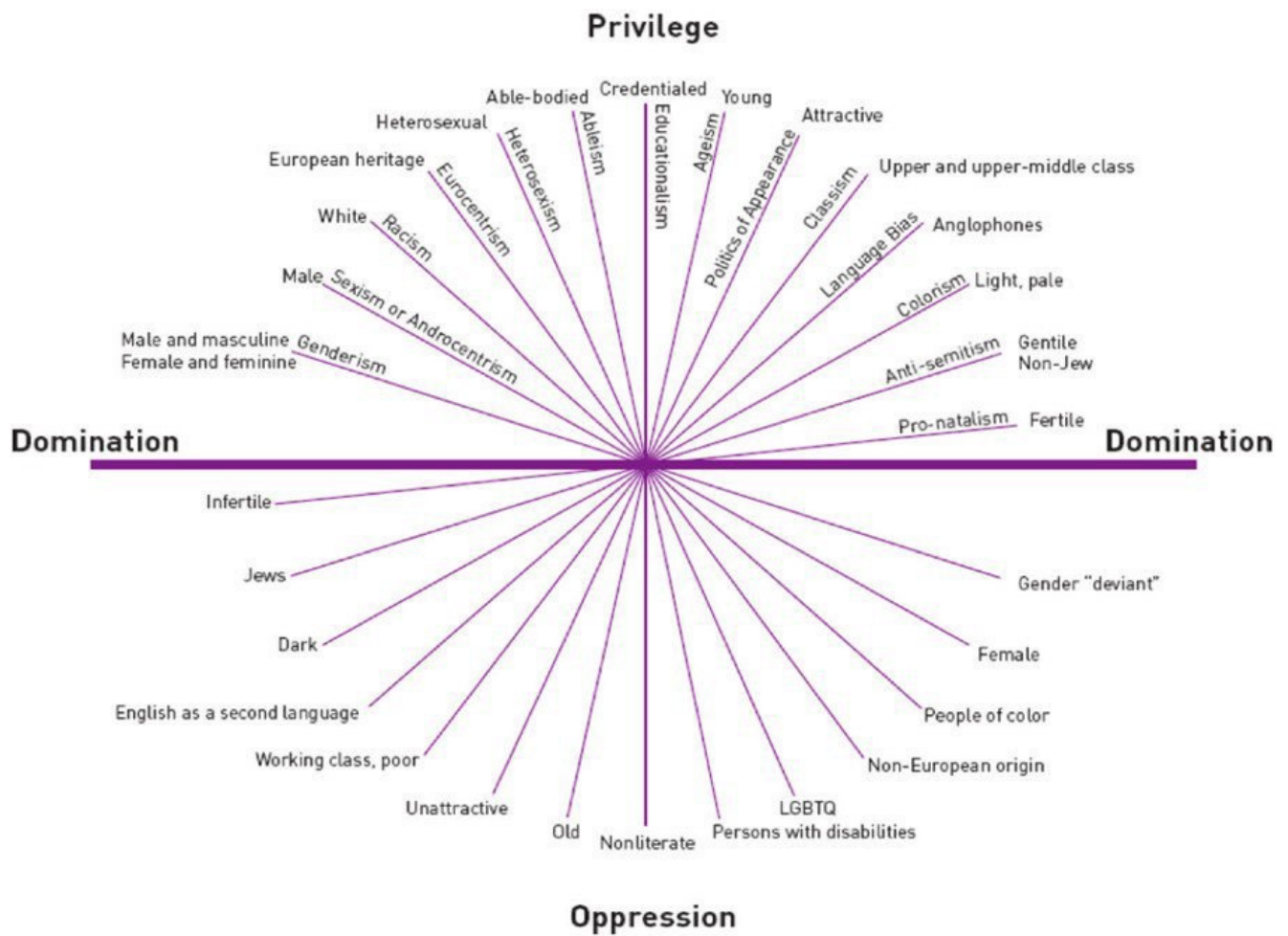
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Intersectionality



Source: Morgan, K.P. Describing the emperor's new clothes: Three myths of educational (in)equity. In *The Gender Question in Education: Theory, Pedagogy, & Politics*. Westview Press, Boulder, CO, 1996, 105–122. Used in AWIS' intersectionality fact sheet at <https://www.awis.org/intersectionality/>

AWIS

Conscious and Unconscious Bias

Jane

"We don't need a melting pot in this country, folks. We need a salad bowl. In a salad bowl, you put in the different things. You want the vegetables — the lettuce, the cucumbers, the onions, the green peppers — to maintain their identity. You appreciate differences."-Jane Elliott

Overview

Let's be honest – we're all biased. We all have people who we are most comfortable with and some who we are not. Sometimes, there are people we don't like and that's normal. We are human and it's unreasonable to expect that we will like everyone we meet.

In your personal life, this may not be a problem. You can choose to surround yourself with like-minded individuals and avoid conflict. However, in your role as a volunteer or staff member, you are not able to choose your circle and will often find yourself working with others who are different. The goal of this Leader's Resource Guide is not to find ways to call out others, but to identify our own biases and develop ways to ensure they are not causing harm to others or keeping you from being effective in your role.

Biases are assumptions we make about others based on stereotypes or limited experiences with a certain group.⁹ We usually think of biases as they relate to a racial or ethnic group. However, biases are also held when we make assumptions about people from different socio-economic backgrounds, education levels or communities, or even family names.

There are two types of biases: conscious bias, which is when we are knowingly biased about a person or topic, in an intentional manner. For example, you might choose to work with men because you believe they are more rational, and less emotional than women (not that this is grounded in fact, bias rarely comes from a place of factual evidence). Bias and belief work together, for you to be able to display bias, you must hold some belief that backs it up. Notice we mentioned belief and not fact, biases develop from belief-the things a person thinks. As you read on, think about the beliefs that you hold, some might be fair and some may not be, but they are rooted in how you view the world and how those who have influenced you throughout your life view the world. The more limited your worldview, the higher likelihood that you will hold many biases based on input from others around you. If you find a bias that you hold is unsettling, perhaps dig deeper into where the belief comes from to support that bias and if it is something you would like to see change, the good news is that you can change your beliefs after given more information and thus your biases.

Conversely, there is unconscious bias, also known as implicit bias. Unconscious biases are the underlying attitudes and stereotypes that people subconsciously attribute to another person or group of people. The belief affects how they understand and engage with this person or group. There are several types of unconscious bias that guide our subconscious behaviors – one example, affinity bias, is a tendency to favor someone who is similar to us in terms of gender, race, ethnicity, or nationality. While seemingly harmless, affinity bias can influence who we include in our troops or volunteer leadership teams and can severely limit diversity.

Implicit biases can develop in children as young as 12 months of age; which is why it's so important that adult volunteers are mindful of their own biases and implement proactive strategies to prevent negative biases from forming within their troops.

You've probably heard someone say, "I don't see color, I look at everyone the same" at least once in your life. While this may seem like a lovely sentiment for equality and acceptance, it implies that we should ignore differences and devalues the significance of people's experiences. As Girl Scouts, we celebrate and cherish our different cultures, experiences, abilities, and backgrounds. We celebrate how we are the same AND how we are different.

Through Girl Scouting, girls have opportunities to not only be exposed to people from other races, socio-economic classes, religions, and abilities, but interact with them. As a leader, encourage girls to look closely at each other's individual characteristics so they learn not to categorize all people of one group together and create stereotypes.

Everyone needs time to realize their biases and work through them. There will be times when as a leader, you recognize the need for significant change; progress takes time but is a valuable journey.



⁹ <https://cultureplusconsulting.com/2015/05/24/unconscious-bias-stereotypes-prejudice-discrimination/>

Girl Scouts, Biases and DEI

It is important to recognize that our biases inform our choices and our actions. When we are aware of our biases, it helps us to think critically about the people we work with and, most importantly, the girls we serve. Biases are inherent in our daily exchanges and have been developed over many years of social (or lack of) interaction with others. While it is usually not our intent to let unfair assumptions guide our behavior, it is only when we are intentional in our efforts to be open that we can successfully interact with those who are different. While it might be more comfortable to only associate with those who share our views, it also robs us of a life rich with experiences and friends. We must ask ourselves questions, such as -

- When you look at your troop how is diversity represented? How is it diverse?
- Does your troop reflect the ethnic and socio-economic makeup of girls who live in your community?
 - If not, why do you think that is the case?
 - How do you remedy the situation?
- Would a girl from a different background feel comfortable in your troop?
 - How would you ensure she felt welcome?
- Would you feel comfortable with a girl from a different background in your troop?
 - If you felt uncomfortable, what work do you need to do to fully welcome the girl?

Additional Activities

- *The Daisy Flower Petal Vi and A World of Girls Brownie Journey are wonderful resources to use when teaching girls to celebrate differences.*
- The 2020 World Thinking Day theme was “Diversity, Equity, and How.” Girls earned their World Thinking Day award by exploring the meaning of diversity, equity, and inclusion and carrying out a Take Action project to address the theme within their own community. Download this activity pack at
- [Think Global - GSUSA World Thinking Day 2020](#)
- Project Implicit - [Hidden Bias Test](#)

Tips for Activities

- Ensure every girl has a voice in the choices of activities.
- Provide the same level of opportunity and assistance to all girls. At meal time, have a universal grace or provide opportunities for each girl to share grace that they use at home. Guide girls, without judgement, who do not normally share grace in how to be respectful during this time.
- Be sensitive to activities that create barriers for participation for some girls (this can be as simple as swimming and concerns about hair or disrobing in front of others).
- Set the tone with your energy and model the change you would like to see among your troop. With consistency, tenacity, and patience you will make a difference.

References and Resources

[The Unconscious Bias Test - YouTube Video](#)

[Project Implicit - A Nonprofit for research into institutional bias and research What is Unconscious Bias? -](#)

[Psychology Today](#)

Socioeconomic Status

Gloria

"We must do and not just be."-Gloria Randle Scott

Overview

According to the APA, socioeconomic status is the social standing or status of an individual or group. It is often measured as a combination of education, income and occupation.¹⁰ Examinations of socioeconomic status often reveal inequities in access to resources (health, income, child care, education, transportation, adequate housing and nutrition, socio political influence, minimal environmental hazards) and their impact on human welfare, plus issues related to privilege, power and control.

Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed. People who are considered lower status typically can not afford an education at a private school, are unable to purchase the healthier foods at stores, and tend to have more physically demanding jobs with little satisfaction and lower pay. Also, lower status individuals are more prone to having trouble in school because of these issues.¹¹

Socioeconomic status is hard to change between generations, much of what prevented the parents of an individual from gaining upward mobility will still be present in the lives of their offspring. The lower a person or persons are on the socioeconomic level, the harder it is to climb to the next level and stay there for any consistent period of time.

Girl Scouts and DEI

All voices should be heard, regardless of socioeconomic status. Unexplored beliefs about class impact the policies, practices, and relationships that shape our lives. Our students, the next generation of workers, community leaders, and global citizens, need to recognize class privilege to break down systemic barriers to opportunity. HERstory demonstrates through curriculum and activities the benefits of being inclusive, appreciating diversity and treating others equitably so all individuals can contribute in their own ways and grow to their full potential.

- Help all girls feel included by offering affirmations, validating, and respecting each person.
- Meet girls "where they are," and lead them on their own journeys of discovery by building their capacity for change.
- Be mindful of how the girls interact with one another, being unkind about socioeconomic status is learned behavior and can permeate girls friendships as early as 3rd grade.
- Remind girls of their natural, intrinsic value equally.

Diversity As social entrepreneur Leila Janah once said, "Talent is equally distributed but opportunity is not." Socioeconomic diversity means there is a mix of individuals from different income levels, social backgrounds, and racial and ethnic backgrounds, which benefits children and adults. Socioeconomic diversity in schools can improve student test scores among students of all backgrounds, as well as reduce the number of students who enter the criminal justice system and improve graduation rates.¹²

Equity involves distributing resources based on the needs of the recipients. Needs will vary based on access to resources that are most often determined by socioeconomic status. Inequities are often seen in education and healthcare due to disparities in income. For example: Title 1 designations are intended to draw resources to that school to improve equity on it's students.

¹⁰<https://www.apa.org/topics/socioeconomic-status>

¹¹<https://sites.google.com/site/drwnak/My-Setting>

¹²Smith, SeattlePi, <https://education.seattlepi.com/socioeconomic-diversity-schools-2208.html>





Additional Activities

- **Privilege Video** at <https://www.youtube.com/watch?v=4K5fbQ1-zps>
- **Handedness Activity** (<https://www.aacu.org/diversitydemocracy/2008/fall/gilbert>) Although left handedness is no longer associated with deviance, many people have learned to use their nondominant right hands to adapt. Left-handed people face numerous daily obstacles, including the risk of accidents caused by operating instruments designed for right-handed users. Yet right-handed people are often unaware of the privileges they enjoy.
- **Baby Egg Activity** (<https://www.apa.org/pi/ses/resources/publications/baby-egg-reimers.pdf>) This activity involves dividing participants into high, middle, and low-income groups. Have students sit with others in their same economic group. Next distribute fake money or a total sum of money (i.e., a voucher) that each group will have to work with. For example, high SES may get \$300, middle SES \$150, and low SES \$75. Instruct all students that their goal is to purchase

supplies they need to assure that their embryo or baby will have the best life has to offer in regard to safety and well-being.

- **Allocation of Possible Income** (<https://www.apa.org/pi/ses/resources/publications/allocation-income-maruyama.pdf>) Students are given different amounts of money on which to live (roughly approximating different US income groups). Each group is instructed to allocate funds to the categories of housing, clothing, education, transportation, recreation, etc.

Tips for Activities

- Ensure every girl has a voice in the choices of activities.
- Provide the same level of opportunity and assistance to all girls. At meal time, have a universal grace or provide opportunities for each girl to share grace that they use at home. Guide girls, without judgement, who do not normally share grace in how to be respectful during this time.
- Be sensitive to activities that create barriers for participation for some girls (this can be as simple as swimming and concerns about hair or disrobing in front of others).
- Set the tone with your energy and model the change you would like to see among your troop. With consistency, tenacity, and patience you will make a difference.



References and Resources

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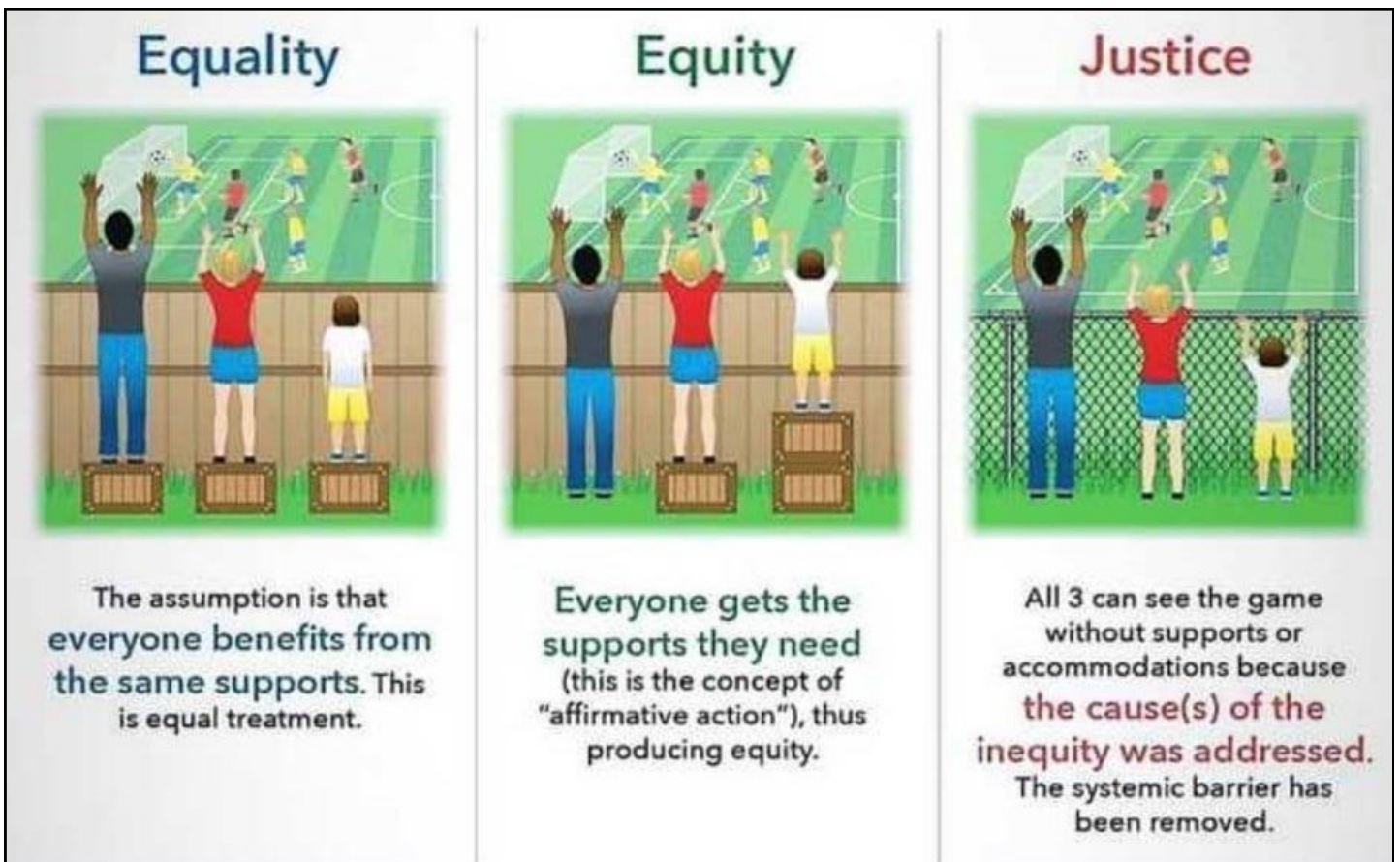
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Courtesy of [Courtesy Advancing Equity and Inclusion: A Guide for Municipalities](#), by City for All Women Initiative (CAWI), Ottawa

Being Black in America

Coretta

"I am convinced that the women of the world, united without any regard for national or racial dimensions, can become a most powerful force for international peace and brotherhood."- Coretta Scott King

Overview

According to the Constitutional Rights Foundation:

"Jim Crow" was a derisive slang term for a Black man. It came to mean any state law passed in the South that established different rules for Blacks and Whites. Jim Crow laws were based on the theory of White supremacy and were a reaction to Reconstruction after the Civil War. In the depression-racked 1890s, racism appealed to Whites who feared losing their jobs to Blacks. Newspapers fed the bias of White readers by playing up (sometimes even making up) Black crimes.

In 1890, in spite of its 16 Black members, the Louisiana General Assembly passed a law to prevent Black and White people from riding together on railroads. Plessy v. Ferguson, a case challenging the law, reached the U.S. Supreme Court in 1896. Upholding the law, the court said that public facilities for Blacks and Whites could be "separate but equal." Soon, throughout the South, they had to be separate.

Two years later, the court seemed to seal the fate of Black Americans when it upheld a Mississippi law designed to deny Black men the vote. Given the green light, Southern states began to limit the voting right to those who owned property or could read well, to those whose grandfathers had been able to vote, to those with "good characters," to those who paid poll taxes. In 1896, Louisiana had 130,334 registered Black voters. Eight years later, only 1,342, 1 percent, could pass the state's new rules.

Jim Crow laws touched every part of life. In South Carolina, Black and White textile workers could not work in the same room, enter through the same door, or gaze out of the same window. Many industries wouldn't hire Blacks: Many unions passed rules to exclude them.

In Richmond, one could not live on a street unless most of the residents were people one could marry. (One could not marry someone of a different race.) By 1914, Texas had six entire towns in which Blacks could not live. Mobile passed a Jim Crow curfew: Blacks could not leave their homes after 10 p.m. Signs marked "Whites Only" or "Colored" hung over doors, ticket windows, and drinking fountains. Georgia had Black and White parks. Oklahoma had Black and White phone booths.

Prisons, hospitals, and orphanages were segregated as were schools and colleges. In North Carolina, Black and White students had to use separate sets of textbooks. In Florida, the books couldn't even be stored together. Atlanta courts kept two Bibles: one for Black witnesses and one for Whites. Virginia told fraternal social groups that Black and White members could not address each other as "Brother."

Though seemingly rigid and complete, Jim Crow laws did not account for all of the discrimination Blacks suffered. Unwritten rules barred Blacks from White jobs in New York and kept them out of White stores in Los Angeles. Humiliation was about the best treatment Blacks who broke such rules could hope for. Groups like the Ku Klux Klan, which revived in 1915, used venom and violence to keep Blacks "in their place."

More than 360,000 Black men served in World War I. The country welcomed them home with 25 major race riots, the most serious in Chicago. White mobs lynched veterans in uniform. Black Americans fought back. The National Association for the Advancement of Colored People, founded in 1909, and the Urban League publicized abuses and worked for redress.



Though they drew support from both races, these groups barely stemmed the tide. The 1920s and 30s produced new Jim Crow laws. By 1944, a Swede visiting the South pronounced segregation so complete that Whites did not see Blacks except when being served by them.

But World War II changed America, inside and out. The link between White supremacy and Hitler's "master race" could not be ignored. Jim Crow shocked United Nations delegates who reported home about the practice...In 1948, President Harry Truman took decisive action to promote racial equality. He urged Congress to abolish the poll tax, enforce fair voting and hiring practices, and end Jim Crow transportation between states. Four Southern states abandoned Truman's Democratic Party in protest. Then, as commander in chief, Truman ordered the complete integration of the armed forces. He did not wipe out racism, but, trained to obey commands, officers complied as best they could. In Korea, during the 1950s, integrated U.S. forces fought their first war.

Back at home, when the new Eisenhower administration downplayed civil rights, federal courts took the lead. In 1950, the NAACP decided to challenge the concept of "separate but equal." Fed up with poor, overcrowded schools, Black parents in South Carolina and Virginia sued to get their children into White schools. Both times, federal courts upheld segregation. Both times, the parents appealed. Meanwhile, in a similar case, Delaware's Supreme Court ordered a district to admit Black students to White schools until adequate classrooms could be provided for Blacks. This time, the district appealed.

The Supreme Court agreed to consider these three cases in combination with one other. In Topeka, Kansas, where schools for Blacks and Whites were equally good, Oliver Brown wanted his 8-year-old daughter, Linda, to attend a school close to home. State law, however, prevented the White school from accepting Linda because she was Black.¹³

On May 17, 1954, at the stroke of noon, the nine Supreme Court Justices announced their unanimous decision in the four cases, now grouped as *Brown v. Board of Education*. They held that racial segregation of children in public schools, even in schools of equal quality, hurt minority children. "Separate educational facilities are inherently unequal." The practice violated the Constitution's 14th amendment and must stop.

Protests, at this time, were not crowds marching in mass, but often local speeches, pamphlets and speaking tours. Black churches were often meeting places for organizing to find solutions to the unfairness and cruelty that played out in their lives. Which is why so many Black churches were targeted and still are today. Women of the movement, such as Ida B. Wells, Sojourner Truth, and Anna Murray Douglass, were some of the first Black women to speak and write about the rights and disenfranchisement of the Black persons across the United States. You can read some of their writings here....

The modern day Civil Rights movement, according to many historians, began on December 1, 1955, when Rosa Parks refused to give up her seat on a bus in Montgomery, Alabama. Dr. Martin Luther King, Jr., who at the time had just moved to the area, organized a bus boycott that lasted 381 days. This boycott spawned countless other boycotts across the nation, including student sit-ins at lunch counters, mass student protests on the campuses of traditional universities, the "Freedom Riders" in 1961, and other forms of mass expression that stated "We Shall Overcome". Freedom Riders included Black and White people and though the fight for equality and equity is far from over, history has shown us that intersectionality has been instrumental in exacting real and lasting change.

A recent crusade, BlackLivesMatter, or commonly shortened to #BLM was co founded as an online movement by three Black community organizers—Patrisse Khan-Cullors, Alicia Garza, and Opal Tometi. The online movement began in 2013, gaining immediate traction after George Zimmerman was acquitted of fatally shooting 17 year old Trayvon Martin in Sanford, Florida. Zimmerman's acquittal in July 2013 was widely perceived as a miscarriage of justice and led to further protests nationwide, with #BlackLivesMatter taking the forefront. The 2014 shooting of Michael Brown in Ferguson, Illinois further escalated the online call to action, and resulted in multiple protests happening across the United States.

The most significant legislation beyond the 13th, 14th and 15th Amendments was The Civil Rights Act of 1964 signed by President Lyndon B. Johnson.¹⁴

"The passage of the landmark Civil Rights Act of 1964 months earlier had done little (at the time) in some parts of the state to ensure African Americans of the basic right to vote. Perhaps no place was Jim Crow's grip tighter than in Dallas County, Alabama, where African Americans made up more than half of the population, yet accounted for just 2 percent of registered voters.....The rising racial tensions finally bubbled over into bloodshed in the nearby town of Marion on February 18, 1965, when state troopers clubbed protestors and fatally shot 26-year-old Jimmie Lee Jackson, an African American demonstrator trying to protect his mother, who was being struck by police.

¹³<https://www.crf-usa.org/Black-history-month/a-brief-history-of-jim-crow>

¹⁴<https://www.history.com/news/selma-bloody-sunday-attack-civil-rights-movement>

In response, civil rights leaders planned to take their cause directly to Alabama Governor George Wallace on a 54-mile march from Selma to the state capital of Montgomery. Although Wallace ordered state troopers “to use whatever measures are necessary to prevent a march,” approximately 600 voting rights advocates set out from the Brown Chapel AME Church on Sunday, March 7. Then-25-year-old activist John Lewis¹⁵ led over 600 marchers across the Edmund Pettus Bridge in Selma, Alabama on March 7th, 1965 and faced brutal attacks by oncoming state troopers, footage of the violence collectively shocked the nation and galvanized the fight against racial injustice.

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King, who had met with President Lyndon Johnson¹⁶ two days earlier to discuss voting rights legislation, remained back in Atlanta with his own congregation and planned to join the marchers en route the following day. By a coin flip, it was determined that Hosea Williams would represent the SCLC at the head of the march along with Lewis, a SNCC chairman and future U.S. congressman from Georgia. The demonstrators marched undisturbed through downtown Selma, where the ghosts of the past constantly permeated the present. As they began to cross the steel-arched bridge spanning the Alabama River, the marchers who gazed up could see the name of a Confederate general and reputed grand dragon of the Alabama Ku Klux Klan¹⁷, Edmund Pettus, staring right back at them in big block letters emblazoned across the bridge’s crossbeam. Once Lewis and Williams reached the crest of the bridge, they saw trouble on the other side. A wall of state troopers, wearing white helmets and slapping billy clubs in their hands, stretched across Route 80 at the base of the span. Behind them were deputies of county sheriff Jim Clark, some on horseback, and dozens of White spectators waving Confederate flags and giddily anticipating a showdown. Knowing a confrontation awaited, the marchers pressed on in a thin column down the bridge’s sidewalk until they stopped about 50 feet away from authorities. “It would be detrimental to your safety to continue this march,” Major John Cloud called out from his bullhorn. “This is an unlawful assembly. You have to disperse, you are ordered to disperse. Go home or go to your church. This march will not continue.” “Mr. Major,” replied Williams, “I would like to have a word, can we have a word?” “I’ve got nothing further to say to you,” Cloud answered.

After a few moments, the troopers, with gas masks affixed to their faces and clubs at the ready, advanced. They pushed back Lewis and Williams. Then the troopers pace quickened. They knocked the marchers to the ground. They struck them with sticks. Clouds of tear gas mixed with the screams of terrified marchers and the cheers of reveling bystanders. Deputies on horseback charged ahead and chased the gasping men, women and children back over the bridge as they swung clubs, whips and rubber tubing wrapped in barbed wire. Although forced back, the protestors did not fight back. Lewis later testified in court that he was knocked to the ground and a state trooper then hit him in the head with a nightstick. When Lewis shielded his head with a hand, the trooper hit Lewis again as he tried to get up.

Weeks earlier, King had scolded *Life magazine* photographer Flip Schulke for trying to assist protestors knocked to the ground by authorities instead of snapping away. “The world doesn’t know this happened because you didn’t photograph it,” King told Schulke, according to the Pulitzer Prize-winning book, *The Race Beat*.

This time, however, television cameras captured the entire assault and transformed the local protest into a national civil rights event. It took hours for the film to be flown from Alabama to the television network headquarters in New York, but when it aired that night, Americans were appalled at the sights and sounds of “Bloody Sunday.”¹⁸

Around 9:30 p.m., ABC newscaster Frank Reynolds interrupted the network’s broadcast of “Judgment at Nuremberg”—the star-studded movie that explored Nazi bigotry, war crimes and the moral culpability of those who followed orders and didn’t speak out against the Holocaust¹⁹—to air the disturbing, newly arrived footage from Selma. Nearly 50 million Americans who had tuned into the film’s long-awaited television premier couldn’t escape the historical echoes of Nazi storm troopers in the scenes of the rampaging state troopers. “The juxtaposition struck like psychological lightning in American homes,” wrote Gene Roberts and Hank Klibanoff in *The Race Beat*.

15<https://www.history.com/topics/Black-history/john-lewis-civil-rights-leader-video>

16<https://www.history.com/topics/us-presidents/lyndon-b-johnson>

17<https://www.history.com/topics/reconstruction/ku-klux-klan>

18<https://www.history.com/topics/Black-history/bloody-sunday-video>

19<https://www.history.com/topics/world-war-ii/the-holocaust>

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The connection wasn’t lost in Selma, either. When his store was finally empty of customers, one local shopkeeper confided to *Washington Star* reporter Haynes Johnson about the city’s institutional racism, “Everybody knows it’s going on, but they try to pretend they don’t see it. I saw ‘Judgment at Nuremberg’ on the Late Show the other night and I thought it fits right in; it’s just like Selma.” The events in Selma galvanized public opinion and mobilized Congress to pass the Voting Rights Act²⁰, which President Johnson signed into law on August 6, 1965. Today, the bridge that served as the backdrop to “Bloody Sunday” still bears the name of a White supremacist, but now it is a symbolic civil rights landmark.²¹

The work by groups like the NAACP, Urban League, National Action Network, Southern Christian Leadership Conference, and others have focused on many issues including poverty, voter suppression, redlining, and political disenfranchisement. A more recent movement, #BLM focuses primarily on protesting the use of excessive force by the police, with many of these instances resulting in the deaths of Black Americans across the United States including the most recent deaths at the time of this writing: Breonna Taylor, George Floyd, and Ahmad Aubrey (here in Georgia).

The Civil Rights Movement has evolved since the early days when Black Americans were not allowed to enjoy the basic promises of life, liberty and the pursuit of happiness. However, progress has been made with many rising to the highest levels of influence and power in entertainment, sports, medical, legal, business and a variety of professional endeavors. In 2008, President Barack Obama signaled another ceiling broken when he became the first President who was a person of color (POC) and more recently with Kamala Harris the first POC and woman VP.

Today social media is used to promote the cause of racial justice. There are a host of social justice hashtags and political slogans that are often used such as #SayHerName, a rallying cry focused on women, #BLACKLIVESMATTER #ICANTBREATHE #ISMYSONNEXT #NOJUSTICENOPEACE The use of these slogans demonstrate that people are still committed to the cause of racial justice for Black Americans.

Girl Scouts and DEI

For many Black Americans, the fight for equality and justice seems to be ongoing and never ending. Understanding this can provide some clarity on the decisions that Black girls and their families may make.

Diversity, Girl Scouts has always been a frontrunner in having a diverse membership among the ranks. Our Founder, Juliette Gordon Low, said that Girls Scouts is “something for the girls of America and all the girls in the world”, and Dr. Martin Luther King, Jr. stated that Girl Scouts was a “force in desegregation.” Reflected in the phrase “I will do my best....to make the world a better place”, diversity within troops shows that troops are united in making sure that girls, parents and other volunteers are working together to build a society that reflects the best in all of us, and that no girl is left behind, no matter her race, color, nationality, or creed.

Equity is defined as “the quality of being fair and impartial”, equity is reflected in the Girl Scout Law. Girl Scouts ask that volunteers and girls make the pledge “to be honest and fair” – not only in how we deal with the community, but in how Girl Scouts deal with other Girl Scouts. It is important that all girls understand that being fair and impartial is how they can assist the community around them, as it allows people to see Girl Scouts as a “safe space” where their voice is heard.

Inclusion is to make sure that all girls feel included, begin by doing a few simple tasks: make sure girls are included in decision making; affirm girls’ feelings, and let them know that it’s okay to think differently; make sure to meet girls where they are; make sure girls understand what inclusion means, and have them define it for you in their own words. “I will do my best....to be a sister to every Girl Scout” is a way to tie inclusion back to girls making sure other girls are included and treated fairly.

²⁰<https://www.history.com/topics/Black-history/voting-rights-act>

²¹<https://www.crf-usa.org/Black-history-month/a-brief-history-of-jim-crow>

Protest and Movement Rumors Debunked²²

No matter the movement, there are always rumors started by detractors to sway public opinion against those who protest the status quo. These rumors are circulated as a way to discredit the stance of those who are working for and associated with the movement. The following rumors are a few of the most prevalent related to the #BLM movement:

Rumor #1: BLM activists want to take all funding from police, and abolish the police force in every state.

Fact: Defunding the police is just a conversation on resource allocation Activists associated with the movement want the police defunded – not in the sense of taking away salaries and police officers’ livelihoods – but in the sense of removing military tactics, artillery, and heavy duty machinery from the streets when protesters march, and redirecting funds into social services. This is a video that further defines the hashtag that has erroneously been seen as completely removing law enforcement from our society. At Girl Scouts we often work with local law enforcement in a variety of ways, the problems with policing in America are systemic and will need broad and bold solutions to address that fully. The largest takeaway here is that BLM is not anti-police but rather anti-police brutality and good law enforcement officers know the nuance of our current climate and are anti-police brutality themselves.²³

Rumor #2: BLM has a central office where donations are sent.

Fact: Per the founders of the movement, there is no centralized location or “headquarters” for Black Lives Matter. BLM is not “owned” by anyone, and is made up of decentralized, international chapters.²⁴

Rumor #3: Antifa and BLM protestors planned to attack large groups of White citizens during massive protests.

Fact: There was no credibility or proof to rumors that protestors were planning on attacking innocent civilians.²⁵

Rumor #4: National legislators redirected federal funds to assist in the legal defense of BLM protestors.

Fact: There is no credible information or proof regarding this, and was found to be a news article created by a satire website.²⁶

Rumor #5: Donations to #BLM were funneled to Democratic political campaigns.

Fact: Donations to BLM, and other liberal causes not associated with Black Lives Matter, can be collected through ActBlue, a fundraising platform much like GoFundMe. Donations are passed from ActBlue to the organizations, not from organization to organization. BLM is a decentralized grassroots campaign. There would be no means for BLM to donate to a political organization. political donations are a matter of public record as well and can rumors like these can be easily and quickly debunked.²⁷

²²https://www.snopes.com/?s=Black%20Lives%20Matter&hPP=10&idx=wp_live_searchable_posts&page=1&is_v=1

²³<https://Blacklivesmatter.com/what-defunding-the-police-really-means/>

²⁴<https://www.politifact.com/factchecks/2020/jun/17/candace-owens/how-Black-lives-matter-global-network-set/>

²⁵<https://www.heinz.cmu.edu/media/2017/january/police-violence-data>

²⁶<https://www.snopes.com/fact-check/pelosi-social-security-blm-defense/>

²⁷<https://www.factcheck.org/2020/06/donations-to-Black-lives-matter-group-dont-go-to-dnc/>



Additional Activities

- Connect with local civil rights leaders or any other racial justice based activists, and get more information about the local chapter – their meetings, what they stand for, and what things they want the public to know. If asked, they would probably even speak to your troop about their experiences and what led them to activism in the first place.
- Connect with an entrepreneur who identifies as a Black woman. Find out what resources are needed to assist in promoting their business. Talk to them regarding being a minority owner and how it has affected their business.
- Connect with the leaders/members of a local, long established movement that has focused on community service, and civil rights, such as the NAACP, Urban League or the National Association of Black Journalists, etc. Research how their work has impacted the lives of Blacks and other minorities.
- Compare how BLM and traditional civil right organizations are connected when it comes to moving to - ward the future. How do their strategies differ?
- We live in the cradle of the Civil Rights Movement and museums, monuments and markers abound throughout the state. Learn more about this important movement and its people. We recommend beginning with the King Center which has a powerful and comprehensive look at the life of Dr. King and the history of the events of the Civil Rights era.
- Talk to someone in your family or community who lived through the Civil Rights era. Ask them to describe their experiences. Capture their story on paper, on video or online.

<https://thekingcenter.org/>

<https://www.civilandhumanrights.org/>

<https://high.org/highlights/social-justice/>



References and Resources

<https://Blacklivesmatter.com/>

[Alicia Garza - Founder of Black Lives Matter on CBS This Morning](#)

<https://www.britannica.com/topic/Black-Lives-Matter>

[Wiki Article - BLM](#)

[A complete list of Rumors on BLM debunked by Snopes.com](#)

[NAACP in Georgia - Official Website](#)

[National Association of Black Journalist](#)

[Historic Sites and Museums in Georgia dedicated to African Americans](#)

[Anti-Defamation League Website](#)

[The History of COINTELPRO & the Civil Rights movement](#)

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LGBTQIA+

Marsha

"History isn't something you look back at and say it was inevitable, it happens because people make decisions that are sometimes very impulsive and of the moment, but those moments are cumulative realities."

-Marsha P. Johnson

Overview



LGBTQIA+ is an acronym for lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual. The term is often used as an umbrella term that people gather under in an effort to advocate for others facing similar injustices.

It is important to note that biological sex, gender identity, and sexual identity are three separate and distinct identities. Our biological sex is our classification as male, female, or intersex at birth based on a number of indicators including sex chromosomes, gonads, internal reproductive organs, and external genitalia. Gender is how a person sees themselves and can include girl/woman/female, boy/man/male, or transgender. Sexual identity is one's attraction to female partners, male partners, both, or neither.²⁸

Lesbian is a term used for women who are attracted to other women, while gay is the term used for men who are attracted to other men. Bisexual is the term used for a person who has the potential to be attracted to more than one gender. Transgender refers to someone whose gender identity is different than their biological sex (genderqueer is an umbrella term often used to encompass people who do not identify as girl or boy). Queer is an umbrella term for sexual and gender minorities. Questioning refers to someone who is questioning their sexual identity or gender identity. Intersex is an term for someone whose hormonal sex characteristics cannot be categorized as male or female (this may be due to external differences in genitalia, hormonal conditions, or chromosomal variance). Asexual/aromantic is a term for someone who does not feel attraction towards others. Agender typically means being genderless.^{29 30}

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<https://www.teenvogue.com/story/what-is-agender>



Several important events have shaped the progress towards LGBTQIA+ people having equal rights:

1924 Human Rights Campaign is established as first gay rights group in America³¹

1958 Supreme Court rules against the US Postal Service in favor of a gay rights publication³²

1969 Police raid of the Stonewall Inn in New York City, leading to the Stonewall Riots, the mark of the birth of the modern LGBTQIA+ movement⁴

1973 American Psychiatric Association removed homosexuality from the list of diagnosable disorders

1987 First Senator in a same-sex marriage serves in US Congress, Barney Frank (New Jersey)³³

2009 Hate Crimes Act passed to include protections for gender identity and sexual orientation⁴

2011 Don't Ask, Don't Tell Law is repealed, allowing openly gay individuals to serve in the US Military

2015 Supreme Court recognizes same-sex marriages as constitutional

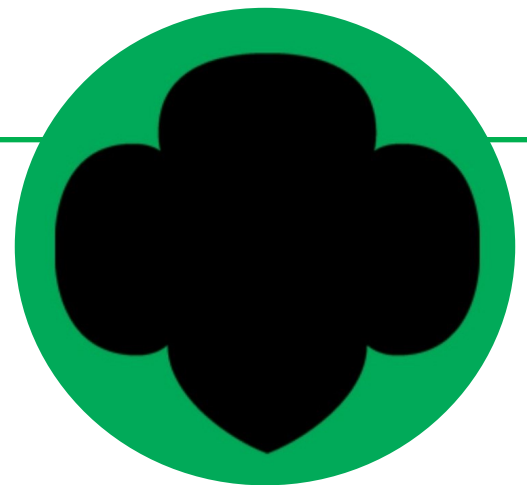
2016 Openly transgender people were allowed to enlist and serve in the US Military; this was revoked in 2019

2020 Supreme Court rules that the Civil Rights Act of 1964 prohibits discrimination of LGBTQIA+ persons in employment³⁴

2021 First openly gay person confirmed to President's Cabinet (Pete Buttigieg)³⁵

2021 Executive order allows transgender people to enlist and serve openly in the U.S. Military.³⁶

Girl Scouts has also shown great examples of inclusion. In October 2012, Girl Scouts of Colorado openly welcomed then 7 year old Bobby, a transgender girl. GSC affirmed that "Girl Scouts is an inclusive organization and we accept all girls in Kindergarten through 12th grade as members. If a child identifies as a girl and the child's family presents her as a girl, Girl Scouts of Colorado welcomes her as a Girl Scout."³⁷ In 2015, Girl Scouts of Western Washington returned a \$100,000 donation when the donor added a request that the funds not be used to assist transgender girls, saying that, "Girl Scouts is for every girl, and every girl should have the opportunity to be a Girl Scout if she wants to."³⁸



31https://www.google.com/url?q=https://www.glsen.org/sites/default/files/LGBTQ-History-Timeline-References.pdf&sa=D&source=editors&ust=1615494616527000&usg=AOvVaw2EwdoY7qkS_yKD6_h-jX_I

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Girl Scouts and DEI

Diversity— people’s gender identity, roles, or expressions as well as their sexual identities differ from the cultural norms prescribed for people of a particular gender or sex. Remember, these are different social constructs with different identifiers for people ascribing to them.

Equity—progress has been made towards equity for LGBTQIA+ people.

- In June 2020, the U.S. Supreme Court ruled that the 1964 Civil Rights Act protects gay, lesbian, and transgender employees from discrimination based on sex.
- On June 26, 2015, the U.S. Supreme Court struck down all state bans on same-sex marriage, legalized it in all fifty states, and required states to honor out-of-state same-sex marriage licenses in the case Obergefell v. Hodges.
- In 2019, Georgia State House of Representatives passed HB 426, the first time a hate crime bill that specifically includes protections for lesbian, gay, bisexual and transgender Georgians ever passed either legislative body in Georgia.

While progress has been made, there are still many issues facing LGBTQIA+ people, and in particular, youth. According to the 2018 LGBTQ Youth report, a study done by the HRC Foundation and the University of Connecticut:

- 67% have heard their families make negative comments about LGTBQIA+ people
- 64% of students feel unsafe at school because of sexual orientation prejudice
- 11% report that they have been attacked because of their identity or assumed identity
- 77% report receiving unwanted comments and harassment
- 77% surveyed report feeling depressed or “down” over the past week
- 70% or more report feelings of worthlessness and hopelessness in the past week³⁹

Inclusion—comes from intentions, the way you plan or act in a situation. Be intentional with how you welcome new girls to the troop, ways you recognize behavior, and what behavior you recognize.

LGBTQIA+ Inclusion ready tips:

- Affirm identities that are brought to the table
- Never assume an identity, always just ask. If someone tells you that they go by a different name, honor that by calling them the preferred name. Not doing so is extremely harmful, calling them by their preferred name is easy and is completely free.
- Create space for girls to share their identities
- Define DEI together, embracing all people under its umbrella
- Always practice communication
- Model empathy for girls

³⁹<https://www.google.com/url?q=https://www.hrc.org/resources/2018-lgbtq-youth-report&sa=D&source=editors&ust=1615497699772000&usg=AOvVaw37FSo2J9VV-lk9rvG0u4cO>

LGBTQIA+ and HERstory

Appreciating the complexity of the LGBTQIA+ community and moving towards understanding of the identities within it, will help breakdown assumptions we have about people that identify as LGBTQIA+. You will also explore the mental health risks, access to health care challenges and discrimination LGBTQIA+ person's face, so that you and your Girl Scouts can be allies in standing up for equity and inclusion of all people for a more beautiful and diverse world.



Additional Activities

- **HERstory Step 1:** With an adult, go online to gshg.org/herstory or another trusted website. Learn about a woman from history that was important in our story as women. 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
- **Lorraine Hansberry Lesson** - <https://www.tolerance.org/classroom-resources/tolerance-lessons/the-role-of-gay-men-and-lesbians-in-the-civil-rights-movement>
- **HERstory Step 1:** Discuss the Hate Crimes Prevention Act. What year was this law enacted? What more can we do to help protect the rights and safety of the LGBTQ+ community?
- **What is a Hate Crime Activities** - <https://www.tolerance.org/classroom-resources/tolerance-lessons/what-is-a-hate-crime>
- **HERstory Step 2:** Discuss HB426, the Hate Crime Bill, signed into Georgia State law in June 2020. Why do you think this is an important bill? What is the historical significance? How have hate crimes impacted marginalized communities?
- **Understand What the Bill Says** - <https://georgiaequality.org/2019/03/breaking-georgia-house-passes-hate-crime-bill/>
- Learn their stories - <https://www.adl.org/media/5050/download> James Byrd, Jr. and Mathew Shepard
- **HERstory Step 3:** 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? Create a sticker, poster or symbol showing that you are an ally and a safe space for those around you. Start a club at school to show others that you are a protected, safe haven for them.
- Repurpose Bottle Caps to Make Safe space magnets or badges - <https://www.youtube.com/watch?v=qnC8JQoxlSo>



References and Resources

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<https://georgiaequality.org/2019/03/breaking-georgia-house-passes-hate-crime-bill/>

Pronoun Power Podcast: Gender inclusive language and why its important - <https://www.callyourgirlfriend.com/episodes/2019/06/28/pronoun-power>

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Latinx/Latinidad

Ellen

"A hallmark of the Latino community is to help one another, if students are interested in a way to give back and help their communities, becoming a teacher is probably one of the very best ways of doing that."

Ellen Ochoa⁴⁰

Overview

Latinx, as a noun, is defined as a person of Latin American origin or descent (used as a gender-neutral to Latino or Latina). As an adjective, Latinx is relating to people of Latin American origin or decent (again used as a gender-neutral alternative to Latino or Latina). *Latinx* gives people a way to avoid choosing a gender for a group or an unknown individual, much like using singular "they" avoids the choice between "he" or "she" in English. Latinx does not always mean Spanish speaking, but rather descent.⁴¹

Latinidad means people within the Latin American community, either born in or growing up around a dominantly Latinx culture. In 2018 Latinx was added to the Merriam-Webster dictionary and is defined as a gender-neutral alternative to Latino or Latina. It is not a race but considered a racial identity. According to Pew Research, the LGBTQIA+ people and younger generations identify as Latinx more than others. It is also used more often by Hispanic women than men.⁴²

While often used interchangeably, Latinx and Hispanic do not mean the same thing. Hispanic refers to those who are descended from Spanish heritage and who speak the language. Often referred to as "an element of culture," it is a broad statement as many can identify as Hispanic - including those from Mexico, the Dominican Republic, and Puerto Rico for example. Hispanic is often a regional term as well, and is used heavily in the Eastern and Southern most parts of the United States.⁴³

It's important to realize that all Latinx persons do not speak Spanish, and that there is still much debate within this community about the term Latinx, Hispanic and other terms that are used to differentiate culture, ethnicity, or ancestry.

Girl Scouts and DEI

Diversity: Often Latinx are left out of the conversation of racism and colorism in the United States. What the larger audience outside of Latinidad often do not understand is that Latinx people can also be Black, Native, White, Asian, Mixed etc. The phenomenon of racial identity permeates the Latinx community. The Latinx community represents 27 countries of origin.

Equity: Historically, most Latinx communities are underserved throughout our socio - economic system. Challenges faced by the Latinidad include lack of access to education, cultural and religious discrimination, unemployment, and inadequate housing. Latinxs are the group least likely to have health insurance or a doctor. Latinxs are the fastest growing segment of the US population but continue to have vast disparities and persistent challenges affecting their health and overall well-being. Language barriers exacerbate these issues which impacts fair and equitable treatment. If we are to achieve the American ideal of a society in which there is equal opportunity for all, we must ensure that access to high-quality learning opportunities and resources is universal and equitable.⁴⁴

Inclusion is not only being invited to the party but also feeling free to dance!

Become familiar with terms that create a feeling of inclusion like Latinx and Latinidad or Latinx communities. Learn about the resources that Girl Scouts offer in both English and Spanish versions like our girl Journey books, adult guides, parent articles and volunteer resources. Ask if you have a parent volunteer that is bilingual that may willing to communicate with Spanish-speaking members or potential members.



⁴⁰ Ellen Ochoa Quotes. BrainyQuote.com, BrainyMedia Inc, 2021. https://www.brainyquote.com/quotes/ellen_ochoa_419613, accessed March 11, 2021

⁴¹ <https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/>
#:~:text=Latinx%20is%20a%20term%20used,whom%20was%20a%20U.S.%20citizen

⁴² <http://latinxexperiences.leadr.msu.edu/latinidad-the-similarities-and-differences-in-latino-communities/>

⁴³ <https://www.diversityinbestpractices.com/medialib/uploads/2019/09/Hispanic-Heritage-Month-MIB.pdf>

⁴⁴ <https://academiccommons.columbia.edu/doi/10.7916/D88G8M52>

Latinx - Rumors Debunked

Rumor #1: Hispanic, Latinx, Latino, and Chicano are interchangeable.

Fact: While the terms have been used interchangeably in the past, there are many factors that tie into how a person of this ancestry views themselves and the community around them. It is important to realize these terms have not always fostered a sense of community, and many have evolved with time.⁴⁵

Rumor #2: Members of the Latinx community are all fiery with explosive tempers

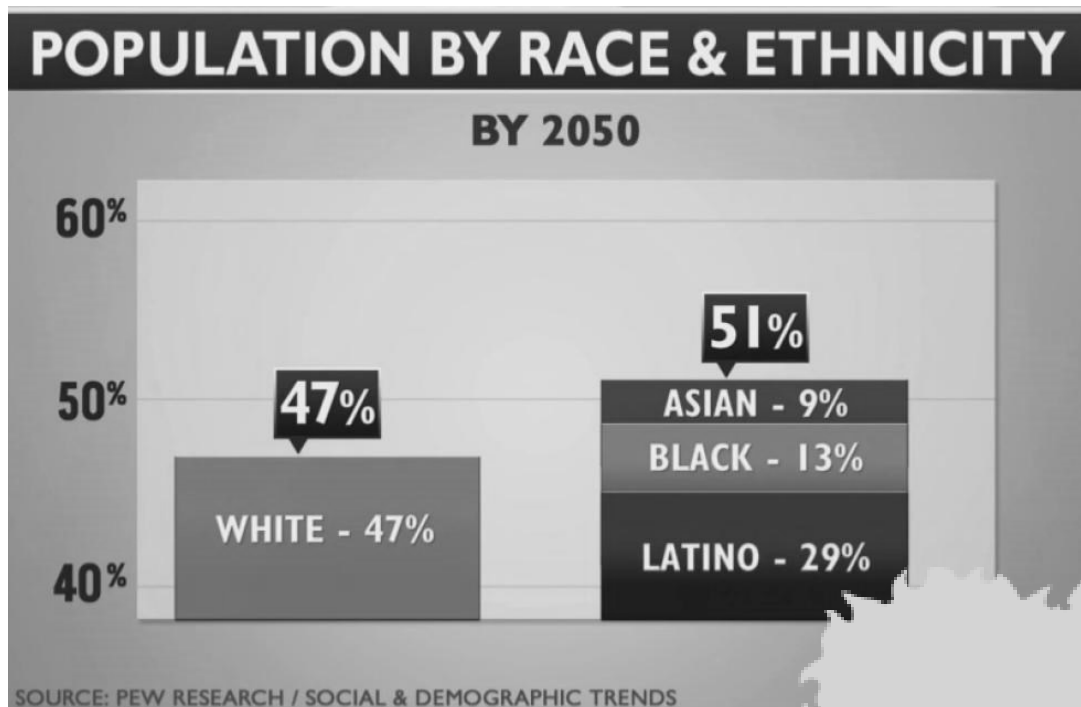
Fact: This is a stereotype that is often created and popularized via media stereotypes. This stereotype of the “fiery Latinx woman”, combined with the “hot tempered, hypermasculine Latinx man”, rank as some of the most repetitive and harmful stereotypes that follow those in the community.⁴⁶

Rumor #3: Latinx means that you are fair skinned, with straight hair.

Fact: Afro-Latinxs, Asian Latinxs, Mestizos, and blonde-haired and blue-eyed Latinxs all reside within the Latinx family. Since Latino is not a race, one could be of any race and still be Latinx at the same time. This makes for people of all shades and colors — not just the dark hair, dark eyes, light skin example.

Rumor #4: All Latinx persons are undocumented.

Fact: This is simply not true. Many families in the Latinx community have been United States citizens for generations. It is inappropriate to assume that any Latinx person is undocumented.⁴⁷

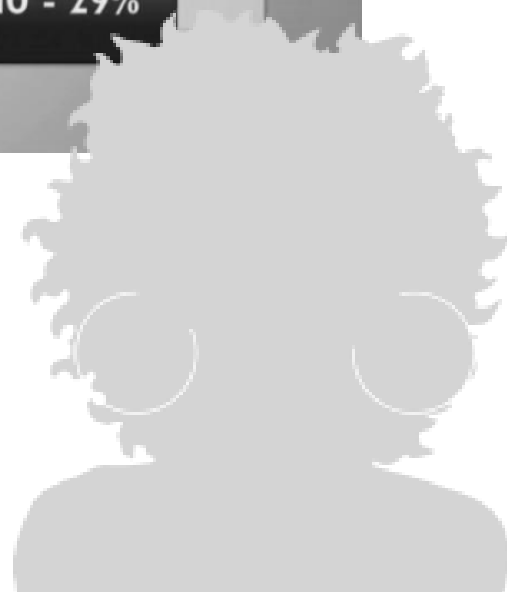


⁴⁵ https://www.exploratorium.edu/sites/default/files/Genial_2017_Terms_of_Usage.pdf

⁴⁶ <https://www.ferris.edu/htmls/news/jimcrow/mexican.htm>

⁴⁷ <https://www.pewresearch.org/hispanic/2020/08/20/facts-on-u-s-immigrants/>

⁴⁸ https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=8332&context=etd_theses



Latinx and HERstory

It is important for all voices to be heard, regardless of national heritage. The next generation of workers, community leaders, and global citizens will be required to address the socio-economic barriers that limit opportunity for the growing Latinx community. HERstory will help girls gain a broader perspective of the Latinx community through curriculum and activities. They'll learn the advantages of being inclusive, appreciating diversity and treating others equitably so all individuals can contribute and grow to their full potential.



Activities

- Teaching kids about National Hispanic Heritage month- <https://gpb.pbslearningmedia.org/resource/4e982b0c-8c5f-4ebf-8add-ca692a1cc099/hispanic-heritage-month-all-about-the-holidays/#.Wcplq9PyyBI>
- For older girls- The Graduates/Los Graduados- a documentary and packet to lead students in a discussions about the struggles and triumphs of Latinx students from across the U.S. <https://www.edutopia.org/blog/the-graduates-film-shouldnt-miss-mark-phillips>
- Find out about the Latinx historical and cultural legacies- <https://edsitement.neh.gov/teachers-guides/hispanic-heritage-and-history-united-states>
- Dance to Hispanic music- spark interest in Latin music by getting active and dancing to some Hispanic tunes. From Latin jazz to salsa, use the opportunity to get moving.



References and Resources:

Girl Scout adult resources in Spanish- <https://www.girlscoutshop.com/ADULTS/RESOURCES2/SPANISH-LANGUAGE>

Girl Scout girl resources in Spanish- <https://www.girlscoutshop.com/BADGES-PROGRAM/ALL-PROGRAM-MATERIALS/SPANISH-LANGUAGE...>

Girl Scout Blog- article on Latina GS alum- <https://blog.girlscouts.org/2020/09/a-hispanic-heritage-month-celebration.html>

Latinx Racial Equity Project - <https://latinxracialequityproject.org/resources/>

Rainbow Health Network, "Training for Change" Project, Practical Tools for Intersectional Workshops - <https://drive.google.com/file/d/0B1NmHEoxOJBXRHgzNTZURVBrTVE/view>

Amplify Latinx - <https://amplifylatinx.co/latino-opportunity/the-business-case-for-racial-equity/>

Latino Educational Equity - <https://latinostudies.nd.edu/assets/95369/original/latinoedequityindexweb.pdf>

<https://www.ksat.com/news/local/2020/10/16/what-is-latinx/>

[The Difference Between Hispanic and Latino \(thoughtco.com\)](#)

[Latino, Hispanic, Latinx, Chicano: The History Behind the Terms - HISTORY](#)

[15 Latino Stereotypes that Need to Go Away Already! \(hiplatina.com\)](#)

Mental, Emotional and Physical Disabilities

Temple

"Nature is cruel but we don't have to be."-Temple Grandin

Overview

People who have long-term physical, mental, intellectual or sensory impairments may experience barriers that hinder their ability to fully and effectively participate in various aspects of society. As Girl Scouts, we commit to understanding, respecting and affirming the individual value of every person. We can do this by ensuring that every person not only has a place at the table, but also a voice in the conversation.

56 million Americans have a disability.⁴⁹ While disability impacts people of all backgrounds, people with multiple marginalized identities (i.e. people of color and/or English language learners who also have a disability) face compounding discrimination. This program strives to increase awareness, knowledge and understanding of this often-neglected aspect of DEI. Teaching youth to share and accept each other's differences is part of building an inclusive culture that shields students with disabilities from bullying.

An individual with a disability is defined by the Americans with Disabilities Act (ADA) as "a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is regarded as having an impairment."⁵⁰ Examples of major life activities include everyday things that people do for themselves or others such as walking, talking, reading, writing, eating, dressing or bathing.

Girl Scouts and DEI

Diversity: Understanding and welcoming members with disabilities should be viewed as a natural component of embracing diversity for all Girl Scouts. However, individuals with disabilities are often faced with implicit bias, an attitude or stereotype that affects understanding, actions and decisions in an unconscious manner. Individuals with disabilities, like all of us, deserve respect and understanding. A person's disability, whether mental, emotional, or physical, is only one characteristic of someone's individual identity.

Equity: People with disabilities may have mobility or communication needs which limit their access to services and facilities. Accommodations should be made to ensure people with disabilities feel welcome and have access to Girl Scout programs.

Inclusion: Unless asked by the girl's family to act otherwise, Girl Scouts treats any girl with a disability the same way they would treat a girl without one. Including girls with disabilities into troops and groups of Girl Scouts without disabilities can have advantages for both. Girls will have the opportunity to learn that they may have more similarities than differences. They can also learn new ways to work together for a shared purpose.

Tips for Activities:

- Be mindful that people have varying ways of coping.
- Never pretend to understand what someone else is going through.
- When communicating, reflect what you have heard and give the other person space/time to respond.
- Don't ask IF she can do – ask HOW she can do it.
- If someone uses a wheelchair, sit when talking to them so that you are at eye-level.
- Do not move a mobility aid such as a wheelchair, walker or crutches without express permission.
- Ask if assistance is needed – and wait for the answer.
- Listen patiently and attentively to a person who has difficulty speaking; do not try to finish their thoughts for them
- It is also important that we think about the language that we use. Terminology changes over time, words that were once widely used are now considered to be offensive. As a result, we must avoid such words as "handicapped," "suffers from," "crippled," or "wheelchair-bound."
- Non-verbal communication is just as important as the words that we use. It's important that we don't stare... but don't ignore either. Always demonstrate respect and work to understand.



<https://tcdd.texas.gov/56-million-americans-have-disabilities/>
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<https://www.ada.gov/index.html>
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Activities

• Not Being Able to Hear

You need: a pair of foam ear plugs for each student, a radio, TV, fan or anything else that can make “white noise”.

What to do: Show students how to put in the earplugs. Put on the “white noise”. If using a TV, put it on a station with no reception and turn up the volume — loud enough to be distracting. If using a radio, set it between stations so you only hear static. If using a fan, turn it up on high. Read a long newspaper article or book passage. Read rapidly, using a soft voice, mumbling monotone, running words together and pausing in odd places.

Ask students 5 questions about the content of what you read. Continue talking quickly in a soft, mumbling voice. Remove ear plugs, turn off white noise and discuss (in a normal voice) how not being able to hear clearly felt.

• Say What?

Write color words onto a piece of paper in a different color. (see page 10 at <https://adayinourshoes.com/wp-content/uploads/Disability-Awareness-Packet.pdf>) Have the class read it out loud. They must read the COLOR the word is written in, not the word itself. Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficult it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right. Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.

• Difficulty Understanding (Intellectual Disability Activity)

Have 2 students sit back to back. Give one student a paper with an abstract shape on it. (see page 12 at <https://adayinourshoes.com/wp-content/uploads/Disability-Awareness-Packet.pdf>) Without seeing each other, she must explain to the other student how to draw the shape. Give the second student a pencil and piece of paper. She must draw the shape following the first student’s directions. Discuss: What were the problems? What would have helped?

• Disabilities in the Media

Mix up the names, occupations and disabilities and get students to re-arrange them into the correct columns. (see page 18 at <https://adayinourshoes.com/wp-content/uploads/Disability-Awareness-Packet.pdf>)

What effect did the disability have on these people and their way of life? (This may require some research.) Do students personally know anyone with a disability? Does it keep them from doing what they want to do?



References and Resources

GSUSA www.girlscouts.org

Story about a girl member

<https://www.girlscouts.org/en/about-girl-scouts/our-stories/girl-scouts/stem/jordan-r-disability-activist-prosthetics-designer-author-girl-scout-extraordinaire.html>

Girls of all abilities can explore the Great Outdoors – Here’s How! <https://www.girlscouts.org/en/adults/volunteer/tips-for-troopleaders/programming/girls-of-all-abilities-can-explore-the-great-outdoors.html>

A Day in Our Shoes

<https://adayinourshoes.com/wp-content/uploads/Disability-Awareness-Packet.pdf>

Respect Ability

<https://www.respectability.org/inclusive-philanthropy/how-to-include-people-with-disabilities/>

Harvard Business Review

<https://hbr.org/2020/03/do-your-di-efforts-include-people-with-disabilities>

San Diego University

https://newscenter.sdsu.edu/student_affairs/sds/tip_mental_health.aspx



Religion

Minerva

“Our care for the children of this world will help form their hearts and their character and, through them, the culture of the world all around us will be determined.”- Bishop Minerva Carcaño

Overview

Freedom of religion is guaranteed in the First Amendment of the Constitution of the United States.⁵¹ Everything in Girl Scouting is based on the Girl Scout Promise and Law, which includes principles and values common across many religions. While we are a secular organization, the motivating force in Girl Scouting is spiritual. The ways in which members identify and fulfill their spiritual beliefs are personal and private. Girl Scouts has always encouraged girls to deepen the understanding of their own faiths through religious recognitions.

There are many religions practiced in the United States, with Christianity being the most common. A Pew Research Center study in 2020 found that 63% of respondents were Christian. Judaism, Islam, Hinduism, and Buddhism each had 1% respectively, while 2% said they practiced other religions. During this study, it was also found that 28% of respondents said that they were unaffiliated with any religious group.⁵²

Religious practices vary, but may include rituals, sermons, commemoration, festivals, feasts, funeral services, weddings, meditation, prayer, music, art, dance, public service, or other aspects of human culture. Religions have sacred histories and narratives, which may be preserved in sacred scriptures, and symbols and holy places. Religions may contain narratives often used to explain the origin/meaning of life, how a person functions in the family and society at large, and how a person interacts with others.

Girl Scouts and DEI

Religion plays an important role in many people’s lives. It often informs one’s worldview, and is intertwined with culture and identity. We must also understand that faith may not be a part of a member family’s day to day life. It is important that we foster a space of inclusion for these girls as well as we will discuss in this section.

Diversity - Interfaith education is about studying and understanding other faiths. Religious beliefs may include one, multiple, or no deity. Practices usually determine rituals and ceremonies, holy days and holidays, attire, leaders within the religious community, roles of women and men, and many others.

Equity Title IV of the Civil Rights Act of 1964, called the Civil Rights Division’s Educational Opportunities Section, states that no one is to be discriminated against or harassed based on their “faith background, their beliefs, their distinctive religious dress, or their religious expression.”⁵³ The Girl Scout promise includes “...to make the world a better place.” Equity for all is one of the pieces of making the world a better place, and this includes being aware of religious diversity and ensuring that everyone has equal opportunities to participate, regardless of religion or lack thereof.

Inclusion for a person should be able to experience religious freedom, or their lack of religious practice, without being singled out, isolated, or emotionally scarred because their beliefs differ from another’s. The Girl Scout Law states that we will “respect ourselves and others,” and that includes those who believe differently from us.

Tips for Leading Activities

One commonality throughout many religions is the Golden Rule, “treat others as you would like to be treated.” Examples of the Golden Rule can be found in many religions. The Golden Rule speaks to people of fairness, justice, compassion, and equity. This can be a place to find common ground when you have a religiously diverse group, including people who are not religious. When we find common ground and language we are able to work together on things that are important to all Girl Scouts, like affecting change in their communities. As a Girl Scout, when we recite the Girl Scout Promise, we begin with “...I will try to serve God and my country” which means the girl and her family will serve the God/god of their faith.

⁵¹ <https://www.google.com/url?q=https://constitution.congress.gov/constitution/amendment-1/&sa=D&source=editors&ust=1615497967651000&usg=AOvVaw3ayRIMocoDIvHtZTAQO13>

⁵² <https://www.pewforum.org/2019/07/23/what-americans-know-about-religion/>



Activities

- The My Promise, My Faith pin invites girls in grades K-12 to experience a faith journey through exploration of the Girl Scout Law and teachings from their own faith. This is a pin that participants can earn each year and is an excellent opportunity for families to get involved in their child's Girl Scout experience. For more information see: https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/about-girl-scouts/gs-and-faith/Faith_Handout_EnglishDescription.pdf
- Reach out to local community leaders, faith and religious leaders and talk with them about their beliefs, faith traditions, and religious holidays. Contact and arrange a visit to a mosque, church, cathedral, or any local religious community center and learn about the belief system and how the religion functions as a community. You can look at the difference of the architecture of a worship center or how the sacred texts are written. Before going, make sure that you understand what is expected of you as a visitor (appropriate time to come and appropriate attire, for example).
- For a virtual experience, watch worship service online from faith communities near and far to see how various community leaders lead their services. For an activity, if the girls are comfortable, talk with them about their religion and what worship services, faith centers and religious communities look like to them. Do not push any girl to share information she is not comfortable sharing.
- Research the various faith communities in your area. Find out what religions are dominant in the state of Georgia and which ones are not as prevalent – research their beliefs and origins. Connect with those who are of those religions and faiths – visit the religious structures in areas that have a deep connection with the community.
- Talk to someone of a different religious belief or faith than your own. Learn more about their faith and take some time to discover the commonalities between your two faith traditions.
- Learning for Justice (formerly Teaching Tolerance) has many grade level specific activities. Their resources are free, but do require a registration: <https://www.tolerance.org/learning-plan/exploring-diversity-through-religion>
- <https://www.tolerance.org/learning-plan/religion-19>
- <https://www.tolerance.org/learning-plan/religious-studies>
- <https://www.tolerance.org/learning-plan/religious-tolerance-3>
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- <http://www.tolerance.org/sites/default/files/general/Webinar4%20AFTER%20SESSION%20PACK%20VF.pdf>
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- <http://tanenbaum.org/wp-content/uploads/2014/08/AFTER-SESSION-PACK-Fostering-a-Culture-of-Respect.pdf>
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- <https://www.tolerance.org/magazine/spring-2017/expelling-islamophobia>
- <https://www.upf.tv/resources-community-screenings-upf-films/>
- <https://bridge.georgetown.edu/>
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<https://plato.stanford.edu/entries/religious-pluralism/>

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<https://www.gse.harvard.edu/news/15/04/religious-freedom-inclusion-exclusion-and-role-education>

<https://www.thegospelcoalition.org/blogs/kevin-deyoung/clarifying-inclusivism-and-exclusivism/>

<https://iep.utm.edu/reli-div/>

<https://pluralism.org/>

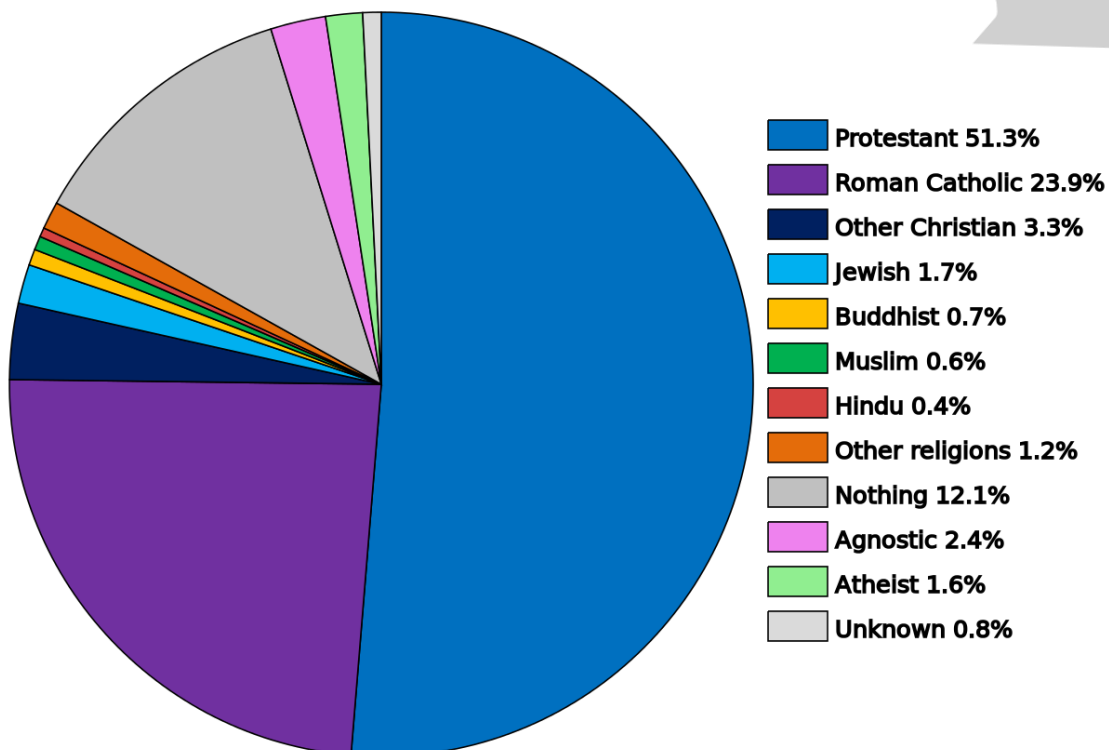
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https://www.religioustolerance.org/rel_tol.html

<https://georgiahistory.com/education-outreach/online-exhibits/featured-historical-figures/james-edward-oglethorpe/oglethorpe-and-religion-in-georgia/>



Religion in the United States



First Nations People/Indigenous Americans

Evonne

“My goal is to share information and to educate. But am I an activist? No, no, no. I don't believe in pushing things on people.”-Evonne Googalong Cawley

Overview

The Indigenous people of what is now the United States of America have been called by many names. Originally called Indians by European settlers, they were later called Native Americans.⁵⁴ Native American is now falling out of favor with some groups and the terms American Indian or Indigenous American are preferred by many Native people.⁵⁵ The consensus, however, is that whenever possible, Native people prefer to be called by their specific tribal name. There are over 500 Indigenous American and Alaska Native tribes, with the two largest tribes are the Creek and Cherokee Indians.

The Indigenous Nations in the area that we now call Georgia include Apalachee, Choctaw, Cherokee, Hitchiti, Oconee, Miccosukee, Muskogee (Creek), Timucua, Yamasee, Guale, and the Yucci, many of which fell under the leadership of the Creek nation. These Indigenous people were farmers and hunter-gatherers who did not believe in property ownership and strived to live in harmony with their surroundings. They used natural resources to survive, from how they made their food and built their homes to the clothing they wore. When the Europeans arrived they brought with them a new way of life that threatened the livelihood of the Indigenous people. The Europeans came with cattle and sheep, weapons, religions, and customs that were in direct contrast to the way the Indigenous peoples lived. The early period of European colonization saw both cooperation and antagonism between the native and colonialist populations. By the end of the 1700s, there was a rise in anti-Indigenous sentiments, eventually leading to the Trail of Tears, a traumatic and deadly event where more than 100,000 First Nations peoples were marched to recently created “Indian territory” west of the Mississippi river.⁵⁶

Girl Scouts and DEI In this section, we will discuss the profound impact that Indigenous people have had on our nation in the past and the impact on today. It is important to recognize and incorporate the Indigenous history and culture into our lives in a meaningful, impactful way as Girl Scouts.

Diversity - Indigenous people, specifically Indigenous women, have been a part of American history since the earliest days of colonization. From Pocahontas⁵⁷, to the Indigenous women who served in the War of 1812, World War I, of Queen Lili'uokalani of Hawaii⁵⁸, to our modern day congresswomen, Indigenous women have been a part of the foundation of our nation. Women such as Sarah Winnemucca⁵⁹, Wilma Mankiller⁶⁰, Mary Brave Bird⁶¹, and Rebecca Adamson⁶² have pushed to make sure that the contributions of Indigenous Women have been recognized, and will be illuminated for years to come. The Girl Scout Law states “...I will do my best....to make the world a better place,” These women exemplify ways that people can work to make the world a better place.

Equity - We must recognize that equity is something that has been denied to the Indigenous people for hundreds of years. Even in modern society, access to transportation, employment, healthcare, and education is something that Indigenous communities do not have access to. The protests at Standing Rock were a reminder that Indigenous people are fighting for access and protection of American land, so that it can be preserved for the future. To address equity with Indigenous people, Michael E. Bird, a consultant for AARP, states that we need to do three things – look at our boardroom and ask “who is not here”?; Look at our community and ask “who is not here”? and initiate the conversation with the Indigenous persons in our community.⁶³

Inclusion - Make sure that all girls feel included, begin by doing a few simple tasks: make sure girls are included in decision making; affirm girls feelings, and let them know that it's okay to think differently; make sure to meet girls where they are; make sure girls understand what inclusion means, and have them define it for you in their own words. “I will do my best....to be a sister to every Girl Scout” is a way to tie inclusion back to girls making sure other girls are included and treated fairly.

⁵⁴ <http://www.visualthesaurus.com/cm/wordroutes/2015/>

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⁵⁵ <http://www.learnnc.org/lp/editions/nc-american-indians/5526>

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⁵⁶ <https://www.history.com/topics/native-american-history/native-american-cultures>

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⁵⁷ <https://www.smithsonianmag.com/history/true-story-pocahontas-180962649/>

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⁵⁸ <https://www.history.com/topics/19th-century/liliuokalani>

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⁵⁹ <https://www.smithsonianmag.com/history/sarah-winnemucca-devoted-life-protecting-lives-native-americans-face-expanding-united-states-180959930/>

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180959930/

⁶⁰ <https://www.womenshistory.org/education-resources/biographies/wilma-mankiller>

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⁶¹ <https://indiancountrytoday.com/archive/mary-brave-bird-author-of-lakota-woman-walks-on>

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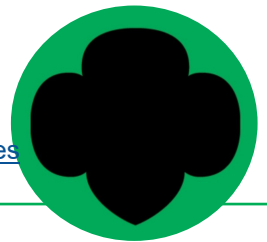
⁶² <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/how-we-make-progress-how-we-have-change-rebecca-adamson>

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Activities

- Georgia and neighboring states have many many historic and educational sites that you can visit with your troop. Some options include:
 - Ocmulgee Mounds National Historical Park, Macon (<https://www.nps.gov/ocmu/index.htm>)
 - Rock Eagle Mound, Eatonton (you do not have to participate in activities at Rock Eagle Camp to view the effigy) (<https://www.exploregeorgia.org/eatonton/general/historic-sites-trails-tours/rock-eagle-mound>)
 - Trackrock Archaeological Area, Blairsville, GA <https://www.exploregeorgia.org/blairsville/general/historic-sites-trails-tours/trackrock-archaeological-area-cnf>
 - Etowah Mounds, Cartersville, GA <https://www.exploregeorgia.org/cartersville/general/historic-sites-trails-tours/etowah-indian-mounds-state-historic-site>
 - Cherokee Indian Museum, in Cherokee, NC <https://cherokeemuseum.com/>
 - <https://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities>



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<https://www.jstor.org/stable/1185964>

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<https://www.britannica.com/topic/Tribal-Nomenclature-American-Indian-Native-American-and-First-Nation-1386025>



Asian American Pacific Islanders

Patsy

"It is easy enough to vote right and be consistently with the majority, but it is more often more important to be ahead of the majority and this means being willing to cut the first furrow in the ground and stand alone for a while if necessary."
Patsy Matsu Takemoto Mink

Overview

Prior to the 1960s, the only term used to refer to Americans with ancestry in Asia was "Orientals", a term that many in the community find offensive. The pan-racial identity Asian-American was created around the time of the Civil Rights movement, in order to unite the various Asian communities.⁶⁴ Young Chinese American, Filipino American, and Japanese American college students in the San Francisco Bay Area led the way for the Asian American community in the fight for civil rights. The students were concerned with the living conditions in primarily Asian American residential areas, they also fought for the inclusion of their stories in college curriculums.⁶⁵ Activist members of the Asian community saw a parallel with Black Americans and their common fight for Civil Rights. Asian activists even used the phrase "Yellow Peril Supports Black Power".⁶⁶

After the bombing of Pearl Harbor, President Franklin D. Roosevelt signed Executive Order 9066. This order made it policy that Japanese Americans were relocated to various parts of the United States into internment camps, citing espionage concerns. With sites created in California, Idaho, Arkansas, Wyoming, Colorado, and Arizona, 117,000 American citizens were taken from their homes from 1942 to 1945, with many sites destroyed in the aftermath. Many historians consider the relocation of Japanese Americans to these camps as "one of the worst atrocious violations of American Civil Rights in the 20th Century."⁶⁷

Asian/Pacific American Heritage Week, the first ten days of May, was established in 1978 by a joint resolution in the United States Congress. The commemorative week was expanded to a month (Asian Pacific American Heritage Month) by Congress in 1992. The month of May was chosen to celebrate the emigration of the first Japanese Americans on May 7, 1843, and to honor the Chinese immigrants who contributed to the transcontinental railroad.⁶⁸

Asian or Pacific Islander was first an option to indicate race and ethnicity in the United States Census in 1990. Since 1997, the U.S. Census Bureau defined Asian as "a person having origins in any of the original people of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Indonesia, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam." The U.S. Census Bureau defined Native Hawaiian or other Pacific Islander as "a person having origins in any of the original people of Hawaii, Guam, Samoa, or other Pacific Islands."⁶⁹

⁶⁴ Paul Spickard, "Whither the Asian American Coalition?" *Pacific Historical Review*, Nov 2007, Vol. 76 Issue 4, pp 585-604

⁶⁵ <https://www.aafe.org/who-we-are/our-history>

⁶⁶ <https://www.spl.org/programs-and-services/learning/student-success/exploration-guides/yellow-peril-supports-Black-power-a-reflection-on-asian-Black-solidarity>

⁶⁷ <https://www.history.com/topics/world-war-ii/japanese-american-relocation#:~:text=Enacted%20in%20reaction%20to%20Pearl,rights%20in%20the%2020th%20century.>

⁶⁸ <https://asianpacificheritage.gov/about/>

⁶⁹ <https://www.census.gov/about/partners/cic/resources/data-links/nhopi.html>





The Controversy-For and Against the phrase AAPI

The use of the term Asian American Pacific Islander is not without its controversy and discussion. It is important that we understand and respect the decision of what those in this community would like to be called.

Scholars, such as Stacy Nguyen, Dr. J. Kehaulani Kauanui, and Lisa Kahaleole Hall, argue that Asian American should be separate from Pacific Islander. Pacific Islanders experience a different set of struggles than Asian Americans. While Asian Americans suffer from immigration issues, Pacific Islanders are fighting for decolonization and sovereignty.

In the article "Where are Native Hawaiians and Other Pacific Islanders in Higher Education?" Kauanui argues the term Asian Pacific Islander has prevented Pacific Islanders at higher institutions from receiving economic and social resources at higher institutions.⁷⁰ Colleges and universities will address the racial oppression that Asian Americans face, such as the "whiz kid" stereotypes, but fail to address that Pacific Islanders are stereotyped as lazy and not hard-working.

Paul Spickard, author of "Whither the Asian American Coalition," argues that the histories of both Asian Americans and Pacific Islanders are linked. Colonization in the Pacific Islands is not a reason to separate the term AAPI, and asserts that colonization has occurred in many Asian nations, such as the Philippines, Vietnam, and Japan, as well. He writes that "Asian Americans cannot be separated from Pacific Islanders based on cultural differences. What all of these groups have in common is struggles with colonialism, orientalism, and racial hierarchies."⁷¹

Girl Scouts and DEI

Within this section, we hope that we can explore how those in the AAPI community have contributed to American culture and how their experiences have, and will continue, to shape the future of the country.

Diversity, the first documented Asians that immigrated to the United States were Filipinos who arrived in California in 1587. In 1778, the first Chinese immigrants arrived in Hawai'i, and the first native Hawai'i arrived in what is now Oregon in 1788. Since the 1800s, other members of this community have steadily immigrated to the United States, with the United States making Guam, the Philippines, and the islands of the American Samoa part of its territories over the span of several years. Our country is a diverse collection of cultures, languages, and societies. The Girl Scout Law states, "I will do my best....to be a sister to every Girl Scout," Diversity within troops give girls and adults the opportunity to "practice what we preach" but working together to build a society that reflects the best in all of us, and that no girl is left behind, no matter her race, color, nationality, or creed.

Equity, since first arriving in the United States, many Asians and Pacific Islands people have made, and continue to make, significant and important contributions in all facets of American society. Many have dedicated their lives to making our country a better place through activism and service, something that we encourage girls and volunteers to do with Take Action and community service projects.

Inclusion, make sure that all girls feel welcome by doing a few simple tasks: make sure girls are included in decision making; affirm girls feelings, and let them know that it's okay to think differently; make sure to meet girls where they are; make sure girls understand what inclusion means, and have them define it for you in their own words. "I will do my best....to be a sister to every Girl Scout" is a way to tie inclusion back to girls making sure other girls are included and treated fairly.



LANGUAGES SPOKEN AT HOME WITHIN AAPI POPULATION IN GEORGIA

- 45,700 Chinese
- 45,200 Korean
- 44,700 Vietnamese
- 28,200 Hindi
- 23,000 Gujarati
- 17,300 Arabic
- 13,300 Nepali, Marathi, or other Indic languages
- 13,100 Telugu
- 13,100 Urdu
- 13,000 Tagalog

<https://jacl.org/asian-american-history/>

70

<http://www.hawaiihistory.org/index.cfm?fuseaction=ig.page&PageID=544>

71



Activities

- Connect with women who identify with one of the many ethnic groups that are from the region and speak with them on their experiences as a Woman who is of her chosen descendent. Learn about how their culture has influenced the story of their life.
- Research information regarding the Lunar New Year - its history, why it is celebrated, and its importance to those in the AAPI community.
- Connect with the leaders/members of local, long established movements that have focused on the preservation of AAPI Culture and political activism. Talk with the community leaders to see how you can provide community services to advance the culture and activism.
- Connect with local Lawmakers of AAPI nationality/descent to discuss topics such as immigration reform, decolonization, reform and cultural preservation of the AAPI community.

Reference and Resources

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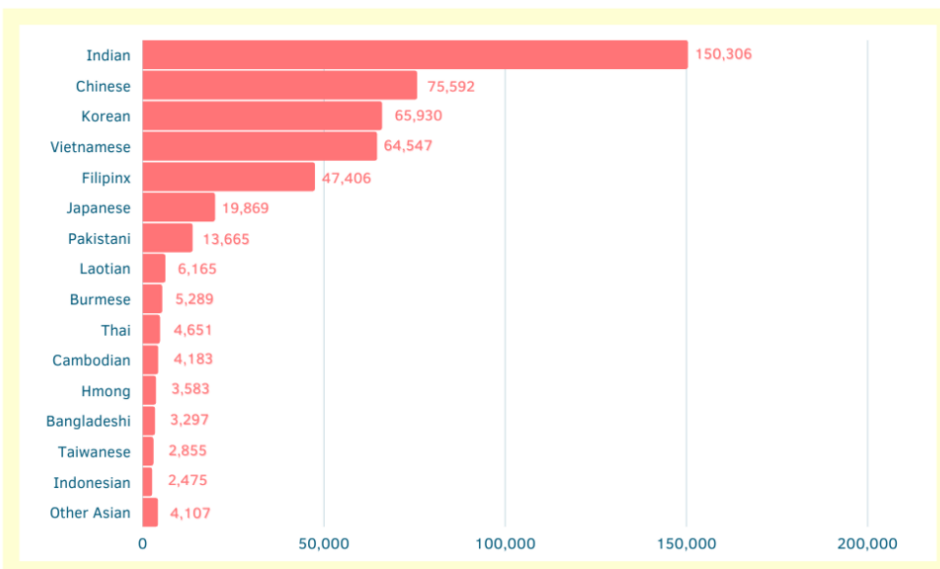
One Camp, Ten Thousand Lives; One Camp, Ten Thousand Stories -

[Manzanar Relocation Center, California](#)

Brief History of Hawai'i - [History Channel Info Sheet on Hawai'i](#)



AAPI POPULATION IN GEORGIA BY ETHNICITY



[U.S., World War II Japanese-American Internment Camp Documents, 1942-1946 | Ancestry®](#)

[Japanese Internment Camps: WWII, Life & Conditions - HISTORY](#)

The Middle East

Malala

“So let us wage a global struggle against illiteracy, poverty, and terrorism, and let us pick up our books and pens. They are our most powerful weapons.”-Malala Yousafzai

Overview

Widely known as “The Cradle of Civilization”, the Middle East is a transcontinental region in Afro-Eurasia, which includes Western Asia, all of Egypt and North Africa, and Turkey. The term has come into wider usage as a replacement of the term Near East beginning in the early 20th century, and the broader concept of the “Greater Middle East” (aka the Middle East and North Africa or the MENAP) also includes the Maghreb, Sudan, Djibouti, Somalia, the Comoros, Afghanistan, and Pakistan.⁷⁴ Thirteen of the eighteen countries that make up this region are a part of the Arab world, and play a host to a variety of cultures and people, with Arab (Arabic speaking) people making up the majority ethnic group in the region, followed by Turks, Persians, Kurds, Azeris, Copts, Jews, Assyrians, Iraqi Turkmen, and Greek Cypriots.⁷⁵

Those who are from the region known as the Middle East began migrating to the United States as early as 1787, when Morocco was the first country in the region to recognize the United States as a sovereign nation. The first significant period of Arab immigration began in the 1870s and lasted until 1924, when the Johnson- Reed Quota Act was passed, nearly ending immigration. During this period, an estimated 110,000 immigrants entered the United States, predominantly from parts of the Ottoman Empire, which would be modern day Syria, Lebanon, Jordan, and Palestine.⁷⁶

Girl Scouts and DEI

The “Middle East” is a region and not a group of people or one culture – it is a geographical merger of several countries that are bound together by similar, but vastly different, cultures, languages, religions and ideals. There can be confusion about which countries are considered “The Middle East”, but what cannot be denied is the impact that women from this region have had on the world around them.

Diversity - Between 1967 and 2003 some 757,626 Arabs came to the United States, nearly eleven times the number of immigrants during the second wave. As of 2010, there are over 9.9 million people in the United States whose identities tie to the Middle Eastern region – 3.2% of the population.⁷⁷ Reflected in the phrase “I will do my best...to make the world a better place”, honoring diversity within troops shows that Girl Scouts are united in making sure that girls, parents and other volunteers are working together to build a society that reflects the best in all of us, and that no girl is left behind, no matter her race, color, nationality, or creed.

Equity - Since integrating into American society, those from the Middle East have made significant and important contributions to all aspects of American society. In 2016, Ilhan Omar became the first Somali-American woman elected to Congress, and in 2020, 7 more individuals who identify as Arab/ Middle Eastern were elected to their respective seats in either the US Senate or House of Representatives.⁷⁸ These members of our government have furthered the cause of equity and “making their country a better place” through participation in our civic systems, something that we encourage girls and volunteers to do with Take Action and community service projects.

Inclusion - To make sure that all girls feel welcome, begin by doing a few simple tasks: make sure girls participate in decision making; affirm girls’ feelings, and let them know that it’s okay to think differently; make sure to meet girls where they are; make sure girls understand what inclusion means, and have them define it for you in their own words. “I will do my best...to be a sister to every Girl Scout” is a way to tie inclusion back to girls making sure other girls are included and treated fairly.

⁷⁴<https://history.stackexchange.com/questions/61442/when-and-why-did-near-east-become-middle-east>

⁷⁵<https://teachmideast.org/articles/arab-middle-eastern-and-muslim-whats-the-difference/>

⁷⁶<http://www.arabamericanstories.org/arab-americans/history/>

⁷⁷<https://www.migrationpolicy.org/article/middle-eastern-and-north-african-immigrants-united-states-2016>

⁷⁸https://en.wikipedia.org/wiki/List_of_Arab_and_Middle_Eastern_Americans_in_the_United_States_Congress



The Middle East- Rumors Debunked (9/11 Rumors Debunked)⁷⁹

Since the attacks on the World Trade Centers in 2001, Americans who identify as Middle Eastern have been consistently discriminated against, and often violently attacked.⁸⁰ Rumors and misinformation are the breeding grounds for hatred, and in this section, we will debunk rumors about various Middle Eastern Cultures.

Rumor #1: All Middle Easterners are Muslim (or practice Islam).

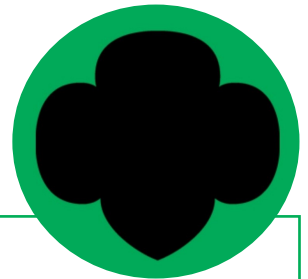
Fact: There are many faiths that are held by those who live in the region. Several major religions have their origins in the Middle East, including Judaism and Christianity.⁸¹

Rumor #2: The words “Arab” and “Middle Easterner” are interchangeable.

Fact: The phrase “The Middle East” refers to a geographical concept of several nations, while the term “Arab” is defined as a person who speaks Arabic as their first language.⁸²

Rumor #3: Middle Eastern countries are oppressive toward all women

Fact: The status of women varies widely in the Middle East, as well as in the rest of the world. Broad generalizations create harmful stereotypes that can unintentionally strip agency from women.⁸³



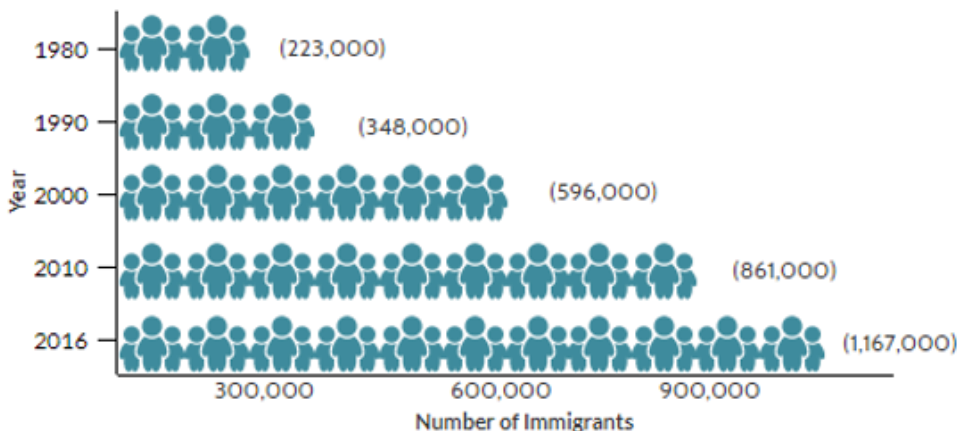
Activities

- Connect with women who identify with one of the many ethnic groups that are from the region and speak with them on their experiences as a woman.
- Connect with an entrepreneur who identifies with those in the Middle East region. Find out what resources are needed to assist in promoting their business.
- Connect with the leaders/members of a local, long established movement that has focused on the preservation of Middle Eastern Culture.

References and Resources

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[Anti-Defamation League Website](#)
[Southern Poverty Law Center - Information and Statistics](#)
[Encyclopedia Britannica - The Middle East](#)
[17 Muslim Women Who Made America Great in 2016](#)
[Definition of Arab - Merriam Webster](#)
[Women In The Middle East - Institute of Policy Studies](#)
[Wiki Article - Middle Eastern Americans](#)
[Article - Middle Easterners in the 2020 Election](#)



⁷⁹<https://www.snopes.com/news/2014/09/11/911-rumors-and-conspiracy-theories/>

⁸⁰<https://news.gallup.com/poll/157082/islamophobia-understanding-anti-muslim-sentiment-west.aspx>

⁸¹<https://ohiostate.pressbooks.pub/key2middleeast/chapter/diverse-religious-identities-of-the-middle-east/#:~:text=The%20Middle%20East%20is%20perceived,pre%2Dislamic%20influences%20remain%20significant.>

⁸²<https://teachmiddleeast.org/articles/arab-middle-eastern-and-muslim-whats-the-difference/>

⁸³<https://cmes.uchicago.edu/content/media-representations-negative-stereotypes-and-islamophobia>

GLOSSARY

***WARNING:** *The glossary contains sensitive content that may trigger an emotional response. Some of the terms are cultural slang terms and may be considered offensive.*

Ableism: A system of oppression that benefits able-bodied people at the expense of people with disabilities.

Activities of Daily Living (ADLs): the tasks of everyday life. These activities include eating, dressing, getting into or out of a bed or chair, taking a bath or shower, and using the toilet. Instrumental activities of daily living are activities related to independent living and include preparing meals, managing money, shopping, doing housework, and using a telephone.

Activism: the policy or action of using vigorous campaigning to bring about political or social change.

Activist: a person who campaigns to bring about political or social change; *Activism: campaigning to bring about political or social change*

Advocate: a person who publicly supports or recommends a particular cause or policy

Appropriation: 1 the action of taking something for one's own use, typically without the owner's permission. 2 a sum of money or total of assets devoted to a special purpose.

Ally: A person, group, or nation associated or united with another in a common purpose.

Allyship– The practice of emphasizing social justice, inclusion, and human rights by members of an ingroup, to advance the interests of an oppressed or marginalized outgroup. Allyship is part of the anti-oppression or anti-racist conversation, which puts into use social justice theories and ideals

Asexual: A person who does not experience sexual attraction, but may experience other forms of attraction (e.g., intellectual, emotional). Asexual people may also identify as “bisexual,” “gay,” “lesbian,” “pansexual,” “queer,” “straight,” and many more.

Autism Spectrum Disorder (ASD): a neurological and developmental disorder that begins early in childhood and lasts throughout a person's life. It affects how a person acts and interacts with others, communicates, and learns. It includes what used to be known as Asperger syndrome and pervasive developmental disorders.

Bisexual: A person who is emotionally and/or physically attracted to two genders. For example, a person attracted to some male-identified people and some female-identified people.

Bullying: seeking to harm, intimidate, or coerce someone perceived as vulnerable

Cisgender: person whose gender identity and expression are aligned with the sex they were assigned at birth.

Colorism: prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group

Coming Out: the process through which an LGBTQ+ person recognizes their own identity pertaining to sexual orientation, gender identity and/or expression, and ultimately shares with others.

Customs: 1 the official department that administers and collects the duties levied by a government on imported goods. 2 the place at a port, airport, or frontier where officials check incoming goods, travelers, or luggage

Demographics: characteristics of human populations, such as age, race, ethnicity, gender, marital status, income, education, and employment.

Discrimination: The unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.

Diversity: the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

Dreamer: a person who has lived in the US without official authorization since coming to the country as a minor. People of this description who meet certain conditions would be eligible for a special immigration status under federal legislation first proposed in 2001.

Electoral college: (in the US) a body of people representing the states of the US, who formally cast votes for the election of the president and vice president.

Emotional or Behavioral Disability: a disability that impacts a person's ability to effectively recognize, interpret, control, and express emotions.

Ethnicity: membership of a culturally and geographically defined group that share cultural practices including but not limited to holidays, food, language, and customs, or religion. People of the same race can be of different ethnicities.

Equality: treating everyone the same regardless of need.

Equity: providing people what they need, in order to make things fair.

Gay: A person who is emotionally and/or physically attracted to members of the same gender. "Gay" often refers to a male-identified person who is emotionally and/or physically attracted to other males.

Gender: a range of characteristics pertaining to and between femininity and masculinity.

Gender Identity: How an individual identifies in terms of their gender. Gender identities may include girl/woman, boy/man, gender fluid, genderqueer, transgender, etc.

Gender Nonconforming: A person who has a gender identity and/or gender expression that does not conform to the gender they were assigned at birth. People who identify as "gender nonconforming" may or may not also identify as "transgender".

Georgia Hate Crimes Bill: Legislation that establishes grounds for bias, prejudice or hate crimes and increases 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.

Hate Crimes Prevention Act: The Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act of 2009 provides funding and technical assistance to state, local, and tribal jurisdictions to help them to more effectively investigate and prosecute hate crimes. It also creates a new federal criminal law which criminalizes willfully causing bodily injury (or attempting to do so with fire, firearm, or other dangerous weapon).

Heterosexual or Straight: A person who is emotionally and/or physically attracted to some members of another gender (specifically, a male-identified person who is attracted to females or a female identified person who is attracted to males).

Homosexual: a person who is emotionally and/or physically attracted to some members of the same gender. Many people prefer the terms “lesbian” or “gay”, instead.

Intersex: An umbrella term used to describe a variety of conditions in which a person is born with reproductive and/or sexual anatomy that doesn't fit the medical definitions of female or male.

Lesbian: A person who is female-identified and who is emotionally and/or physically attracted to other females.

Identity: how we understand ourselves, what we call ourselves and often who we connect to and associate with. Each of us has a unique set of social identities based on our sexual orientation, gender identity, race/ethnicity, socioeconomic status, religion and other important parts of who we are. Those identities develop over time, intersect with each other and help give meaning to our lives.

Immigration: immigration is the movement of people to a country of which they are not natives or where they do not possess citizenship in order to settle as permanent residents or naturalized citizens.

Implicit bias: also known as unconscious bias, the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Implicit or unconscious bias operates outside of the person's awareness and can be in direct contradiction to a person's espoused beliefs and values. What is so dangerous about implicit bias is that it automatically seeps into a person's behavior and is outside of the full awareness of that person.

Inclusion: the term inclusion is used to describe an individual's or organization's active, intentional, and ongoing engagement with diverse people and/or communities.

Indigenous People: Descendants of those who inhabited a country or a geographical region at the time when people of different cultures or ethnic origins arrived.

Intersectionality: the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group. Intersectionality is regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Juneteenth: a holiday celebrated on June 19th to commemorate the emancipation of enslaved people in the US. It was created to honor the June 19, 1865 arrival of Union General Gordon Granger into Galveston, Texas to announce to the Texans that the Civil War had ended and that Abraham Lincoln has issued the Emancipation Proclamation, which declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

LGBT /LGBTQ/LGBTQIA+: Terms referring to people who identify as lesbian, gay, bisexual and/or transgender. Sometimes the acronym is written as LGBTQ, with the “Q” referring to those who identify as queer and/or questioning. The acronym can also include additional letters, in reference to other identities that do not conform to dominant societal norms around sexual orientation and gender identity and expression.

Label: a classifying phrase or name applied to a person or thing, especially one that is inaccurate or restrictive.

Liberation: a movement seeking equal rights and status for a group.

Microaggressions – Microaggression is a term used for brief and commonplace daily verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups.

Macroaggressions - Large-scale or overt aggression toward those of a certain race, culture, gender, etc

Marginalized communities: marginalized populations are groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions.

Mental illness: Health conditions involving changes in emotion, thinking or behavior (or a combination of these). Mental illnesses are associated with distress and/or problems functioning in social, work or family activities.

Minority communities: a culturally, ethnically, or racially distinct group that coexists with but is subordinate to a more dominant group.

Nationality: country of citizenship; nationality is sometimes used to mean ethnicity, although the two are different.

Neurodiversity: the normal variation and range of differences in human brain function and behavioral traits.

Norms: a standard or pattern, especially of social behavior, that is typical or expected of a group.

Oppression: systems of power and privilege, based on bias, which benefit some social groups over others. Oppression can: 1) take many forms, including ideological, institutional, interpersonal and internalized; 2) be intentional and unintentional; 3) be conscious and unconscious; and, 4) be visible and invisible. Oppression prevents the oppressed groups and individuals from being free and equal. Many people face oppression based on more than one of their identities, creating a unique complexity of challenges and barriers.

Physical disability: any type of physical condition that significantly impacts one or more activities of daily living.

Preferred Gender Pronouns (PGPs): the pronoun or set of pronouns that a person would like others to call them by, when their proper name is not being used. Traditional examples include “she/her/hers” or “he/ him/his”. Some people prefer gender-neutral pronouns “they/them/theirs”. Some people prefer no pronouns at all.

Queer: An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to dominant societal norms. While it is used as a neutral, or even a positive term among many LGBT people today, historically “queer” was used as a derogatory slur.

Questioning: a person who is in the process of understanding and exploring what their sexual orientation and/or gender identity and gender expression might be.

Race: term to describe a geographical population of humankind that possesses inherited distinctive physical characteristics that distinguish it from other populations.

Ramadan: the ninth month of the Muslim year, during which strict fasting is observed from sunrise to sunset. Ramadan is the most sacred month of the year in Islamic culture. Muslims observe the month of Ramadan to mark that Allah, or God, gave the first chapters of the Quran to the Prophet Muhammad in 610, according to the Times of India. During Ramadan, Muslims fast, abstain from pleasures and pray to become closer to God.

Reclaimed Words: As language evolves, some individuals and communities choose to identify with terms that had previously been used as slurs against them. The words are “reclaimed” and given a new meaning, often imbued with a sense of pride and resilience. Examples include, “queer” and “dyke”. It’s important to remember that identity is unique to each individual; not all members of a community readily accept the use of reclaimed words, as they may still find them offensive and hurtful.

Sexual Orientation: The inner feelings of who a person is attracted to emotionally and/or physically, in relation to their own gender identity. Some people may identify as “asexual,” “bisexual,” “gay,” “lesbian,” “pansexual,” “queer,” “straight,” and many more.

Stereotype: fixed, over-generalized belief about a particular group or class of people. A stereotype is a mistaken idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be partly true or only untrue.

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

Suffrage Movement: For years, the drive for women’s suffrage was presented mainly as the story of middle class white women and iconic national leaders like Anthony and Stanton. The story began with the Seneca Falls convention in upstate New York in 1848 and ended with the adoption of the amendment on August 26, 1920, which resulted in the single largest extension of voting rights in US history. But in recent decades scholars have taken a less top-down view, emphasizing the movement’s multiple starting points and patchwork progress through hundreds of state and local campaigns. They have also excavated the role of African-American women, who were largely excluded from the major, white-led suffrage organizations and marginalized in the early histories of the movement, if they were mentioned at all.

Transgender: A person whose gender identity and/or expression is not aligned with the sex they were assigned at birth. “Transgender” is often used as an umbrella term encompassing a large number of identities related to gender nonconformity.