

Ideas for Did You Know / DEIB Moments

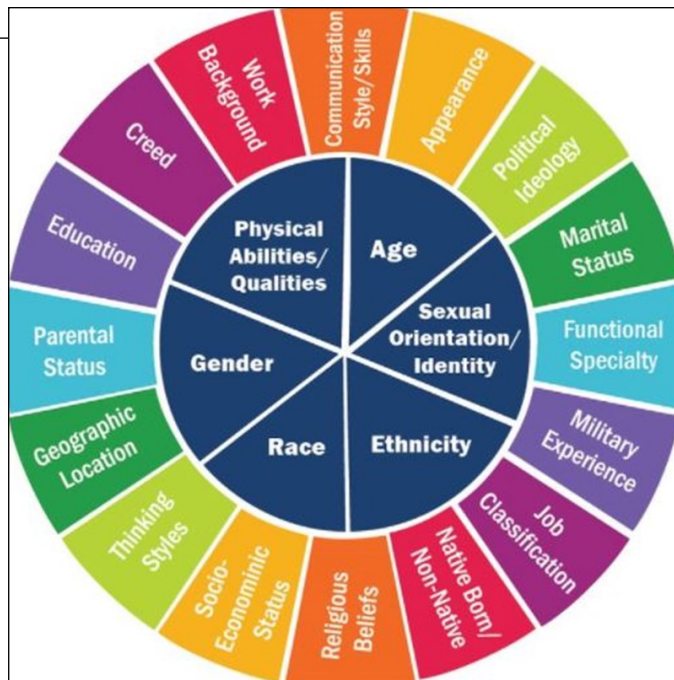
Sources for all superscripts are found on page 9 of this document.

1. Share a definition of diversity such as this one: “an instance of being composed of differing elements or qualities”¹. Discuss types of diversity. If time allows, make a list on a whiteboard or paper/easel. Encourage the group to consider many types of diversity because we are ALL diverse!

Types of diversity (not a complete list!)

race	rural / urban	economic	family composition
gender	neurodiversity	culture	ideology
ethnicity	food allergies	religion	work experience
age	vision	politics	appearance
educational background	hearing	learning style	geographical location

2. Share a Diversity Wheel image like the one pictured below². Explain that the middle of the wheel contains personal attributes that are less likely to change. The outside of the wheel contains attributes that an individual can more easily change or that will change over time. Diversity wheel images can be found with a Google search.



3. As a group watch a short video and discuss it together. Any one of these from P&G is a good place to start:

“Widen the Screen”
 “The Look”
 “The Pause”



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4. Ask a diversity question such as:

A. What diversity do James Earl Jones (Darth Vader) and President Joe Biden have in common? With Scouts, the first answer will be that they are both old! The answer that we are looking for in this case is that they both stutter and have worked to overcome it.³

B. What diversity do Millie Bobby Brown (Stranger Things), Whoopi Goldberg, and Rob Lowe⁴ share? Answer: all have hearing loss. Again, a quick Google search will provide a long list of celebrities with hearing loss and you can choose from it.

C. What diversity do Bill Gates, Steven Spielberg, and Albert Einstein⁵ share? Answer: all three have ASD (Autism Spectrum Disorder).

5. Read a quote about diversity, equity, and/or inclusion⁶ and lead a brief discussion about it.

A. "Diversity: the art of thinking independently together." - Malcolm Forbes

B. "Diversity is a mix and inclusion is making the mix work." - Andres Tapia

C. "Before God, we are all equally wise, and equally foolish." - Albert Einstein

D. "If we cannot now end our differences, at least we can help make the world safe for diversity." - John F. Kennedy

E. "Every individual matters. Every individual has a role to play. Every individual makes a difference." - Jane Goodall

F. "Leadership should be focused on extending the ladder of opportunity for everyone." - Justin Trudeau

G. "We may have all come on different ships, but we're in the same boat now." - Martin Luther King, Jr.

H. "To be one, to be united is a great thing. But to respect the right to be different is maybe even greater." - Bono

I. "I believe that we are here for each other, not against each other. Everything comes from an understanding that you are a gift in my life—whoever you are, whatever our differences." - John Denver

6. Ask each member of the group to think of a 6 word phrase that answers "What does inclusion mean to you? Some examples:

"Everyone has unique ways to shine."

"For All, By All, In All."

Please share great examples of phrases so that we can expand this list!

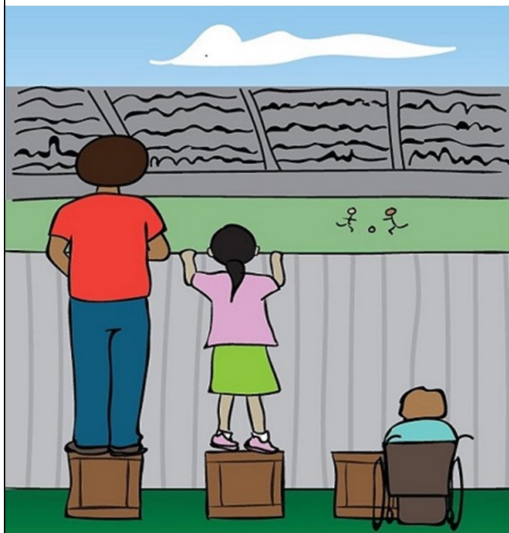


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7. Share a definition of Equality “the quality or state of being equal”⁷ and a definition of Equity such as “justice according to natural law or right, the quality of being fair and impartial”⁸. Lead a discussion about the difference between the two. The below image⁹, or something similar, explains the two concepts well. One of my favorite follow up questions in this discussion is to ask how to make the Equity image Inclusive. Answers include: tear down the wall, give the three tickets to the game, invite them to play in the game, etc.

Equality vs Equity



Equality – all have equal boxes.



Equity – all have what they need.

8. Invite a group member to read the BSA’s Diversity, Equity, and Inclusion Mission Statement out loud:
The Boy Scouts of America promotes a culture where each youth, volunteer, and employee feels a sense of belonging and builds communities where every person feels respected and valued.
Leading by example and encouraging each other to live by the values expressed by the Scout Oath and Scout Law, we welcome families of all backgrounds to help prepare young people to serve as successful members and leaders of our nation’s increasingly diverse communities.

Discuss how Diversity, Equity, and Inclusion can easily result from closely following the Scout Oath and Scout Law.



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9. Play “Step Apart, Step Together”¹⁰. Ask everyone in the group to partner with someone that they do not know well. Starting about 6-8 feet apart, team members move a step apart when they have a difference. When they have a similarity, they step toward each other. When close enough, partners should do a Scout shake. The goal of this exercise is to get to know someone new and discover commonalities. Here are some sample questions to use. Please add your own, too!

- A. Do you prefer vegetables or fruit?
- B. Did you grow up here or in another state, country?
- C. Perfect eyesight or glasses/ contacts?
- D. Favorite meal—breakfast, lunch, or dinner?
- E. Tent or cabin?
- F. Live music or live sporting event?
- G. Dogs or cats?
- H. Hamburger, cheeseburger, veggie burger?
- I. TV shows or movies?
- J. Aquatics or shooting sports?
- K. Hike, bike, or swim?

10. In Scouting (and in life), it is important to identify diversities and differences and work to make accommodations for them. Give some examples of accommodations:

- A. Gluten free meals for a Scout with Celiac.
- B. Straps for glasses / sunglasses for Scouts that are rafting.
- C. OA Ordeal modifications for a neurodiverse youth.

Ask the group to imagine that they are forming a band. Four of the potential band members are musically enthusiastic youth that are unable to read music. Would you be willing to accommodate these band members? What are some accommodations that could be made?

For those that were willing to accommodate four band members that could not read music, their names are John, Paul, George, and Ringo—the Beatles¹¹!

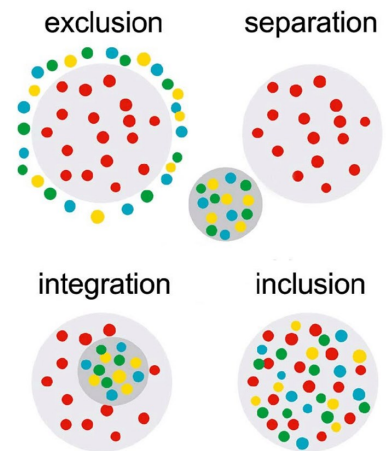
Let’s work to accommodate all of our diverse Scouts—great thing will happen!



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11. Share a definition of Inclusion like this one “the act or practice of including and accommodating people who have historically been excluded (as because of their race, gender, sexuality, or ability)”¹². Share a depiction of Inclusion similar to this¹³ and discuss.



12. Choose a DEI topic, define it, provide examples, and discuss:

- | | |
|---------------------|--------------|
| A. Stereotype | E. Privilege |
| B. Unconscious Bias | F. Ageism |
| C. Gender Bias | G. Ableism |
| D. Microaggression | H. Belonging |

Keep in mind that people are at different places on their DEIB journey, and terminology often means different things to different people. Some may worry that they will say the wrong thing, offend someone, or be criticized for sharing a perspective that differs from those expressed by others. Remind the group that these discussions are held in a safe and respectful place.

13. Hold an Inclusion discussion¹⁴:

- Describe an event that recently happened and discuss the impact of this event/outcome on different groups / demographics of people. Who was included in the decision making? Who will be impacted by this decision / event?
- Confirm what month or date is occurring near the meeting date (such as Women’s History Month, Indigenous People’s Day, etc.) and reflect on ways in which certain identity groups are represented (or not represented) within your group.
- What Indigenous groups lived in your area? What can you learn about them?
- Ask a question that allows every group member to talk about themselves and their experiences:
 - What is a skill that you have that other people may not know about?**
 - You might not know that.....(share interesting fact or piece of your identity)**
 - When was the last time you felt excluded?**



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14. Ask the group to identify words that are unnecessarily gendered and to then suggest alternatives¹⁵.

Rather than saying “guys” to a mixed group, use Scouts, friends, people. Use of the term “guys” may insinuate that men are the preferred gender.

Instead of “chairman”, use chair, chairperson, coordinator.

“Man-made” can be replaced with machine-made, synthetic, artificial.

15. Read the article “Everyday Words and Phrases that have Racist Connotations” by Scottie Andrew and Harmeet Kaur¹⁶. Choose one of the words or phrases that is identified in the article and share with the group why that word or phrase evokes a racist history. As a group, suggest alternatives for the chosen word or phrase.

16. Use an example like this one to explain DEIB¹⁷:

A. Diversity—everyone is invited to the dance.

B. Inclusion—everyone is asked to dance.

C. Equity—how much space on the dance floor everyone gets.

D. Belonging—everyone gets to choose the music (a reciprocal relationship).

17. Explain the concept of People-First grammar¹⁸ and provide examples. People-first grammar puts people first in a sentence and then follows with their characteristics. For example, instead of “a blind woman” use “a woman who is blind” OR instead of “a male salesperson” use “a man on our sales team”. Only mention characteristics like gender, sexual orientations, religion, racial group, or ability when those characteristics are relevant to the discussion.

18. Share with the group the fact that in group settings, women are interrupted three times as often as men¹⁹. This matters because teams that encourage diverse points of view often have better ideas and get more done PLUS if women’s ideas are not heard, it makes it harder for them to be perceived as leaders / key contributors. Discuss how to react if anyone is interrupted.

A. Speak up! I would like to hear the rest of [Name’s] thoughts or [Name] raised an important point. I would like to consider it further before we move on.

B. If you are leading the meeting, go around the room and get everyone’s ideas or specifically invite members to contribute their ideas and opinions.



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19. Six Degrees of Separation²⁰ activity:

Ask participants to find a partner, preferably someone they do not know well. The partners then begin a conversation to find ten things that they have in common. Each should write down the ten things.

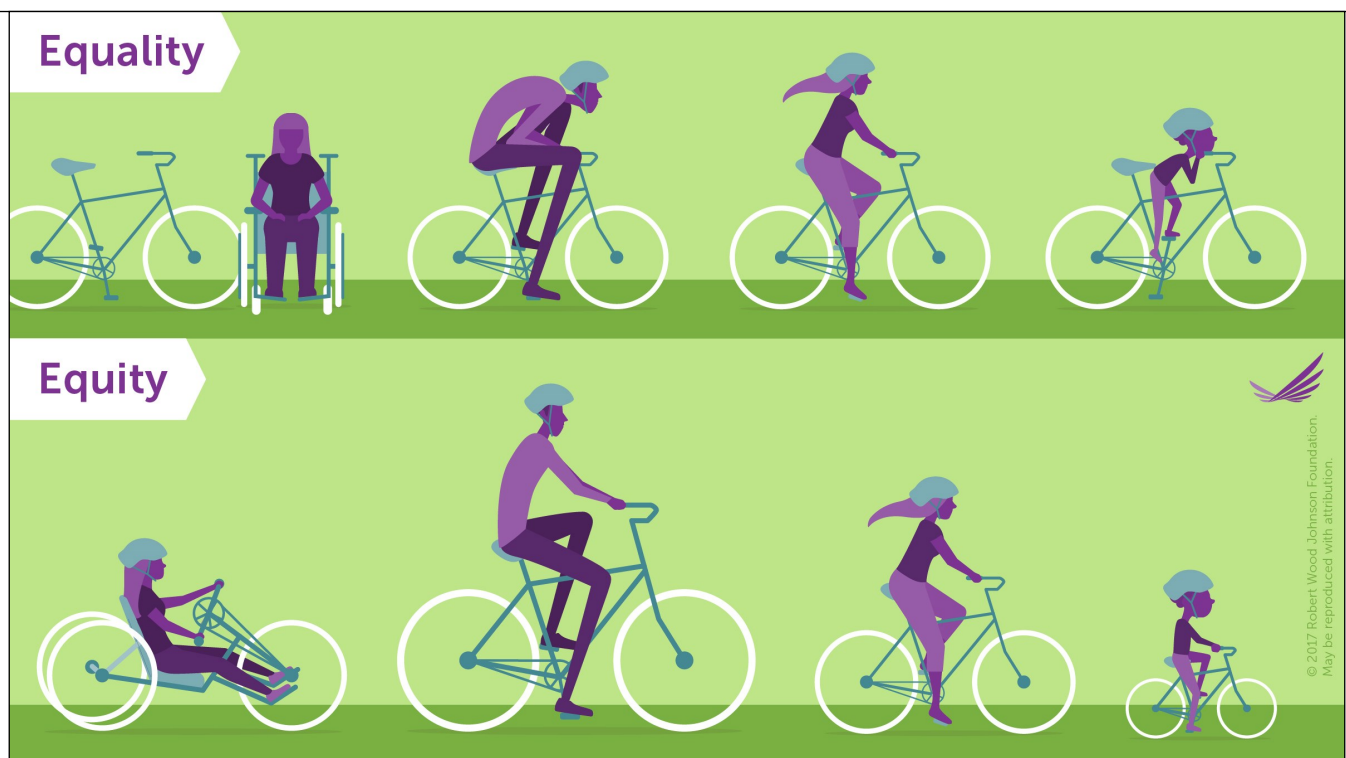
After each pair has a list of ten things, participants find a new partner. The lists are then shared to try to identify at least one thing that the new partners share in common. Repeat with new partners until each participant finds five people that they have a commonality with.

Bring the group together to discuss the experience. Ask participants to share some of the connections that were made and if anyone was surprised by the commonalities. Also ask if anyone had difficulty finding connections and what that was like. Discuss if anyone made assumptions about members of the group that impacted how they chose partners.

By demonstrating connections within the group, a more inviting and welcoming environment is fostered.

20. Equality vs. Equity:

This image provides another way to explain the difference between Equality and Equity²¹. In the top picture, all participants have a bicycle. In the bottom image, all participants have a bicycle that they can use.

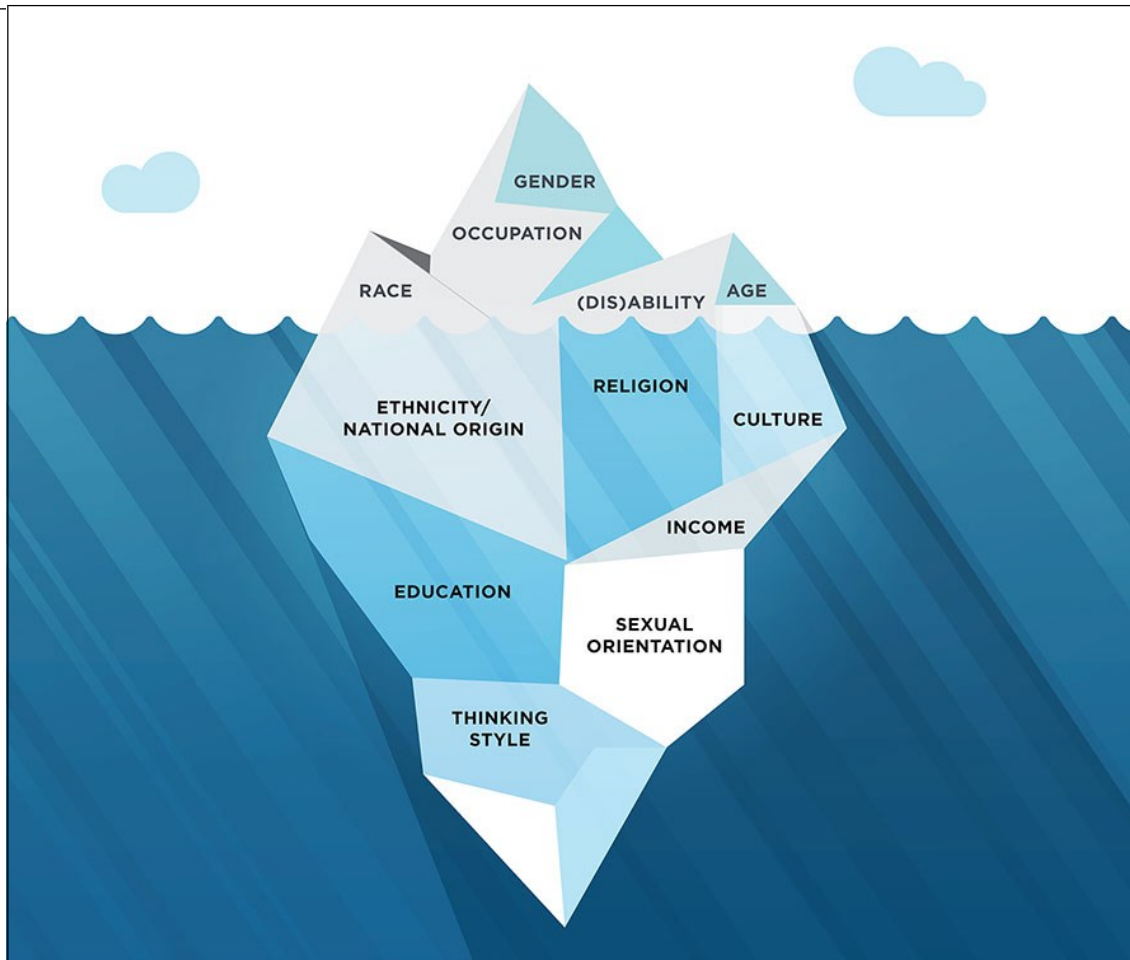


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21. Define “bystander” and “upstander”. Discuss why it is important to be an upstander and ways in which the members of the group can be upstanders. When discussing with youth, allow additional time for discussing the difficulty of being an upstander with peers at school, in sports, etc.

22. From an October, 2021 article titled Embracing & Celebrating Diversity “. “Think of diversity like an iceberg. Only a small portion of things that make up a person’s identity is visible or above the waterline (e.g., race, gender), while most of what shapes us lies beneath the surface. The diversity dimensions below the waterline are only discoverable through meaningful conversations. Thinking about diversity dimensions in this way enables team members to consider how their own dimensions impact their thoughts, feelings, and values, and why it is important to know themselves and others well. We’ve used the iceberg illustration activity internally and with clients as part of the DEIB journey of discovery and continuous learning.”²²



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23. Share this image or a similar one and discuss. This is another way to visualize diversity.



Did You Know / DEI Moments compiled by Ann Brugger, DEI Staff Advisor and Development Director, Hawk Mountain Council, BSA. For questions, comments, and/or additions, please contact Ann at ann.brugger@scouting.org.



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