

**girl scouts**   
of central indiana



# **Patch Program Curriculum**

# Step 1: Inquire



**Activity: Learn the basics of civil rights in Indiana by exploring the following questions:**

- 1) Which two state laws protect civil rights? What does each law cover?
- 2) What can you do if you encounter discriminatory behavior?
- 3) How do you file a complaint with the Indiana Civil Rights Commission?
- 4) What are the differences between state civil rights laws and federal civil rights laws?
- 5) Research a real-world example of civil rights at work from a case that was decided in Indiana.

**Looking for help completing your patch? Here are some examples!**

Using the following word bank, draw a picture that shows what civil rights means to you\*:

*equal, fair, opportunity, relationship, hate, love, box, access, job, house, neighbor, public places, and school.*

**Call the Indiana Civil Rights Commission and speak to a representative!**



**SPEAK UP  
FOR YOURSELF  
AND OTHERS**

recommended for elementary school students

**Attend a training hosted by the Indiana Civil Rights Commission.**



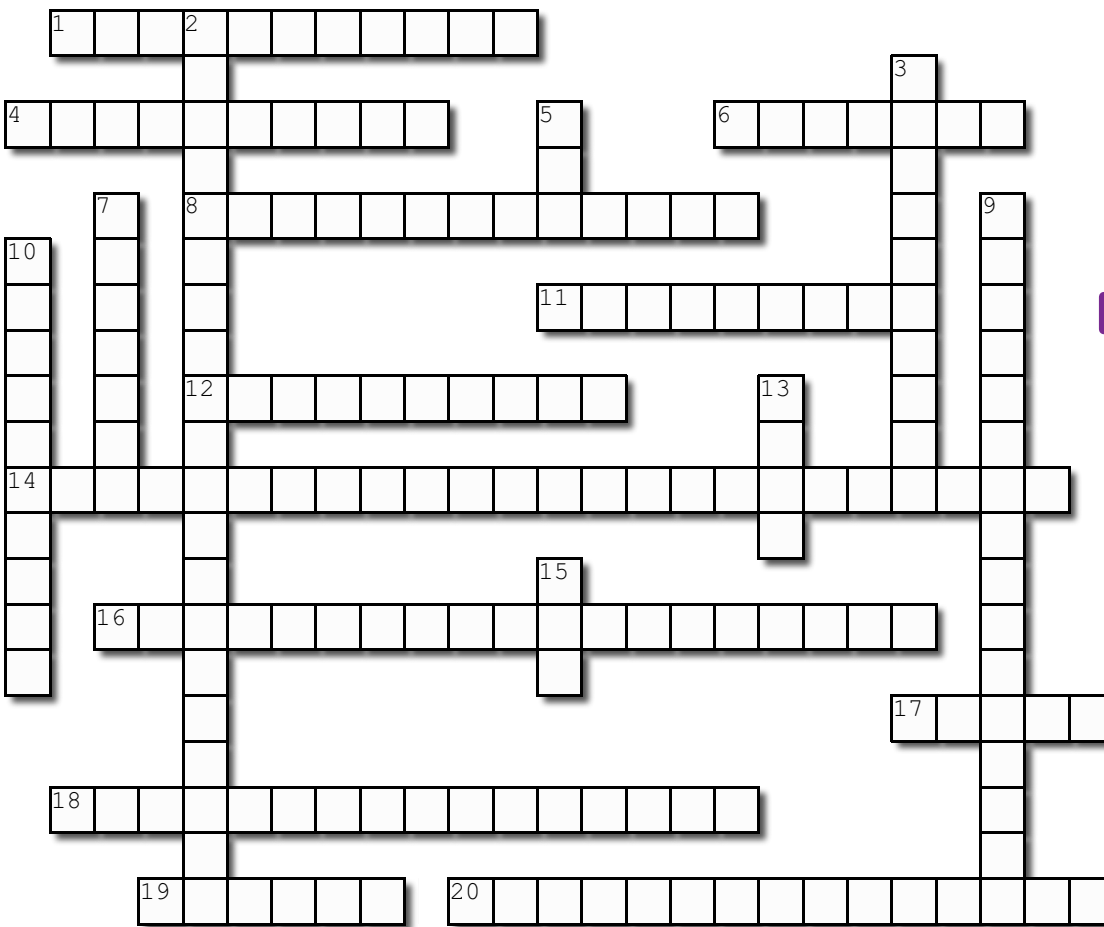
recommended for middle school and high school students

# Step 1: Inquire, continued

Complete the crossword puzzle below to discover key facts concerning civil rights in Indiana! Use the Indiana Civil Rights Commission's website (<https://www.in.gov/icrc/>) to find most of the answers. Information about federal laws can be found through additional research.



**DIVERSITY**



Created using the Crossword Maker on [TheTeachersCorner.net](http://TheTeachersCorner.net)

recommended for middle school and high school students

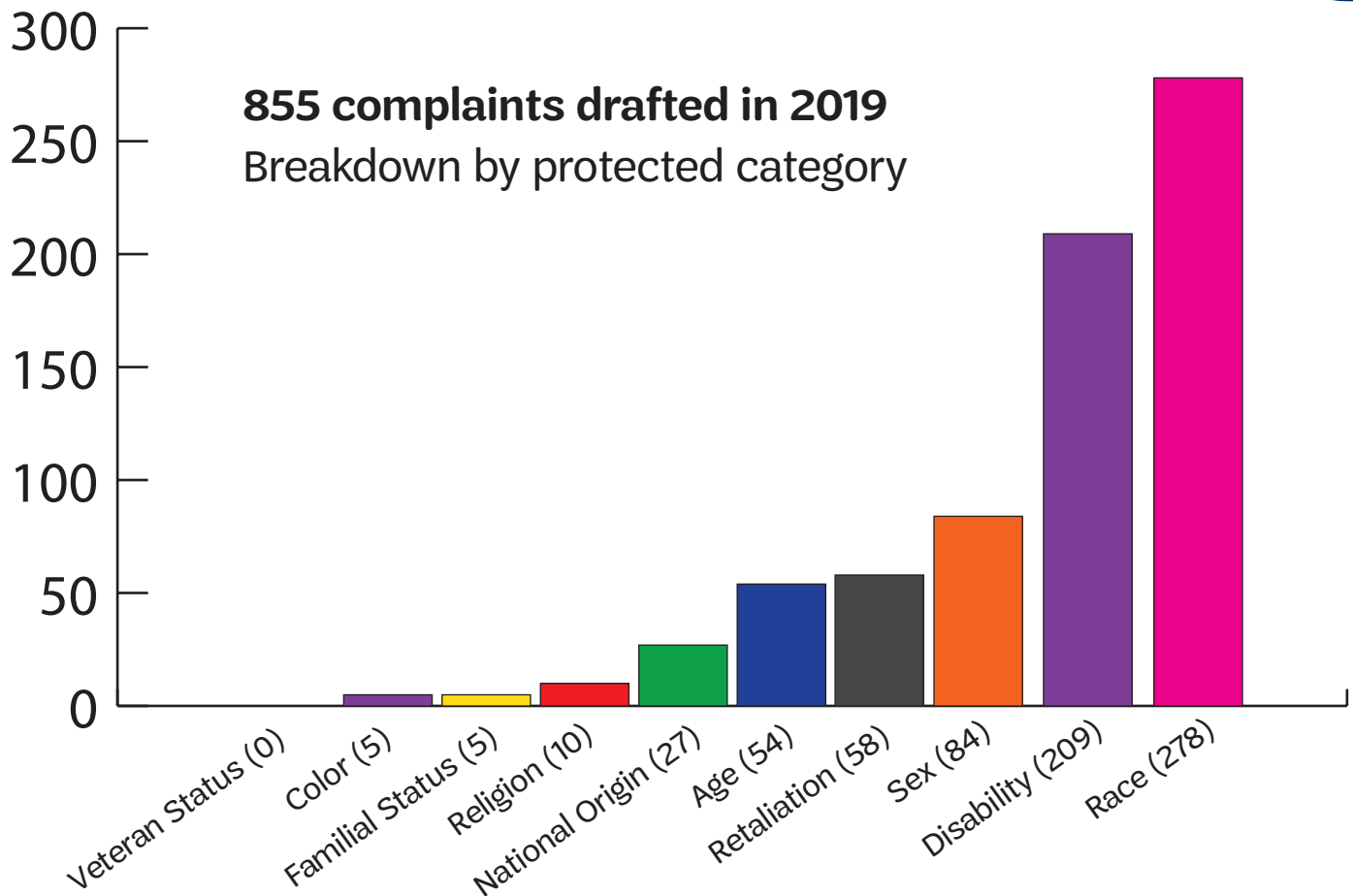
## Across

1. The person who files a complaint is called:
4. For which protected class did ICRC receive the highest number of complaints in 2018?
6. What word is used to describe a false motive (a lie) in a discrimination case?
8. In what stage does the ICRC collect the information used to make a finding of cause or no cause?
11. In what stage does the ICRC help the parties try and reach an agreement that ends the case (also called Conciliation)?
12. Who makes the final decisions in a case?
14. What kind of case involves a request to change a rule, policy, or procedure?
16. What can the ICRC do to intervene in a case before discrimination occurs (hint: think about eviction cases)?
17. Which ICRC department litigates complaints on behalf of the public interest?
18. What is the name of the Indiana law that protects your civil rights?
19. Which department can help you draft a complaint?
20. What is the name of the protected category that covers children who are under 18 in housing?

## Down

2. What is the name for a place that offers goods and services to the public?
3. The person against whom a complaint is filed is called:
5. What is the acronym for the federal law that protects employment and public accommodation rights for people with disabilities?
7. Over what state does the ICRC have jurisdiction?
9. What is the name of the Indiana law that protects your fair housing rights?
10. At who does the ICRC look to determine if all people were treated the same in a particular situation?
13. What is the acronym of the federal agency that ICRC partner with to investigate employment discrimination complaints?
15. What is the acronym of the federal agency that ICRC partner with to investigate housing discrimination complaints?

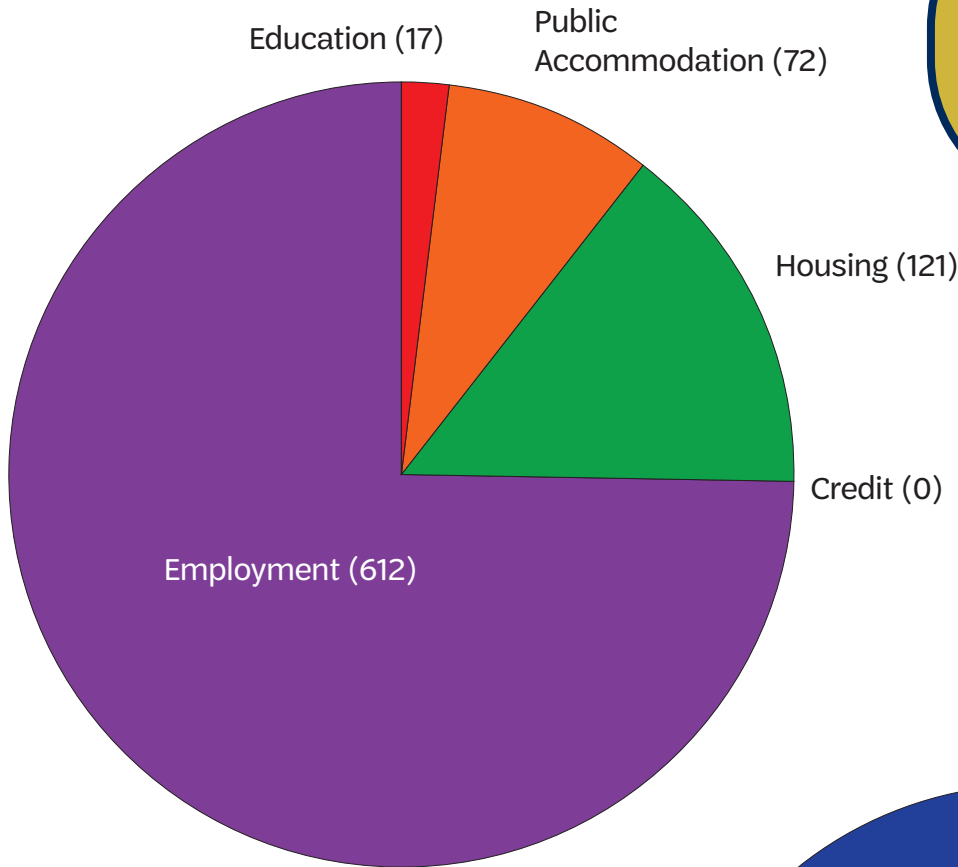
# ICRC's impact on the community



# ICRC's impact on the community



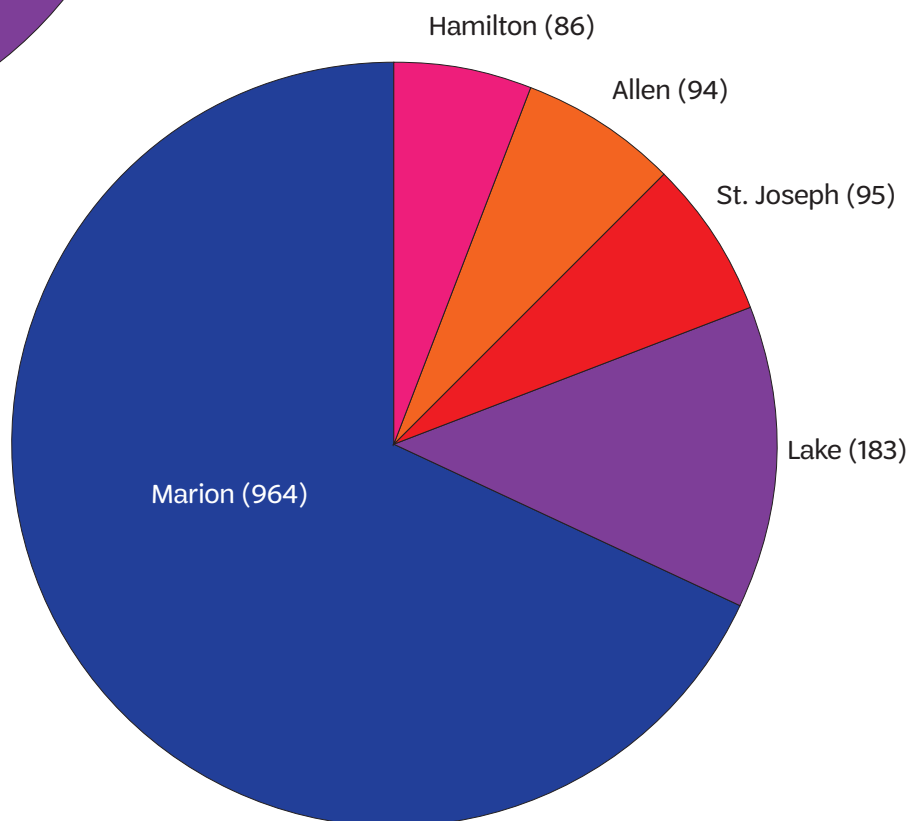
**855 complaints drafted in 2019**  
Breakdown by 5 enforcement areas



Number of cause findings in 2019:

**44**

**Discrimination inquiries by the 5 largest counties**



**\$504,846**

total amount awarded through alternative dispute resolution

## Step 2: Curate



**Activity:** Help tell Indiana's civil rights story! Research how laws, people, and places have impacted Indiana's relationship with civil rights. Pick a piece of history that speaks to you and find a creative way to communicate that piece of Indiana's civil rights history!

**Looking for help completing your patch? Here are some examples!**

Look up famous Indiana monuments or places where civil rights events have occurred. Visit the location and tell your troop about what you learned.

recommended for elementary school students



Spend a day at the Indiana Historical Society, the South Bend Civil Rights Heritage Center, or any other museum that documents Indiana's civil rights history. Create a photo journal of pieces of history related to civil rights.

recommended for middle school students



Research a female civil rights activist in Indiana whose work is meaningful to you. Write and deliver to your troop a five-minute speech from her perspective about her accomplishments. Host a discussion afterwards with your troop about how her work has impacted Indiana. Prepare at least three discussion questions in advance.

recommended for high school students





## Step 3: Relate



**Activity: Engage your community in civil rights by inviting others to benefit from what you have learned. Find a creative way to share your new knowledge with at least three people.**

**Looking for help completing your patch? Here are some examples!**

Find an object from the community that relates to civil rights. Tell your troop about the object, and explain why you think it is related to civil rights.

recommended for elementary school students



Write a poem about what civil rights means to you. Share with your troop.

recommended for elementary and middle school students



Create a poster using the information you learned about civil rights. Hang the poster up at your local coffee shop.

recommended for middle school students



Write and deliver a five-minute elevator speech to at least three people who are not family members that you believe could benefit from learning more about civil rights. Each person who watched your presentation must sign a sheet of paper to acknowledge that they:

1) heard the speech, and 2) understood the content.

recommended for high school students





# Step 4: Commit



**Activity: Become a part of the solution by taking action or educating others about civil rights.**

**Looking for help completing your patch? Here are some examples!**

Make a poster about civil rights and ask your history teacher if you can present it to your class.

recommended for elementary school students



Print educational material about civil rights off the Indiana Civil Rights Commission's website. Go to your a local community center, hand out the material, and try to engage people in conversations about civil rights.

recommended for middle school students



Volunteer for at least five hours with an Indiana non-profit related to civil rights. After completing your volunteer work, share your experience with your troop. Explain what you did, how it relates to civil rights, how you felt about the experience, and if you felt you made an impact.

recommended for middle school and high school students



Create a project that delivers the information you learned from your elevator speech in an engaging format. Be creative! Projects can include videos, posters, poems, tabling, detailed social media posts, and any other exciting format. Use your project to educate at least 30 people. You must design some way to count the number of people impacted by your project. Afterwards, reflect on your experience with your troop. Describe how you felt, the challenges you faced, and whether or not you feel education makes a difference.

recommended for high school students



## CONGRATS ON COMPLETING THE INDIANA CIVIL RIGHTS COMMISSION PATCH CURRICULUM!



**COMPLETED THE PATCH?  
GREAT WORK!  
PATCHES ARE AVAILABLE  
AT THE GIRL SCOUT SHOP**

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of central indiana

# Indiana Civil Rights Commission



## **Mission**

The Indiana Civil Rights Commission enforces the Indiana Civil Rights Law (IC 22-9) and the Indiana Fair Housing Act (IC 22-9.5). While Protecting business entities and individuals unfound claims, the Indian Civil Rights Commission (ICRC) exists to eradicate discrimination, to increase equal opportunity, and to protect civil rights for persons who live, work, or visit Indiana.

## **The Indiana Civil Rights Commission**

Under the Indiana Civil Rights Law, the ICRC has two missions. The ICRC's first mission is to eradicate discrimination in the protected areas of employment, education, credit, real estate, and public accommodations on the basis of the following protected categories: race, religion, color, sex, disability, national origin, or ancestry. In the protected area of employment, the ICRC also protects the protected category of veteran status. Through the Indiana Fair Housing Act, the ICRC also enforces the right to be free from discrimination in the protected area of housing on the basis of the same protected categories, with the additional protected category of familial status (having children under 18 in the home). The ICRC's second mission to protect individuals from unfounded claims of discrimination.



**The Department of Housing and Urban Development or “HUD”**  
partners with the ICRC to protect housing equality.

**The Equal Employment Opportunity Commission or “EEOC”**  
partners with the ICRC to protect employment equality.

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## **Resources for ICRC:**

Indiana Civil Rights Law: <http://iga.in.gov/legislative/laws/2019/ic/titles/022#22-9>

Indiana Fair Housing Act: <http://iga.in.gov/legislative/laws/2019/ic/titles/022#22-9.5>

# What you need to know...



**Discrimination** is the practice of denying equal rights to a properly qualified person by reason of the person's protected characteristics.

The Indiana Civil Rights Commission covers discrimination complaints concerning the following **Protected Characteristics**: race, color, national origin, ancestry, religion, sex, disability, familial status (housing only), and veteran status (employment only).

The Indiana Civil Rights Commission covers discrimination complaints concerning the following **Enforcement Areas**: public accommodations, education, credit, real estate, housing, and education:



## **Public accommodations**

are places that offer goods or services to the public like stores or motels.



## **Educational institutions**

are organizations that provide education to people, like schools.



**Credit institutions** are organizations that lend people money, like mortgage companies or credit card companies.



**Housing institutions** are organizations that provide a place for people to live, like apartments.



**Real Estate institutions** are organizations that provide a property to people, like companies that rent space to stores in malls.



**Employers** are people who hire other people to do work, like a corporation.

# Katie's Case...



**Please note, this is hypothetical:** Katie is just beginning high school. Her very favorite class is math, and she wants to become a scientist who researching diseases. When she meets with her school counselor to sign up for classes, her counselor tells her that she cannot be a scientist because she is a girl. When Katie asks to take an advanced math class, the counselor tells her that it would not be a good idea because girls do not do well in those kinds of class and it would hurt Katie's grades.

Katie has experienced **direct intent discrimination**. The school told her that she could not have equal access to education because of her sex. Katie complains to the principal. She explains that she loves science and that she has really good math grades from her previous school. The principal tells her that she needs to pass a test to place into the advance math class. Katie takes the test, but the principal tells her that her score is not high enough. Katie talks to her friend John, who has signed up for the advanced math class, about how unfair the school is. John asks her what score Katie got, and when Katie tells him, he is surprised that Katie got an even high score than he did!

Katie has experienced **disparate treatment discrimination**. The school is not letting girls into the advanced math class when they test as well as boys who are being let into the math class, which is discrimination on the basis of sex.

Katie complains again. She explains that she got a better score than other people who are being let into the advanced math class. The principal tells her that she is right, but she still cannot take the advanced math class because she does not meet the other requirements. Katie asks him to explain the requirement, and she learns that she must have started kindergarten early. She thinks this requirement is suspicious so she does some digging. She learns that boys are ten (10) times more likely to start kindergarten early. When she asks the principal why starting kindergarten early matters, the principal does not have a good answer.

Katie has experienced **disparate impact discrimination**. The school is making everyone meet a requirement. The requirement hurts girls more than boys, and it does not relate to the math class, which is discrimination on the basis of sex.

**Direct Intent:** Someone clearly says that the reason he or she did something was because of the other person's protected category.

**Disparate Treatment:** Someone treats people differently because of a difference in their protected categories.

**Disparate Impact:** Someone creates a rule that hurts one group of people who belong to a protected category more than another group of people.



# girl scouts of central indiana



## Contact information for ICRC:

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Website: [www.in.gov/ICRC](http://www.in.gov/ICRC)