

A Year in the Life of Juliette *March Patch Program*



From the very beginning, Girl Scouting was an inclusive organization. Even our founder, Juliette Gordon Low, faced challenges with a disability (hearing loss). Learn all about how our movement works to include all girls with this patch.

Including All Friends!



From the very beginning Girl Scouting was an inclusive organization. Even our founder, Juliette Gordon Low, faced challenges with a disability. After an accident damaged her hearing at the age of 24, an additional injury a short time later worsened her condition. She knew 1912, as she founded what has become the world's preeminent organization for girls, that including all girls was important. As Juliette Low continued to grow Girl Scouting, she even turned her disability into an ability. When she would ask people to support her growing movement, she would pretend to hear 'yes' for 'no' and say, "Oh good, that settles it, then." People were too polite to argue with her and would donate to the Girl Scout movement!

Now, as we have moved into the next 100+ years of Girl Scouting, we are still including ALL girls and we are being more purposeful about it. Join Girl Scouts as we embark down a road of discovery, learning about ourselves and the community around us, connecting to others regardless of how alike or different we are, and finally, taking action to truly make the world a better place.

This including All Friends Patch Program is for all girls, Daisy through Ambassador. Included are activities, resources, and quizzes. Activities are organized by the 3 Keys of Leadership (what girls do in Girl Scouts), Discover, Connect and Take Action. Each activity lists the grade level it is appropriate for (DA/BR/CA/SR/AM/ALL).

Discover

Girls will discover themselves and the world around them. Complete at least three discover activities.

- Look up the word disability. What does it mean to you? Define inclusion. How can Girl Scout be an inclusive organization? **ALL**
- The **Most Beautiful Orange Activity** (materials needed: oranges, markers, stickers, towel, bowl, plate). Have each girl decorate an orange using markers and stickers. Inform them you will be having a contest to select the most beautiful orange. Have one orange already peeled and on a plate under a towel. Bring the covered peeled orange to the girls and announce, “We have chosen the most beautiful orange!” Then uncover the orange and ask, “Whose orange is this?” Explain how this illustrates what matters is not on the outside, that inside we are the same, with similar feelings, needs, etc. **ALL**
- What is the Americans with Disabilities Act?** When was it passed? Who does it protect? How is it enforced? **B/J/C/S/A**
- Strengths and weaknesses** – we are all unique and have strengths and weaknesses. There are some things we can do well and other things that we don’t do as well as others. Discuss as a troop some examples of strengths and weaknesses that you have. Pair up with another girl and compare lists, the compare with the entire troop. How did you feel discussing some of your weaknesses? Was it comforting to see that other girls have some of the same things on their lists? **J/C/S/A**
- Create an ‘I am Special’ booklet.** This booklet should include your likes, your dislikes, your skills, and the activities you could improve upon. Either draw pictures of these items or cut pictures out of magazines. Once the booklet is finished, compare your likes, dislikes, skills and opportunities with other members in your troop or family. How are you similar? How are you different? **D/B/J**
- Complete the Disability Awareness Quiz (included in this program).** Talk about what you learned with your troop. **ALL**
- American Sign Language (ASL)** is one of the primary forms of communication for people in American who are deaf, have a hearing impairment, or are non-verbal. Contact your local library or college about taking an introductory sign language class or observing one for free. Another option is to arrange for an ASL interpreter or instructor to come and teach some basic signs to your troop. Also, learn the Girl Scout Promise and Law in ASL as a troop, try this link: [Girl Scout Promise ASL - YouTube](#) [The Girl Scout promise And Law In ASL - YouTube](#) **ALL**
- Discuss in depth the Girl the Girl Scout Law** and how each line is applicable to including all girls. Pay special attention to what it really means to be a sister to every Girl Scout. **ALL**
- Learn about women who have overcome disabilities and made a difference in the world.** Some suggestions are Helen Keller, Juliette Gordon Low, Marlee Matlin, Maria Runyan, and Sudha Chandran. Share what you discovered with other Girl Scouts. **ALL**

- 🍀 **Watch a TV show or movie that depicts people with different abilities.** Talk about how characters were portrayed and how you feel about how they were treated by other characters. Would you have done the same or differently than other characters in the show? **J/C/S/A**
- 🍀 **Learn the term accessibility.** What does it mean? Go to your favorite mall, movie theatre, or other location with a notebook and pencil. Make a list or map of all the ways that buildings are accessible. Then review your troop's meeting place to make sure it would be accessible to all Girl Scouts. **ALL**
- 🍀 **Play a game that all girls can play, regardless of ability.** Divide your troop into two teams but pick teams in a fair way. To do so, girls should buddy up; then play 'rock, paper, scissors'. The winners form Team A; the others, Team B. Or divide the group in half; Team A-girls with birthday in January-June. Team B- girls with birthdays July-December. Then play one Teamwork game, on Tag game and one Movement game. Discuss what skills each type of game used. How can every girl, regardless of ability, play? **ALL**

Connect

Girls will connect with their community and sister Girl Scouts in learning more about disabilities. Complete at least three connect activities.

- 🍀 **Dig into your community!** Using a phone book or the internet (with parent or leader permission), look for agencies that serve kids and adults with disabilities. What is their mission? How do they help? With the help of a troop leader, come up with a script to telephone or write an email inviting someone from their agency to come and speak to your group and what they do. **B/J/C/S/A**
- 🍀 **Talk about a trip that your troop would like to do** (nature hike, trip to museum, community event, etc.) and think about what you would need to do to make sure that nay girl with differing abilities in your troop would be able to participate. How would you support girls with vision, hearing or physical challenges to be able to join in the activity? **ALL**
- 🍀 **Learn the alphabet in Braille.** Can you spell out the Girl Scout Promise in Braille? Connect with your local library to find out what books are available in Braille. **B/J/C/S/A**
- 🍀 **Communication Skills** (materials needed: blank paper and pencils). Divide your troop into pairs and have the girls assign themselves into the A or B role. Ask the A's to go onto another room with an adult. The adult gives them the following instructions: When they return to the room, they are to do the exact opposite of what their B partner tells them to do. While the A's are out of the room, have the adult with the B's give them the following instructions: they are to give their partners step by step instructions to draw a stick figure. But they are not to tell their partners what they are trying to get them to draw. For example, they should say, "Draw a circle." Do not tell them about the instructions for the other group. Bring the A's back into the room. Complete the drawing activity. You may notice some B's will pick up on the fact that the A's are doing the opposite and my change their instructions accordingly. Some may give up. Ask the girls the following questions: (1) Ask them to share the instructions they received

with their partner. (2) What did they find frustrating? (3) What did you learn? If you were a B, how did you overcome the obstacle? What does this teach us about working together?

B/J/C/S/A

🍀 **Understanding Differences Color Wheel** (materials: paper plates, crayons and several mirrors). Have each girl look into mirror. Ask them, “What do you see? How many different colors do you see?” Giving them time to answer. Ask, “What color are your eyes, hair, skin, lips, clothes, shoes, etc.? Say out loud two colors that you are wearing today.” (If you do not have mirrors, pair the girls to tell each other the colors they see). Gove each girl a large circle or paper plate. Instruct them to draw lines to divide the plate into six wedges. Instruct the girls to color each section according to the colors that they just observed on themselves. Have the girls look at the color wheels that they have just created and compare them to the other girls’ wheels. Point out that there are no two exactly alike (if there are two that have the same large variety of colors, they most likely do not have them in the same places on the wheel). Emphasize the large variety of colors. One color wheel is as special as another. Stress how people are all very different and that making decisions about someone according to color, shape of eyes, height, weight, ability is wrong. Talk about how our differences make us special and that what we have in common that connects us. **D/B**

🍀 **Famous People That Have a Disability** (materials: some sort of media player, Beethoven’s Ninth Symphony). Play a portion of Beethoven’s Ninth Symphony. Ask the girls, “How does this music make you feel?” Talk to girls about how this music was written by Beethoven, who was deaf at the time he wrote this symphony. Ask the girls, “Can you imagine writing the music if you couldn’t hear what it would sound like?” Talk to girls about feeling music through vibrations on the floor. Have girls see if they can feel the vibrations and the change in the music through the floor. OR if you have access to a piano, you might try this activity. Have the girls listen to a piece of music by Ray Charles or Stevie Wonder. Now show the girls the piano. Ask the girls if any of them knows how to play the piano. Ask them if they could imagine learning how to play the piano without being able to see the keys. Explain to the girls that the music they heard at the beginning of this activity was played by a person who is blind. **D/B**

🍀 **Contact a local school/college or assistive technology provider** and arrange for a professional who works or has worked with people with disabilities to come to a troop meeting and bring adaptive equipment. Have the girls try to use some of the equipment and explain how it helps children with disabilities participate in everyday activities better. **B/J**

🍀 **Check out a Local Service Provide.** Visit an organization that works with adults and/or children with disabilities. Find out what the organization does, what kinds of services they offer and how they can be a resource. **C/S/A**

🍀 **Volunteer with an organization that works with adults and/or children with disabilities.** If you did the activity above (Check Out a Local Service Provider) you can arrange to volunteer with that organization or choose another service provider or program. **C/S/A**

🍀 **Interview a person with a disability.** If you know a person with a disability, ask her/him if she/he will do an information interview. Ask about her/his hobbies, family, dreams, what

she/he wants people to know about her/his disability, or if she/he uses any accommodations. Go over the interview and what you have learned from it with your troop. **S/A**

🍀 **Service Animals.** Do some research on the internet and discuss with your troop about how service animals are trained, what they can do, and how the public should interact with them. If possible, arrange for someone who trains or uses a service dog to come and speak to your troop about these topics. **ALL**

Take Action

Together, girls can take action to make the world a better place. Complete two Take Action activities.

🍀 After meeting with a disability organization (in Connect activities) **create your own Take Action project.** **D/B/J/C/S/A**

🍀 **Create an ad campaign** with your troop to educate your community on inclusion. What would you include? If possible, film your ad with the help of a parent or adult in your troop. Or create a paper ad. **D/B/J/C/S/A**

🍀 **Visit your school or local library to see what resources are available** to people with vision and hearing impairments. Talk to the librarian to see what needs they have for additional resources for their lending library. Look for ways you can add additional resources to their collection. Create or collect audio books or collect or purchase books in Braille that can become part of the library's lending library. **B/J/C/S/A**

🍀 **Modifications** – what are your favorite Girl Scout activities? Camping, hiking, swimming, crafts? Lego robotics? Are they inclusive? How could you adapt or modify them to make them entirely inclusive? **D/B/J/C/S/A**

🍀 **Share what you have learned** about different abilities with other Girl Scout troops or classmates. Create a presentation that can be used at a school or Girl Scout community event about what others can do to make a difference. **D/B/J/C/S/A**

🍀 **Visit the Special Olympics website Get Into It (specialolympics.org)** and send an electronic card to a Special Olympics athlete to show your support. **B/J/C/S/A**

🍀 **Make a Schedule.** Go to Do2learn: Educational Resources for Special Needs and use the links to print out different Picture Communication Symbols. Have the girls use them to make up a schedule for the day. Discuss why Picture Communication Symbols are important for some children to use. **D/B**

🍀 **Volunteer.** Arrange for your troop to volunteer with an organization that works with adults and/or children with disabilities. **D/B/J/C/S/A**

🍀 **Start a Buddy Program.** Go to the 'Best Buddies' program website Best Buddies International and see if your school participates in the program. If not, contact the given Program Manager listed on the website for your area and work with that person to start a chapter for your school. **C/S/A**

🍀 **Different kinds of therapy** enable many people with disabilities to participate in an enjoyable activity, and experience numerous physical benefits. Locate a Therapeutic Riding Center in your area and see if it is possible to **visit their enter. D/B/J or volunteer for a day C/S/A**

Daisy/Brownie/Junior Level Disability Awareness Quiz

Answer with True (T) of False (F)

- | | | |
|--|------|-------|
| 1. You can 'catch' a disability from someone else. | True | False |
| 2. People in wheelchairs cannot play sports. | True | False |
| 3. People who talk slow or have a learning disability are not smart. | True | False |
| 4. People who are blind can read. | True | False |
| 5. People with disabilities don't have the same feelings as people without disabilities. | True | False |
| 6. People with disabilities cannot live by themselves. | True | False |
| 7. Everyone who uses a wheelchair is unable to walk. | True | False |
| 8. A person with a disability can get a job. | True | False |

Daisy/Brownie/Junior Level Disability Awareness Quiz-Answer Key

1. You can 'catch' a disability from someone else.
FALSE – A disability is not something that you can catch.
2. People in wheelchairs cannot play sports.
FALSE – Almost every sport you can think of has been adapted so that people in wheelchairs can play, from wheelchair basketball, to sled hockey, to rugby!
3. People who talk slow or have a learning disability are not smart.
FALSE – Just because somebody has problems vocalizing their thoughts or processing certain kinds of information does not mean that they are not smart.
4. People who are blind can read.
TRUE. People who are blind may be able to read with a special kind of alphabet – Braille.
5. People with disabilities do not have the same feelings as people without disabilities
FALSE. Everyone has feelings.
6. People with disabilities cannot live by themselves
FALSE. There are many people with disabilities who live independently. There are also many people who live by themselves but may have someone help them with more difficult tasks.
7. Everyone who uses a wheelchair is unable to walk.
FALSE. Many people are in wheelchairs because their legs are too weak to carry them for long distances. They may walk short distances or just for exercise, while some people who use wheelchairs are unable to walk.
8. A person with a disability can get a job.
TRUE. A person with a disability can work just as hard as anyone else to get their job done.

CA/SR/AM Level Disability Awareness Quiz

Answer with True (T) or False (F)

1. Only people who can't walk use wheelchairs. True False
2. You have a friend who has a speech impairment and sometimes you're not sure what he said. To make things easier, you should pretend that you understand. True False
3. When you meet someone who is blind or visually impaired, you should introduce yourself to that person. True False
4. When communicating with people who are deaf or hard of hearing, it is necessary to speak through an interpreter. True False
5. It's safe to assume that people with disabilities usually need help. True False
6. It's okay to gossip about people who are deaf or hard of hearing because they can't hear you anyway. True False
7. People who use wheelchairs can't go anywhere fun. True False
8. People with cerebral palsy usually have a cognitive disability too. True False
9. People with disabilities want to be treated just like everyone else. True False
10. When you meet someone with a guide or companion dog, you should make friends with the dog first so that the dog is comfortable with you being nearby. True False
11. Among other professions, people with disabilities work as stockbrokers, lawyers, doctors, and teachers. True False
12. People with disabilities prefer to hang out with others who have disabilities. True False
13. Most public places such as movie theaters, restaurants, and ballparks are easy for people who use wheelchairs to enjoy. True False
14. People with disabilities can't dance. True False
15. It's okay to ask people with disabilities about their disabilities. True False
16. People with disabilities can participate in competitive sports. True False
17. People with disabilities can't live on their own when they grow up. True False
18. Disabilities are illnesses to be treated by medical professionals in hopes for a cure. True False
19. People can become disabled at any point in their lives. True False
20. Many people with disabilities feel their real disability involves problems with their environment rather than problems with their bodies. True False

CA/SR/Am Level Disability Awareness Quiz

Answer Key

1. Only people who can't walk use wheelchairs.

FALSE. While it is true that many people who use wheelchairs can't walk, many can. People with disabilities who can walk on their own or with the aid of braces or a walker may tire easily and choose to use a wheelchair because it gives them more independence.

2. You have a friend who has a speech impairment and sometimes you're not sure that he said. To make things easier, you should pretend that you understand.

FALSE. Never pretend you understand what someone is saying if you don't. Instead, ask your friend to repeat himself. If you're still having trouble, make your best guess about what the person is saying and ask if you heard correctly. Occasionally, your friend may need to write something down for clarity.

3. When you meet someone who is blind or visually impaired, you should introduce yourself to that person.

TRUE. Introductions are always appropriate when meeting new people. When you have a friend or acquaintance with vision loss, it is appropriate to simply state your name whenever you see or greet him/her. "Hi Michelle, its Jane Anderson".

4. When communicating with people who are deaf or hard of hearing, it is necessary to speak through an interpreter.

FALSE. Because some people who are deaf or hard of hearing use sign language, others read lips and still others use a combination of both, you need to find out how you can best communicate with them. If he or she has an interpreter, its perfectly fine to use this person, but look at and speak directly to the person with the disability, not to the interpreter. The interpreter will stand beside you and interpret as necessary.

5. It's safe to assume that people with disabilities usually need help.

FALSE. Most people with disabilities prefer to be independent. When offering help to someone with a disability, always ask first, wait for their response, and then ask them about the best way to provide the help they need. Don't feel bad if your help is turned down.

6. It's okay to gossip about people who are deaf or hard of hearing because they can't hear you anyway.

FALSE. People who are deaf or hard of hearing are just as likely to know they are being talked about as other people would be. Even if they do not hear exactly what's being said, they will notice. Why be rude?

7. People who use wheelchairs can't go anyplace fun.

FALSE. People who use wheelchairs may face some architectural barriers when going out into the community, but this doesn't mean they can't go anywhere fun. Instead, it's a reason to check out the places you plan to go ahead of time to see if there are potential problems. Decision can then be made to work around barriers or to choose another location. Knowing what to expect ahead of time will make planned activities more enjoyable for everyone.

8. People with cerebral palsy usually have a cognitive disability too.

FALSE. Cerebral palsy is a disability affecting movement. Although cerebral palsy affects the motor control center of the brain, it does not affect one's natural intelligence.

9. People with disabilities want very much to be treated just like everyone else.

TRUE. People with disabilities have said that this, more than anything, is what they want - to be included and treated just like everyone else.

10. When you meet someone with a guide or companion dog, you should make friends with the

dog first so that the dog is comfortable with you being nearby.

FALSE. You should always meet the person before the dog. Guide and companion dogs are working and should not be disturbed. As you are getting to know the person, you can ask about the dog, and ask to be introduced.

11. Among other professions, people with disabilities work as stockbrokers, lawyers, doctors, and teachers.

TRUE. People with disabilities are involved in a full range of professions.

12. People with disabilities prefer to hang out with others who have disabilities.

FALSE. Friendship is usually based on common interests and activities, not on whether a person has a disability.

13. Public places such as movie theaters, restaurant and ballparks are easy for people how use wheelchairs to enjoy.

FALSE. Although the American with Disabilities Act calls for public places to be accessible to people who use wheelchairs, the fact is that there are still many places that are difficult for people to use wheelchairs to navigate. When you make plans with someone with a disability, possible architectural barriers should be considered.

14. People with disabilities can't dance.

FALSE. Most people have their own styles of dancing, and people with disabilities are no different.

15. It's okay to ask people with disabilities about their disabilities.

TRUE. What's important is how you ask. Don't ask, "What's wrong with you?" Instead, learning more about a person's disability should be a part of getting to know each other. Even then, some people may be willing to answer questions, while others may choose not to. Be sensitive to and respect their wishes.

16. People with disabilities can participate in competitive sports.

TRUE. Competitive sports are as important to people with disabilities as they are to those without. Having a physical, sensory or cognitive disability does not necessarily preclude involvement in individual or team sports. People with disabilities ski, play tennis and racquetball, race in 10K's and marathons and participate in dozens of other sports. Keep in mind, though, that just like everyone else, some people with disabilities love sports, while others just aren't interested.

17. People with physical disabilities can't live on their own when they grow up.

FALSE. With adapted housing, personal assistants, accessible transportation and available employment, most people with physical disabilities can and do choose to live independently.

18. Disabilities are illnesses to be treated by medical professionals in the hope of a cure.

FALSE. Disabilities are not the same as illnesses. People with disabilities are not sick, and most are seeking acceptance and inclusion rather than a 'cure'.

19. People can become disabled at any time in their lives.

TRUE. People can be born with a disability, or the disability may come after birth, the result of illness, age or an accident. Statistics show that during their lifetimes, 50% of people will experience a disability.

20. Many people with disabilities feel their real disability involves problems with the environment rather than problems with their bodies.

TRUE. Architectural barriers limit participation, productivity, and independence. For instance,

if a person who uses a wheelchair is offered a job that they cannot accept because it is located on the second floor of a building without an elevator, the real problem and obstacle is that there is no elevator.

Online Resources

- Center for Parent Information and Resources – Links to local resources for supporting children with disabilities. www.parentcenterhub.org
- Disability is Natural – This is the site for information on People First Language and encouraging new ways to think about different abilities www.disabilityisnatural.com
- Easter Seals-Easter Seals serves adults and children with special needs. www.easterseals.com
- National Association for the Deaf – Resources for learning American Sign Language and other connections to resources for deaf and hearing-impaired individuals www.nad.org
- National Federation of the Blind – Information on resources for blindness including Braille and Guide Dog trainings www.njb.org
- Special Olympics has been providing an opportunity for adults and children to compete in a variety of sports for over 40 years. There are many ways that girls can get involved in local events. Go to www.specialolympics.org to find out what is happening in your area.



Including All Friends Patch Order Form

Troop Age Level: Daisy Brownie Junior Cadette
Senior Ambassador

Troop Leader's Name _____

Address: _____

City/State/Zip: _____

Phone: _____ Email: _____

_____ # of Center Patches @ \$3.50 _____

_____ # of Including all Friends patches @ \$2.00 _____

Shipping and handling: _____

Total charges: _____

Customers may pay for these patches with either a credit card or cash/check payment. No orders will be taken without payment. Please sign your name if you would like to pay with a credit card and our Customer Service Specialist will contact you to get your card information.

I would like to pay with credit card: _____

Standard Shipping & Handling Charges

Up to \$10.00 – \$3.50	\$100.01 to \$200.00 – \$14.95
\$10.01 to \$25.00 – \$5.95	\$200.01 to \$300.00 – \$20.95
\$25.01 to \$50.00 – \$7.95	\$300.01 to \$500.00 – \$25.95
\$50.01 to \$75.00 – \$9.95	Over \$500.01 – \$49.95
\$75.01 to \$100.00 – \$11.95	

Customer Service at the Lexington Shop will process your patch order which will be added to a spreadsheet. These patches are ordered on a quarterly basis.

Send Patch Order request to:

GSKWR, Lexington Shop, 2277 Executive Drive, Lexington, KY 40505



A Year in the Life of Juliette Including All Friends atch Program Evaluation

Troop Age Level: Daisy Brownie Junior Cadette
Senior Ambassador

Troop Leader's Name _____

Address: _____

City/State/Zip: _____

Phone: _____ Email: _____

1. How did your girls take action while earning this patch?

2. What activities did your troop/group enjoy the most?

3. Did you change or adapt any activities? In what way?

4. Would you suggest any changes to this patch program? Please include any additional comments.

Please send evaluations in with your patch order form. Thank you!