



**Keep Girl Scouting
Barrier-Free:**

FOCUS ON ABILITY!



girl scouts 
of greater atlanta

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The Girl Scout Leadership Experience: It's for all girl...not just "other girls"!



Girl Scouting welcomes those whose learning or physical disabilities may limit their activities but not their hopes and achievements. The Girl Scout Leadership Experience is flexible enough that most girls and adults of any ability can participate.

Exactly What *Is* a Disability?

A disability is something that substantially limits one or more major life activity: walking, talking, reading, writing, eating, dressing or bathing yourself or any of the everyday things people do for themselves and others. A disability may affect only a small part of your life, or it may affect **every** part of your life.

Some disabilities are obvious: a person uses a wheelchair or walker, has a guide dog or white cane or communicates using American Sign Language; or perhaps they have a *prosthesis* – an artificial limb – or their movements are stiff and jerky and their speech is hard to understand. Other disabilities are “invisible” – you can’t tell just by looking that a person has a seizure disorder, learning disability, bi-polar disorder, chronic heart disease or Cystic Fibrosis.

Juliette Gordon Low, the Founder of Girl Scouting in the USA, was deaf for most of her adult life. She sometimes used “ear trumpets,” the forerunner of today’s hearing aids, but often she tried to hide her deafness by being charming, talking a lot and moving quickly from one person to the next. Her deafness was a great inconvenience for her – but it didn’t stop her from bring the Girl Scout Movement from Great Britain to America, or helping establish the World Association of Girl Guides and Girl Scouts. *Juliette Low’s disability didn’t stop her from following her dream – and a disability should not stop a girl from becoming a Girl Scout.*

Who Can Be A Girl Scout?

Sometimes parents and even Girl Scout volunteers assume that if a girl has a disability – or a certain kind of disability - she cannot be a Girl Scout. Not true!

“Membership as a Girl Scout is granted to any girl who :

- “has made the Girl Scout Promise and accepted the Girl Scout Law;
- “has paid annual membership dues;
- “meets applicable membership standards [in grades K - 12]”

Girls with developmental delays are registered as closely as possible to their chronological age, and they wear the uniform of that age level. They may keep their girl membership until age 21, then move into the adult category.

That’s it! No requirements on how far you can walk or run, how well you can see or hear, how well you relate to others, or how quickly you can think. Troop Organizers place girls with special needs as they would a typical or non-disabled girl. So “Be Prepared” to welcome a Girl Scout with a disability to your group, troop or unit.

But what will I DO with a girl who has a disability?

The same thing you “do” with a girl who *doesn’t* have a disability: help her grow in courage, confidence and courage so she can make the world a better place. You’ll model the Girl Scout Promise and Law, but you’ll also help her choose the activities she wants to do at Girl Scouts...show her how to stay safe and healthy...help her make friends...teach her how to live outdoors... share “fun” Girl Scout traditions... and share your expectations for good behavior!



So... I have to take a girl with a disability into my troop?

Sure. Why not?

That’s a little scary...I’m not a teacher or therapist, and I don’t know what to DO.

Neither did her parents, when their daughter was born with a disability or when the disability was incurred. It takes time to get comfortable with new and scary situations. And we’re not asking you to become an expert or nurse or therapist – just a Girl Scout troop leader. Your responsibility for a girl with a disability is the same as it is for the non-disabled girls in your troop.

What if I just can’t handle the thought of working with a disabled child?

Try putting the **girl** first: she's a girl who has a disability, but she's also a girl who has feelings and wants to have friends, learn new things, go places and have fun. Will she sometimes need extra help, or will you have to adapt activities for her? Possibly – but doesn't *every* girl need a little extra help or understanding from time to time? So why not give it a try... it's OK to be nervous or uncomfortable; that's absolutely normal when you try something new (remember?) Give yourself time to get to know the girl and understand her disability before you say "No – I can't do it."

*You mean I **have** to take a girl with a disability, whether I want to or not?*

Well, **no** troop leader is allowed to pick and choose among the girls eligible by grade to be in "her" troop. When you accept the position as a troop leader you are expected to welcome all girls who meet the grade requirements, pay their national membership dues, and make the Girl Scout Promise and accept the Girl Scout Law. Knowing that, ask yourself, "What help do I need to feel comfortable welcoming a girl with _____ into the troop?" First, you'll want to learn at least a little bit about this girl's disability, and her parents are usually the best place to start. Say something like, "I want Girl Scouting to be a great experience for your daughter, but I've never met anyone with [disability] before. It would be a big help if you could tell me about your daughter and about [disability.]" Most parents will not be offended if you ask, "Can she do this? Does she need help with that? How do you handle ____?" So first, ask the parent or guardian. **And ask the girl!** Usually girls can tell you when they need (or don't need!) help and what kind of help is needed. **YOU CAN DO IT.** And there are lots of resources to support you, starting with Focus On Ability, Girl Scouts of Greater Atlanta's understanding disabilities advocacy program.

Some leaders are understandably hesitant about taking a girl with a disability or medical condition into the troop; they worry about saying or doing the wrong thing, coping with adapting program activities, and how other girls in the troop may feel. When you **focus on ability** - on what a girl *can* do rather than what she can't - you begin to ease some of the scary thoughts in your head. "It's true Meg can't do 'X', but she can do 'Y' – so we should be able to take part in 'Z' with no problems." Girl Scouts of the USA's Safety Activity Checklists contain resources for working with Girl Scouts with special needs. Your Girl Scout Resource Centers have print, video, and activity kit resources.

Often it helps to have the new girl's parent come to a meeting first, to explain her/his daughter's disability and answer girls' questions. The leader may feel more secure if the parent comes with the girl for her first meeting. These are all things to talk over with the parents or guardian of the girl with a disability. (See 'Quick Tips for Leaders,' below.)

FROM "A GIRL WITH A DISABILITY"

- Please don't worry about me. I'm a lot tougher than you think.
- Most of my needs are just like those of other girls even though my physical or mental development is different.

- Give me what you naturally give to all the other girls: your love, your praise, your acceptance, and especially, your faith in me.
- Help me to have a successful experience in your troop (*or group or camp unit.*) If you help us plan a variety of activities, I will always find at least one thing I can do well!
- Encourage me to do things for myself, even if it takes me a long time.
- If the troop has a regular meeting-time routine, I will know what to expect.
- Like other kids, I remember instructions best if they are short and clear.
- Give me opportunities to help others.

*Written by: Carole Carlson
Adapted by: Ginny Thornburgh*

We know you know this, but it bears repeating:

Labels go on jars and cans, not people: A girl with a disability is a GIRL, FIRST!

Labels Not to Use...	People First Language...
the handicapped or the disabled	people with disabilities
the mentally retarded or he's retarded	people with developmental disabilities, or, she has a cognitive impairment
my friend is autistic	my friend has autism
she's a Down's; she's mongoloid	she has Down Syndrome
birth defect	has a congenital disability
epileptic	a person with epilepsy

wheelchair bound or confined to a wheelchair	uses a wheelchair or a mobility chair or is a wheelchair user
she is developmentally delayed	she has a developmental delay
he's crippled; lame	he has an orthopedic disability
she's a dwarf (or midget)	she has short stature; or is a little person.
mute	is nonverbal
is learning disabled or LD	has a learning disability
afflicted with, suffers from, victim of	person who has ...
she's emotionally disturbed; she's crazy	she has an emotional disability
normal and/or healthy	a person without a disability
quadriplegic, paraplegic, etc.	he has quadriplegia, paraplegia, etc.
she's in Special Ed	she receives Special Ed services
handicapped parking	accessible parking



QUICK TIPS FOR LEADERS:

Always Seek Information: ASK!

- Before your first troop meeting, talk to the girl's parent(s) or caregiver about her special needs and any adaptive equipment she will bring to meetings: "I'm going to be one of Mary Sue's troop leaders. I've never known anyone with Williams Syndrome, and I'd like to find out more about it and how it affects Mary Sue. Do you have time to talk to me and answer some questions?"
- In the troop, ask the girl about her needs – what she can do for herself and when she needs help.
- Ask for help when *you* need it – from your service unit team, troop committee, or outside resources.

Every-Day Etiquette

- Talk directly to the girl (or adult) with the disability, not to the near-by family member, aide or interpreter.
- Offer assistance, but do not impose – allow a girl to do things for herself, even if it takes longer. Do not impatiently take over doing things for the girl which she can do on her own.
- Ask the girl with the disability about the best way to be of assistance. Personal experience makes her the expert!
- Do not pretend to understand if the girl's speech or ideas are not clear. Ask her – politely of course – to repeat herself or clarify. Continue speaking to the girl rather than asking a companion to answer for her.
- If a girl uses a wheelchair, sit when talking to her so that you are at eye-level. Do not move a wheelchair, crutches or walker out of reach. Ask if assistance is needed – and wait for the answer! Do not lean on the wheelchair or otherwise "invade" the girl's personal space.
- Work to control reactions of personal discomfort when someone behaves in an unexpected way or looks different. Try to see the wholeness of spirit underneath and overcome the tendency to turn away or ignore the person with the disability.

When Teaching or Leading Activities...

- Be patient. Give instructions slowly, in short sentences, one step at a time.

- Allow girls to try tasks on their own, to make mistakes, take a longer time and to persevere. Do not impatiently take over doing things for her which she can do alone.
- Be direct and specific in conversation and in teaching. Give instructions simply.
- Use teaching techniques appealing to different senses.
- Be patient and flexible.
- Have realistic expectations.

And...

Take small steps

- Break a project or activity down into lots of little steps.
- Explain or demonstrate one step, then let girls do it. When they succeed, go on to the next step.
- Some girls will always finish or complete what they're doing faster/sooner than others:
 - Have printed instructions so they can go on to the next step.
 - Ask them to help someone who's having trouble
 - Have another project for them to do when they finish this one – something they can keep coming back to, if possible.

Demonstrate

- *Show* the girls what to do, demonstrating step-by-step and explaining exactly what you're doing. (See above.) For girls with visual disabilities, show them by feel and description. For girls with hearing impairments, have written instructions and pictures or samples.
- Let girls show **you** what they've learned (or think they've learned!)
- Have girls sit in a circle if possible, but always be sure they can see and hear you.

Use Visual aids

- Some girls will learn better or stay focused longer if they have something to look at: an illustration, sample, directions or a diagram or "all of the above."
- Girls with hearing disabilities are often helped by written instructions and pictures.
- Girls who are blind or have low vision may need large print or Braille instructions. Models (samples) are also helpful.
- Girls with developmental delays often understand better if there are pictures, examples, or models.

Transition Tricks

- Never move abruptly from one activity to the next – give 10 and 5 minute warnings or hold up amber, red and green signs.
- At the 10 minute warning, tell girls what will happen next. If you have "get-ready" instructions (cleaning, packing), give them one step at a time.
- Use a friendly voice – avoid whistles and yelling/screaming.

FROM: www.aadd.org (All About Developmental Disabilities)

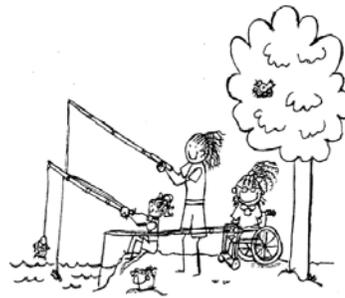
TEACHING GAMES & ACTIVITIES TO GIRLS WITH DEVELOPMENTAL DISABILITIES

(Works for girls without disabilities too!)

- When giving instructions to the girl(s), be sure to maintain eye contact so that you know she is listening and that she understands you (sometimes others around her can easily distract the girl). *This is important for girls with ADD/ADHD as well!*
- If the girl(s) don't seem to understand what you are saying, try demonstrating. Sometimes it is helpful to demonstrate a procedure in a step-by-step fashion.
- When learning a game or activity, it's important for girls to be active. Too much standing around and watching can create problems. *(Same is true for ADD/ADHD – well, for most younger girls, really!)*
- Fear of new experiences may slow down the learning process. People have fears for reasons that are real to them. It is important to respect this fact and not rush someone into a situation that they are not ready for. *(True for ALL of us!)*
- Lack of coordination or a poor motor ability may increase the need for repetition and patience on the part of the leader or CIT/Program Aide.
- What appears to be stubbornness may actually be a fear of a new situation. Nobody wants to fail.
- The comprehension level of the girl(s) will determine the best teaching approach to use. Not everyone will learn at the same rate. This is not a reflection on the leader's ability to teach and motivate.
- End an activity at the high point of enthusiasm; don't wait for participants to get bored. *(Good advice for all game leaders.)*
- Show enthusiasm in what you are doing in order to maintain a high level of interest from the participants.
- Make sure that everyone has an equal chance to participate.
- Encourage girls to try, while respecting their right to refuse.
- Arrange activities so everyone can develop appropriate social behaviors. For example, it is important to learn to be a courteous spectator when one is not a participant.
- Be positive - try to prevent girls from encountering repeated failures.

Leaders should keep in mind that if girls do not regularly engage in physical activity, they are likely to fatigue easily. This has important implications for teaching skills. New or complex activities should be planned for the early part of a session, while participants are fresh and alert. Another factor to consider is that there is a greater chance for injury after fatigue has set in.

Girl Scouts of the USA's Safety Activity Checkpoints have a section entitled **Include girls with disabilities**, with suggestions and resources for inclusion and adapting activities. There are also tips on welcoming girls with disabilities into your troop in the adult guides to the Leadership Journeys.



AND THERE ARE BENEFITS!

Including Girl Scouts with disabilities into troops or groups of Girl Scouts *without* disabilities has advantages for both groups of girls. Everyone will learn she is much more alike than she is different, and the girls with disabilities learn to function in a group of non-disabled people that is more like the world they will live in as adults. They learn to use their assets and to compensate for their liabilities. They learn they can contribute to society.

Girls without disabilities learn to focus on what a person can do rather than on what a person cannot do. Non-disabled girls learn that each person is an individual. They learn not to stereotype people with disabilities, and learn to identify the barriers in the physical, social, and emotional environment that limit the ability of people with disabilities to become part of society. A leader who had girls with disabilities in her troop wrote:

"You really get a lot out of having such a girl in your troop, in your life. I've had all different types of girls in my troops. However, right now I have a girl with Cerebral Palsy in my troop. She either uses a walker or her wheel chair and she is just amazing. It has actually been fun (although her dad doesn't think so) to see her break out of her shell and start to have some normal early teen attitudes. She is the 2nd of 7 kids and until she joined my troop about 15 months ago she always watched them going, doing, playing, etc., and only had her one week away at CP camp. What a joy!

"Another thing was watching as the girls in the troop changed what they

naturally did to make sure that they were accommodating her. They stopped playing Monkey in the Middle when snack was over and waiting for the meeting to start and went to other things that would include this young lady without ever having to be told. It can work!"



A WORD ABOUT BEHAVIOR...

"...we have a young lady in our troop who has dyspraxia and dyslexia and is on the autism spectrum. [At home] Mom does everything for her even though she is nearly 10, to the extent that when we are working on projects Robin says, "I can't – you do it do it for me." I usually help at her table; it's hard to get girls to work with her as she snatches [supplies.]

"We tell Robin 'No I will not do it for you, but I will do one and you can copy what I do.' The first time we were doing wash cloth bunnies she threw her wash cloth on the floor and said, "It's too hard; you do it." I told her, "You will be the only one without a bunny to take home" and walked away from the table. It took her 5 minutes but she then came and said, "Will you please help me?" and we made it with her following what I was doing. Robin occasionally starts to try the same thing and all I need to say is, 'Remember the wash cloth bunny you did it yourself? You can do this.' The other girls all saw what happened, so it has impacted their behavior too; now they know we will help them but not do it for them. They are all proud of what they have done and Robin knows tantrums at meetings are not acceptable."

Very early in life we all begin to learn that there are some forms of behavior which are more acceptable than others! The basic principles of behavior pertain to all children and adults regardless of whether or not they have a disability. Leaders are definitely *not* expected to accept behavior from a girl with a disability that they would not accept from anyone else. Sometimes, however, if we understand why a person is acting in a particular way, it becomes easier for us to find a way to cope with or change that behavior. Listed below are five suggestions concerning behavior that might be helpful to volunteers, developed through experience, by All About Developmental Delays (AADD):

1. Let the girls you work with know what you expect. If you expect someone to be polite and listen when you are giving instructions and if you get interrupted, let that individual know your expectations. Early in the program, set limits on behavior you will or will not accept. Even if certain behaviors are accepted at home, you can say "We do not [fill in the blank] at Girl Scouts. At Girl Scouts, we are [fill in with a part of the Law or

common courtesy.]” *Jane, at Girl Scouts we do not hit. We do our best to be friendly and helpful. That is part of the Girl Scout Law.*

2. We usually get what we expect. If we go into a situation dreading it because it might be difficult, it usually will be. The more positive we are the more positive the result will be. When a girl says “I can’t” or “You do it” (as opposed for asking for specific help) it’s time to bring out, “At Girl Scouts we...” *Marissa, at Girl Scouts we each put our own chairs away. Put your chair by the wall next to the other chairs.”*

3. How we react can set the pattern for behavior. If a situation arises that is unpleasant, try to remain calm and react positively. If Dana steps on someone's toe when entering the pool, yelling, "Watch what you're doing!" won't be too helpful. Remaining calm and responding positively by saying, "Let's all try to be careful getting in"; will probably facilitate a less stressful experience. There are positive ways to convey "No" and "Don't" which are more effective.

4. Try to deal with one situation at a time. If Dana steps on someone's toe and later drops her towel in the pool, try to keep each incident separate. Try to avoid letting a number of events build up and thereby influence your reactions. Keep things in proper perspective.

5. Try to see the situation as the girl sees it. If we try to put ourselves in the other person's position, we might be able to understand why she is reacting this way. A girl may be trying to "test the limits." On the other hand, she may not realize that she is causing a problem: for example, Dana may already know how to swim, and she may want to practice her strokes by swimming up and down the entire length of the pool. She may not realize that this distance is much further than the width of the pool and if she gets tired, she may be in water that is over her head.

Good Behavior Quick-Tips Checklist

“The magic wand for good behavior is good program...and good program takes planning... Behavior breakdowns are usually kids’ ways of letting you know that your plans are too tedious, too disorganized, or simply too many.

- What To Do Instead of Screaming, by Myra Nagel

- Activities start on time, are organized, and have structure
- Adult volunteers are prepared (plans, materials) and ready to have fun.
- Every girl feels welcome, accepted, and appreciated or valued. Make all of camp an NPD (No Put Downs) Zone.

- ☑ Sessions last long enough or often enough to get things done without girls and adults feeling rushed, stressed, or pressured.
- ☑ Adults listen! Activities and projects are chosen by girls with the help of an adult mentor, advisor or leader. Activities are fun, interesting, exciting or adventurous.
- ☑ Adults communicate: they set clear expectations about what is and is not acceptable behavior during unit meetings/trips/activities. When unacceptable behavior happens, there are no threats, only the consequence that has already been explained.
- ☑ Use a Kaper (job) Chart to divide the work of managing your troop fairly among the girls.
- ☑ Help girls develop, write and post their own unit guidelines/rules. They are concrete examples of how to live by the Girl Scout Law. (“Don’t gossip” is a good example of “considerate and caring”.)
- ☑ Be flexible: “...set aside your original plans and take a little time out for fun...” whenever needed! (*What To Do Instead of Screaming*)

When you *don't* get the behavior you expect...

- Don’t ignore it! Give a reminder and a warning, which includes what the consequence is for ignoring the warning. But...
- Step in immediately for hitting or other physical violence. No reminder, no warning – just action.
- Try body language: use “the look”; walk about and stand by or between non-stop talkers; hold out your hand for a cell phone. Have a private “reminder” signal for a girl with ADD/ADHD or a quick temper.
- If possible, decide which leader will handle the situation (give the warning, reprimand, consequence, etc.) before taking action.
- “...set aside your original plans and take a little time out for fun [to] keep your cool, regain control, and set the stage for better cooperation in the future.” (*What To Do Instead of Screaming*)

Especially About Clean-Up:

- “Clean up as you go” and “Clean up after yourself” needs to be a natural part of every activity – but be prepared to teach and model this concept!
- Be sure girls know *how* to clean up (some don’t!) Have a “How to be an extremely good cleaner-upper” session where the leadership team teaches girls how to clean a sink, sweep a floor, mop up spills, discover bits of paper,

- empty a trash basket or do any other “kaper” they will be responsible for. Award certificates with stickers at the end of the session. OR...
- Take a “How Do Other People Clean Up?” field trip: to the kitchen, health center or camp office; or to the barn/stables or waterfront. Come back and let girls create their own clean-up plan.
 - Make Kaper Charts very specific about what a “kaper” entails. Don’t just write “Clean Team” – make a checklist that girls can use:
 - Everyone: take your chair and stack it in the corner.
 - Clean Team: sweep the floor.
 - Clean Team: empty the trash cans into one big bag.
 - Clean Team: take the trash bag to the dumpster



Helping “Typical” Girls Welcome Girl Scouts With Differences and Disabilities

You’re ready to welcome and involve a new Girl Scout who has a disability... but what about the non-disabled or typical girls in the troop or group? Have you prepared them for a new member who may look or act differently than they do? Here are three activities that may help set the welcoming atmosphere you want:

Play “If I...Could I...?” Game

The purpose of this game is get people thinking beyond stereotypes and misconceptions about what girls (or anyone) with a disability **can’t** do and focus on what they **can** do. Put the phrases below on individual cards or cut them into strips. Put the “If I...” cards and the “Could I ...?” cards into 2 separate piles or two paper bags. Go around the circle and ask each girl to pick one card from each pile and answer the question as best she can. If she answers “no,” try to think of what could be done to change it to a “yes.” [NOTE: Not always possible!] At the end of the game, ask, “If a girl has a disability, can she still be a Girl Scout?” (Yes!)

IF I...

couldn’t hear

used a wheelchair

couldn't see

used crutches

had only one leg

had only one arm

couldn't talk

stuttered

had a seizure disorder

could not use my hands

had a developmental delay

couldn't see or hear

had trouble making friends

could not use my hands and legs

COULD I...

watch TV?

celebrate my birthday?

talk to my friends?

be in a school play?

fly a kite?

play games with my friends?

go to school?

cry when my feelings are hurt?

day dream?

fly in an airplane?

go to parties?

play a musical instrument?

ride a bike?

spend the night at a friend's?

play with my pet?

eat my favorite ice cream?

feel sad ?

hate doing a lot of homework?

go swimming?

help bake cookies?

e-mail a friend?



PUT THE GIRL SCOUT LAW INTO ACTION: “I will do my best to respect myself and others”

You’ll Need:

Slips of paper
Pencils
Small cardboard box
NPD Sign

OPENING CIRCLE:

- The Girl Scout Promise
- **Leader:** “In Uruguay, Girl Guides say, ‘A Guide is upright in her thoughts and deeds: *La Guía es recta en su forma de pensar y actuar.*’ In the United States, the sixth line of the Girl Scout Law is, ‘I will do my best to respect myself and others.’ You show **respect** for yourself and others when the things you say and do show that you are proud of yourself and that you care about other people. Let’s share some ways in which respect is given to others in our society. For example, what do you do if you are sitting down on a crowded bus and an elderly person gets on? [*give your seat to that person*]

- What are some other ways we show respect? [*shaking hands; not interrupting when someone else is talking; not breaking in line; staying in our own space, etc.*]

ACTIVITY: "SAYING GOODBYE TO PUTDOWNS"

Leader: "Part of respecting others is using respectful language. [*Give out slips of paper and pencils*] I want each one of you to write a **put-down** you never want to hear again. A put-down could be a name someone calls you, hurtful teasing, or a sarcastic remark. If it makes you feel small or un-liked, it's a put-down.

[Invite volunteers to share what they wrote and explain why the word(s) hurt.]

Leader: "I hereby proclaim that all the put-downs that have hurt your feelings in the past are dead! I have a box here to bury them in. So please fold up your deceased put-downs and come up one at a time to place them in the box.

Leader: [*When all the put-downs are in the box, solemnly put the lid on or cover it with a towel or piece of cloth.*] "Girl Scouts, please join hands and form a circle around the box that contains all the put-downs.

"Friends, we are gathered here today to say goodbye to 'Put-Downs.' While she was with us here on earth, she touched the lives of everyone, some more than others. We have provided 'Put-Downs' with a final resting place. May 'Put-Downs' rest in peace and may everyone present pick up their lives and move forward in her absence."

[If this is an evening program, you could place the box or the strips of paper in the campfire at this point. During the day, you could - with permission - bury the box or slips of paper, or ceremoniously put them in the trash!]

Leader: [*Show the N.P.D. Zone sign*] "To help keep put-downs from ever coming back, we're establishing an N.P.D. Zone in [camp unit]. As you can see, N.P.D. stands for 'No Put-Down.' In our camp, we care about one another's feelings and avoid put-downs:

- we don't use hurtful teasing
- we don't call names
- we treat others the way we want to be treated
- we use good manners
- we treat others well even if they look, act, or believe differently than we do
- and when we have disagreements, we deal with them peacefully.

"If you agree, please make the Girl Scout sign and say, 'No more put-downs!'"

CLOSING CIRCLE:

Leader: "We've talked and shared a lot today [*tonight*] about respecting other people. But I want you to always respect yourself as well. When you refuse to use put-downs,

or when you stand up for what you believe in, that shows self-respect. You show respect for yourself when you are proud of your culture and your heritage. Self-respect also means taking good care of your body – getting enough sleep and exercise, eating the right foods, practicing good hygiene, and not using tobacco or drugs.

“I’d like to start the Friendship Squeeze around the circle with a wish that you will always show respect for *yourself* through your words and actions.



IT’S RUDOLPH THE RED-NOSE REINDEER!

You’ll Need: red paper circles, about 2” for older campers, 3’ or 4” for younger campers; dark markers with fine tip.

- *Invite everyone to join you in singing “Rudolph the Red Nose”*
- How do you think poor Rudolph got his shiny red nose?
- *Reveal the secret: he’s allergic to snow!*
- Have you ever been picked on, teased, or called names because of something that wasn’t your fault? Then you probably know how Rudolph felt. *[Did he – or you - feel sad? Angry? Embarrassed? Scared? Vengeful?]*
- Did you ever wonder how Rudolph felt when the other reindeer suddenly loved him and cheered for him? *[Was he happy? Excited? Proud? Angry because they hadn’t liked him before? Confused, because he hadn’t changed – they had?]*
- If you hurt someone’s feelings, what can you do to make things better? *[Apologize; do something nice for that person...]*
- Did you know? We ALL have ‘red noses’! We all have things that make us special, unique, and individual. *Hand out “noses” (circles of red paper) and markers or pens.*
- On one side of your “red nose” I want you write down at least one thing – it can be more – that makes you, YOU! What makes you a special, one-of-a kind, no one else exactly like you person? Your friends would know it’s you because of....

- On the other side of your “nose,” I want you to write down at least one skill or talent or ability you have. What are you really good at? What do other people ask you to do because you do it so well? Or maybe it’s a secret talent that no one else knows you have!”
- Everybody hold up your noses! We’re a unit of Rudolphins – how lucky is that? I like being me, so I’d like to share my ‘red nose’: [*share*]
- *Invite anyone else who would like to, to read either or both sides of their “nose.”*
- “Isn’t it great? We all alike enough to get along and have fun together, but different enough to have all kinds of skills and abilities to share. Put your noses with your other camp keepsakes so you can remember how great it is to be uniquely YOU!”
- Let’s close with a Friendship Circle...In Girl Scouts, we do our best to be friendly and helpful, considerate and caring, and to respect ourselves and others. We don’t laugh or call people names because they are different from us. We invite them to join in our games. As I start the Friendship Squeeze, think about ways you can help girls who are different from you be part of your circle of friendship.

*Some Girl Scouts are short and others quite tall,
Some Girl Scouts run fast, some can’t walk at all.
Some are dark brownish and others light tan;
I’m rather beige on the backs of my hands.
You love your roller blades, I love my bike
There are ways we are different and ways we’re alike.
We are friendly and helpful, courageous and strong,
We are sisters in Girl Scouts and we get along!*





NICHCY (National Information Center for Children and Youth with Disabilities)

To find detailed information including definitions and characteristics of an individual disability please visit the National Information Center for Children and Youth with Disabilities (NICHCY), www.nichcy.org. This is one of THE BEST sites for anyone wanting more information on kids and disabilities (disponible en Español.) In addition, NICHCY has a great kids' site, including a section where kids with disabilities can connect with each other.

The NICHCY site also includes a list of **resources by state**. Even if an office is not close to your home, they can usually put you in touch with resources in your community, as well as provide you with information and assistance about disability issues in your state. If you find that an address or number has changed or is incorrect, please e-mail NICHCY at nichcy@aed.org and let them know.

If you do not have computer access but would like information from the NICHCY site, please contact Margaret Paschal at 770-702-9610 or toll-free at 1-800-771-4046.



“Be Prepared! Adapting Activities for Four Disability Types” Module

A module with tips on adapting activities for Girl Scouts/participants with visual, hearing, mobility or cognitive/developmental disabilities is available as an electronic or print copy; for more information call the Girl Scout Helpline at 770-702-9411 (or toll-free at 1-800-771-4046) or by e-mail at Helpline@gsgatl.org.



www.gsgatl.org

Cumming Service Center and Badge & Sash Store
133 Samaritan Dr., Suite 102, Cumming, GA 33040
(770) 702-9299

Dalton Service Center and Badge & Sash Store
2204 E. Walnut Ave., Dalton, GA 30721
(706) 226-1435

Griffin Service Center and Badge & Sash Store
350 Airport Road, Griffin, GA 30224
(770) 702-9499 or toll free at (800) 327-4475

Mableton Service Center
5601 North Allen Road, Mableton, GA 30126
770-702-9100 or toll free at (800) 771-4046
Badge & Sash Store: 770-702-9600
Girl Scout Helpline: 770-702-9411

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