**Girl Scouts with Special Needs Badge Guide- Juniors**

**Welcoming Girls with Disabilities**

Girl Scouts welcomes girls with many different needs at all age levels. Each girl is an equal and valued member of Girl Scouts. As an adult volunteer, you have the chance to improve the way our community views girls with disabilities. All girls have strengths and weaknesses. We need to make all girls feel that they are special and are a valuable part of Girl Scouts.

**Exactly What *Is* aDisability?**

A disability is something that 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 communicate 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, behavior disorder, autism, or chronic heart disease.

Juliette Gordon Low, the Founder of Girl Scouting in the USA, was deaf for most of her adult life. 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 starting the Girl Scout Movement in America. *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.*

**Learn What a Girl Needs**

Probably the most important thing you can do is to ask the girl or her parents/ guardians what she needs to make her more successful in Girl Scouts. You can talk to them or have them fill out a form. You can actually do this with all the girls in the troop because all girls have strengths and weaknesses. This also makes it where you are not singling out the girl with special needs. You can also get a lot of great information to make the troop run more smoothly.

**Every-Day Etiquette**

Talk directly to the girl with the disability, not to the near-by family member, aide or interpreter. Offer assistance, but do not impose – allow her to do things for herself, even if it takes longer. Try to b patient and allow her to do things 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 to repeat herself or clarify. Continue speaking to the girl rather than asking a companion to answer for her.

When giving instructions, you might need to repeat yourself or put the directions in easier terms to understand. Be patient if she does not understand or remember the directions. Try to be very specific, some girls with learning disabilities, intellectual disabilities, or autism might not be able to understand vague directions. Break the task down into parts that are easy to understand. Explain and model the steps so it is easier to follow along. Also have reasonable, attainable goals for your troop members. You want to give the girls the opportunities to achieve success in scouting.

Work to control reactions of personal discomfort when someone behaves in an unexpected way or looks different. Try to figure out why the behavior is occurring, then help the girl the best way you can. Try to see the wholeness of spirit underneath and overcome the tendency to turn away or ignore the person with the disability.

**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. You might have to make a few accommodations (only when necessary), but treat her like all the other girls in the troop. Some accommodations might include:

1. Explain what you are going to do at the beginning, so girls have a clear understanding of what the plan for the day will be.
2. Give them clear expectations of what is expected of them. Include behavior expectations and learning goals.
3. If you have a child who is hard of hearing, face the girl when talking and enunciate. Do not chew gum or candy because it makes it more difficult to understand. Speak in a normal tone.
4. Read directions for girls who have difficulty with reading.
5. Provide visual aids to give examples of the outcome of a project.
6. Give simple, one step directions that are easier to understand.
7. Avoid sarcasm because it may be misinterpreted.
8. Encourage the child to think before she speaks.
9. When she does not follow directions, find out if it is because she was not listening or that she did not understand the directions.
10. Keep your voice at an even pitch. Raising your voice will add to the tension and can make things worse.
11. Girls with behavior disorders or developmental disabilities might need extra praise to keep them on task.
12. Give girls extra time to do projects or activities.
13. Avoid locations that are not handicap accessible.
14. Use computers to help accommodate girls.

**There are resource books available in the Resource Center at the Mableton Service Center.**

**Training classes on understanding and working with special needs are available through Girl Scouts of Greater Atlanta’s Adult Education program (“Learning Opportunities.”)**

Don’t be afraid to experiment with different ways of work – a girl who has limited or no use of her hands (or has no hands) may use her stumps, her feet, her mouth or adaptive equipment. Ask the girl, her family and her teachers what works best for her. Don’t be afraid for a girl to get out of her wheelchair and sit on the floor or on the ground, if she has the upper body strength and can transfer in and out of her chair. When you encourage a girl with low or no vision to touch, smell and taste, encourage the other girls to do the same. When you write out instructions or make a diagram or use models to help a girl who is deaf or hard of hearing, you will probably be helping girls with learning or developmental disabilities. As long as the girls are safe, there’s usually no one right way to do an activity!

***Examples of Ways to Adapt the Girl Scout Junior Curriculum:***

**FROM THE JUNIOR GIRL’S GUIDE TO GIRL SCOUTING**

**Drawing Badge**

**Badge Purpose: have new ideas about what to draw – and how to draw it.**

*Use the Arts and Crafts: Safety Activity Checkpoints,* [*https://www.gsgatl.org/forms/Pages/Volunteer-Forms.aspx*](https://www.gsgatl.org/forms/Pages/Volunteer-Forms.aspx)*.*

**For girls who have small motor difficulties or cannot use their hands:**

Girls who have computer access can draw pictures online with a variety of art programs. Girls who have a wide range of motion but not much control can use fat pencils or crayons, finger paint or water color markers and large pieces of paper!

**For girls who are visually impaired:**

It’s OK not to use pencil and paper! For girls with no or very low vision, clay might be a better medium to work with, so they can feel what they are creating. Or girls might create a collage or assemblage; show them how to use shapes and textures to express an emotion or represent what they feel (“see”) with their hands – a furry kitten, for example, or a smooth leaf.

Try explaining the impact colors have on sighted people by comparing them to textures and temperature…blue as something cold, for example, and red as something hot; or explain “soft” and “hard” colors by feeling cotton balls and sandpaper. Give girls different items with different textures and ask them to describe how the item feels – and how it makes them feel. Girls with low vision can also experience drawing as *movement,* with sweeping movements or harsh movements.

**Practice with Purpose Badge**

**Badge Purpose: to have an athletic goal and make a plan to achieve that goal.**

**“Tips Before Takeoff”** (page 2) is an important part of this badge for all girls, but especially those with special needs, since goals are set individually. This allows girls to measure their own progress without competing against others.

**For girls who use a wheelchair walker, or crutches:**

Ask all the girls in the troop to be creative problem solversWhat are some ways to adapt a sport to accommodate girls who use a wheelchair or crutches or otherwise have limited mobility? How can you change the rules to include everyone? Look together at pages 4 and 5, “Inspiring Athletes,” to see what female athletes with a physical disability have achieved.

**For girls with asthma or breathing issues:**

Help the girl set a realistic goal for herself; consider using a coach or trainer who is familiar with asthma or other breathing disorders as one of the people girls get advice from in Step 1. Help the girl learn how to increase her endurance and strength gradually, in a way that doesn’t trigger her asthma or breathing problems.

**For girls that have cognitive or developmental impairments:**

Break goal-setting into very small steps; print the steps on poster board or large sheets of newsprint; use pictures, if you can. Use a chart or other visual aides to help a girl track her endurance, strength and skills. Encourage a non-disabled girl with similar interested or goals to be her “buddy” and work with her. Let her work with a partner for steps that involve discussions, list-making or presentations (if necessary.)

**For girls who have a visual impairment:**

Walk the group through the exercise or workout activity before starting; give the girl with low or no vision a sighted partner when needed. If you play Target Ball (page 10), you can use a ball that jingles, rattles or makes another noise. (See if your school’s physical education teacher has one you may borrow.) Have a person with a noise-maker stand behind the target cones sot the girls knows where to aim her kick or return the ball Have *all* the girls wear a blindfold and challenge everyone play with the “jingle ball” at least once during your Target Ball drills!

**For girls who have hearing impairments:**

If a girl reads lips/faces, make sure that she is looking at you or her partner/coach/trainer when you are explaining the rules or having a discussion. Speak clearly but don’t shout. Have a printed copy of what you will be doing as well. Demonstrate, or have other girls demonstrate, the skill you’ll be learning or activity you’ll be doing.

**Inside Government Badge**

**Badge purpose: to understand exactly what government is and does**

**For girls that have not been exposed to other countries or cultures:**

When getting a global view, you need to teach them about the other country and point it out on the map. When taking a poll, help the girl with special needs with formulating the correct questions to ask the person from a different country.

**For girls who have a cognitive or developmental impairment:**

You might have to explain that the US is a democracy where we can vote for our leaders and many countries do not get a say on who leads their countries (kings, queens, dictatorships, etc.) Explain the voting process.

When interviewing the government officials, you might need to teach the girl what the person’s job is and what their job is in government. You might help her prepare questions ahead of time. If you do the chart of the government district, for the girls, print out the titles with pictures and then have her arrange it in order.

Explain what is important and how news stories have an effect on them personally. Talk about how the story of a dog, who had a litter of puppies at the grocery story, is interesting because they are cute, but it does not have an effect on our lives. Show how the important news stories can make an impact our lives. Do this with newspaper stories before having her watch the news.

**For girls with small motor movement difficulties or cannot use their hands**:

She can make the government chart using a computer. She can also create the pamphlet or poster online. She could also make a video or tape that can raise awareness about an issue that she would like to change.

**Simple Meals Badge**

**Badge purpose: how to make yummy, simple meals for family and friends.**

**Girl with Allergies**:

Make sure the girls do not have allergies to anything served. You can modify the recipe to accommodate for allergies.

**For girls who have a cognitive or developmental impairment:**

You might need to help with measuring and which measuring cup to use. You also might need to read the directions to her. Make sure you tell her one step at a time and use easy terms to understand. Also, it is helpful to model the steps for her.

**For girls who have visual impairments:**

Read the directions to her. Use measuring cups and let her feel the different sizes and explain the sizes. Make sure you have the separate 1/8, ¼, 1/3, ½, and 1 cup, teaspoons, and tablespoons. Hand her the items because it can be very easy to mistake sugar and flour or other similar ingredients. You can also have the girls work in teams and one of the other girls can work with her.

**For girls who do not have use of their arms:**

She can direct the cooking activities and tell the other girls what needs to be done. You can also have the girls work in teams and one of the other girls can work with her.

**Junior First Aid Badge**

**Badge purpose: how to get help in an emergency and treat minor injuries.**

**For girls who have cognitive or developmental impairments:**

You might need to teach her address and phone number. You can put this to a little tune to make it easier to remember. Also, you can help her prepare questions for the person who treats injuries, so she can ask questions that are on-topic and relevant.

**Junior Girl Scout Way Badge**

**Badge purpose: know how to use the Girl Scout ways and traditions to make the world a better place.**

**For girls who have a hearing impairment:**

Girls who use sign language could teach the other Juniors how to sign the songs they choose; or the troop might decide to make up a song about Girl Scouting using a rap or other strong beat that everyone could enjoy. You can also point out that Juliette Low the founder of Girl Scouts, was deaf.

**For girls who have a cognitive or developmental impairment:**

Before you discuss what life was like long ago when the Girl Scouts started, you could show a film about, or ~~show~~ pictures from, that time period. Talk about how it would be like to be in the first troop Explain what a time capsule is before making one.

**Flowers badge**

**Badge purpose: to learn more about flowers.**

**For girls allergic to flowers:**

For flower science and planting activities, girls can plant types of plants that they are not allergic to. Here is a site that has low allergen plants: [www.asthmawa.org.au/About-Asthma/Asthma-Factsheets/Low-Allergen-Plants/](http://www.asthmawa.org.au/About-Asthma/Asthma-Factsheets/Low-Allergen-Plants/). For the “flower code” activity, girls with allergies could use artificial flowers.

**For girls who have a cognitive or developmental impairment:**

Try to find guest speakers or help girls plan field trips where they can learn by listening and observing, rather than going online or to the library. If your community resources are limited, you might have to help some girls them find the articles on flowers that are fruits, healers, and ~~are~~ calming. You can read the articles to them or have the girls discuss the articles in groups. You can also bring in these types of flowers or pictures of the flowers to help them understand and remember.

**Savvy shopper badge**

**Badge purpose: learn the difference between “wants” and “needs” and be able to save money for both.**

**For girls who have a visual impairment:**

For the home tour or collage activities, a girl can make a list of things that she needs and a list of things that she wants; if she can make slips of paper with her wants and needs in Braille, she can arrange them the same way the sighted girls arrange their pictures.

**For girls who have disabilities in math:**

They can use a calculator to help them with the comparison shopping exercises.

**For girls who have a cognitive or developmental impairment:**

Girls who cannot write or write well yet, can use a voice recorder to log her wants and needs. For comparison shopping activities, help girls make a chart to help them see how the items differ and how the cost differs. It is a difficult concept because it is an abstract concept.

You might also help them make a plan to buy something that they need or want.

If girls need help with the math, they can use a calculator for the shopping exercises. Have them practice buying items.

**For girls who have small motor issues or cannot use their hands:**

A girl who has difficulty writing can use a voice recorder to log all of her wants and needs

**Business Owner**

**Badge Purpose: know the basic steps to plan and create a new business.**

**For girls who have a cognitive or developmental impairment:**

You might need to help a girl understand the concept of turning an interest into a business . Help her figure out how to find information about the business she chooses.

When talking to business owners, banks, the chamber of commerce, or experts, you might need to help her prepare for the meeting. Give her the background information about their roles in starting a business.

You could also pair the girls in team to do the research on businesses. Have them work together to develop their ideas. They can also present the idea together.

**Cookie CEO**

**Badge Purpose: how to run all parts of your cookie business.**

*Use the Girl Scout Cookie/Council-Sponsored Product Sales: Safety Activity Checkpoints* [*https://www.gsgatl.org/forms/Pages/Volunteer-Forms.aspx*](https://www.gsgatl.org/forms/Pages/Volunteer-Forms.aspx)

**For girls who have a cognitive or developmental impairment:**

Help her make a list or poster that connect the jobs in a small business to the jobs when a troop sells cookies. Practice what to say when selling cookies. Have a list to use as a reference when selling. Help her create a chart to make tracking sales easier. Have her use a calculator to help her track her sales.

**For girls with learning disabilities in math:**

Help her create a chart to make tracking sales easier. She can use a calculator to keep track of her sales.

**Customer Insights**

**Geocaching**

**Badge purpose: know how to have a geocaching adventure**

*Use Hiking: Activity Checkpoints (*[*https://www.gsgatl.org/forms/Pages/Volunteer-Forms.aspx*](https://www.gsgatl.org/forms/Pages/Volunteer-Forms.aspx)*)*

**For girls who have a cognitive or developmental impairment:**

Make a cheat sheet with all of the geocaching slang and what they mean. You might need to break down teaching girls how to use a GPS and a compass into small steps. Pair up the girls to work together on the geocaching activities.

**For girls who have a visual impairment:**

Check with parents or guardians ahead of time to see if a girl should use her cane or a walking stick on the trail. Teach the other girls how to be a sighted guide so they can take turns being a “trail buddy” to the girl with low or no vision.

She might need to work with a friend to help her see the clues and read the compass. She also will need someone to read the GPS coordinates and put them in, if the GPS is not voice activated. When observing, ask her what she hears or smells. She probably will be able to hear or smell things other girls do not notice.

**For girls who are in wheelchairs or on crutches:**

There are hiking paths and trails that are wheelchair accessible. Choose a path that is not too hilly for kids on crutches or who have mobility issues.

**For girls with asthma or breathing issues:**

Make sure that the girl is able to do the activity. If needed, she could take a water break or a break to use her inhaler. Do not push her too much. If needed, hike at a slower pace.

**Animal Habitats**

**Badge purpose: know more about wild animals and how to protect their homes.**

**For girls who have a visual impairment:**

Instead of making a habitat collage, they can make lists of the animals in different habitats; or, choose another activity. They can work with a partner to research ~~about~~ animal habitats. Also, there are computer programs that will read the information about animal habitats aloud, if a girl is working independently.

**For girls who have a cognitive or developmental impairment:**

For the endangered habitat, you might need to explain “endangered” to her and have her make a chart or a picture of the information. You might have to help her make the backyard habitat or make a birdhouse. Explain the concepts in simple terms.

**Playing the Past**

**Badge purpose: know how girls of the past lived, worked, and played.**

**For girls who have a cognitive or developmental impairment:**

Books from the American Girl ® Series may help a girl understand the concept of other time periods and how people lived “back then.” Or help her think about a video she enjoys that is set in the past. How is that time period different from today? Use books or online sites to help a girl discover what a girl’s life would have been like in the time period she chose….. this is a very abstract concept and could be difficult. Now have her write or draw a picture, or tell you about, about a typical day in that girl’s life. What does she wear? Talk about different activities that they did back in that time period. Play games from that time period, and talk about what children did before TV and computers. Bring in examples of games for the girls to play. Compare those games to the ones that the girls play today. Bring in food to try that comes from that time period.

**For girls who have small motor problems or cannot use their hands:**

Have the girl make the picture of the character in ~~time~~ period clothing on the computer; or do the research and direct an adult or teen volunteer in creating the costume she wants. Pick games that are easy for them to manipulate or play games on teams.

**For girls who have a visual impairment:**

Instead of drawing clothes, she can (if possible), try on the types of clothes and feel the types of fabrics worn during “her” time period. She could also learn how clothes were made in the time period that she chose. She can tell how people’s roles have changed and so have the clothes.

**Product Designer**

**Badge purpose: know how to think like a product designer**

**For girls who have a cognitive or developmental impairment:**

You might have to help her analyze and compare existing products; limit her analysis to only a couple products. You could have the girls work on teams to design a product together.

**For girls who have a visual impairment:**

Instead of watching a family or friend member using a product (choice one), the girl can interview a person about how they use a product (choice two.). After trying the product and writing sown her reactions, she might share how easy or how difficult it is for a person with a visual disability to use the product.

**For girls who have small motor problems or cannot use their hands:**

She can draw the product on the computer and label each part, or take the product and tape labels on it; or do one of the other activity choices. She could also draw and explain her ideas of how to make the product better on the computer and make a presentation that way.

**Social Butterfly**

**Badge purpose: know how to act at many types of events.**

**For girls who have problems socially:**

Practicing greetings is important. You need to work on the words, volume, tone of voice, and space boundaries when meeting new people. Talk about appropriate ways to talk to your friends. Practice being a good listener and teach them to not interrupt and to stay on the conversation topic. Teach good ways to start a conversation.

Discuss how to behave in different settings. Many times girls with social deficits do not know how to change their behavior from one setting to the next. You can act out how to act at different types of events.

**For girls who have cognitive or developmental deficits:**

Practicing greetings is important. You need to work on the words, volume, tone of voice, and space boundaries when meeting new people. Talk about appropriate ways to talk to your friends. Practice being a good listener and teach them to not interrupt and to stay on the conversation topic. Teach good ways to start a conversation.

There are place mats that show where all the items are supposed to go on a table. These are good in helping learn how to set a table. Talk about what to do and not do at a table.

**For girls who have small motor issues or cannot use their hands:**

Make thank you cards on the computer. Have the girls tell you how a table should be set properly. Have them direct others how to prepare for special occasions.

**Digital Photographer**

**Badge purpose: know how to use a digital camera to create one-of-a-kind photos.**

**For girls with cognitive disabilities:**

She might need help with using the camera. Try to get a simple camera with autofocus that does a lot of the settings automatically. Choose activities that use hands-on learning rather than reading instructions. Be patient going through the steps involved in making a photo project or sharing photos; activities may need to be broken down into smaller steps.

**For girls with visual impairments:**

“If you've been watching the [BBC] TV recently, then you might well have seen the new Nokia advert featuring blind photographer Gary Waite…Gary explained in a [BBC interview](http://www.bbc.co.uk/news/uk-england-12596142) how he takes photos:

‘I've been taught to use my other senses to take pictures.  For instance, hearing and smelling the sea air and the sound of the roller coaster then, like every photographer, taking as many shots as possible.’

He also uses his long cane to touch objects and judge their size and distance… Matt Daw, Projects Manager at Photo Voice explains how blind and visually impaired people can enjoy photography and take amazing shots.

‘[It] shows that as well as finding photography enjoyable and rewarding, blind and partially sighted people can take fantastic photographs and share their unique perspective on the world with others’."

FROM: <http://www.glfb.org.uk/real-people-real-lives/employment-and-training/206-how-does-a-blind-person-take-photos.html>.

Two more great sites, with videos, that answer lots of questions about photography by people with low or no vision are <http://www.seeingbeyondsight.org/book/press.html> and <http://holykaw.alltop.com/photography-by-blind-people>.

**Staying Fit**

**Badge purpose: know what you need to get strong and stay that way.**

**For girls who use a wheelchair, walker, or crutches:**

Girls who use crutches or a walker might focus on seated aerobics, swimming, or working with free weights (“dumb bells”) with their doctor’s or therapist’s permission. Girls who use a wheelchair could choose from a wide range of wheelchair sports or do seated aerobics or work with hand weights.

**For girls with asthma or breathing issues:**

Make sure that the girl is able to do the activity. If needed, she could take a water break or a break to use her inhaler. Do not push her too much. If needed, move at a slower pace.

**For girls who have cognitive or developmental impairments:**

It may help girls to have a chart, poster, or other visual reminder to “start moving” and keep moving. Reading and understanding labels might be difficult for them, so read (or have a buddy read) the labels with them. Discuss what is healthy or not healthy, and why. Make a chart of healthy and unhealthy items with pictures.

**Musician**

**Badge Purpose: know how music is made and how to perform music yourself.**

**For girls who have hearing impairments:**

If possible, have musicians (perhaps from a near-by middle or high school) bring their instruments so girls who have a hearing impairment can touch the instruments as they are played and feel the vibrations. If that’s not possible, play music and let girls feel the vibrations from the speakers and move to the the beat. ~~So~~ Turn up the bass! A conductor keeps the beat for the orchestra; let girls pretend to be the conductor for the song, while feeling the beat. Read what the experts say about three different composers and their music; girls might choose Beethoven as their historic composer, since he lost his hearing and composed by feeling the vibrations on his piano. A girl with a hearing impairment might write the lyrics and have a partner compose the music, or she might choose to write a poem instead of a song and either read it or sign it. (All the girls might enjoy seeing videos of songs being signed.) Look here for tips on helping girls who are deaf or hard of hearing enjoy music:

* http://www.youtube.com/watch?v=Fx9XJ9jm11g&feature=related
* http://www.wfpl.org/2009/06/03/a-project-that-teaches-deaf-children-how-to-sing/
* <http://deafness.about.com/cs/educationgeneral/a/deafmusic.htm>

**For girls who have stage fright/social phobias:**

They can have someone else perform their song or have the girls perform in groups and not solo.

**For girls who have developmental delays**

Pick simpler songs to learn and sing. Also pick songs with hand movements because the hand movements can make it easier to remember the lyrics and keep the beat.

**Entertainment Technology**

**Badge Purpose: know the science behind the world of entertainment.**

**For girls who have small motor issues or cannot use their hands:**

Make the flipbook or stop action using a computer. They can make the design of the amusement park on the computer or work with a partner on making the roller coaster.

**For girls with cognitive disabilities:**

If needed, a friend can help the girl on some of the downloadable programs or interactive sites. They can work with a buddy to create the amusement park rides and special effects.

**For girls who have a hearing impairment:**

Experiment with acoustics by having the girl touch the speaker, so she can feel the vibrations. Discuss the proper acoustics with her.

**Scribe**

**Badge purpose: know how to write different kinds of stories, both true tales and ideas from your imagination.**

**For girls who have cognitive disabilities or learning disabilities:**

If you haven’t had a chance to observe a girl’s reading and writing abilities, ask her parents/guardians what help she made need with her poems and stories. For example, you might need to help get her started and help her with the editing process. She could also use a computer, where she can use spell and grammar check. Poems and stories started as an oral tradition, so any girl who had trouble writing (see below) might record her creations instead.

**For girls who have small motor issues or cannot use their hands:**

She can write her stories, poems, and articles using the computer.

**For girls who are visually impaired:**

She can write her stories, poems, and articles using a computer or in braille, if she knows it.

**Detective**

**Badge purpose: Learn how to follow cues and discover facts like a detective.**

**For girls who are visually impaired:**

Instead of visually noticing things ~~that you see~~ on the way to and from school every day, have her notice what she hears and/ or smells. Instead of doing handwriting analysis, learn about voice recognition process. Find out if a science teacher at her school, or a near-by middle or high school, has a model of DNA she can handle.

**Camper**

**Badge purpose: Learn how to have a great overnight camping trip at a campsite or a cabin.**

**For girls who have cognitive disabilities:**

When teaching her how to tie knots, teach her step by step how to tie the knot. Repeat the directions if necessary. Teach her how to use a GPS using small, simple steps. When building a campfire, give her simple instructions.

**For girls who use a wheelchair or need crutches or a walker:**

Find a campsite that is wheelchair accessible (see the “Campsite 411” module to learn which Girl Scouts of Grater Atlanta camp sites are most accessible.) If there is not a raised grill on the site, it might be difficult for her to build a fire, so have her tell others how to build the fire, or hand them the size wood they need.

**For girls who have difficulty using her hands:**

Direct others how to tie a knot and build a campfire. She could also direct others what needs to go in the pot for the one-pot meal.

**Independence**

**Badge purpose: feel more confident on doing things on your own – and help others have confidence in you.**

**For girls who use a wheelchair, walker or crutches:**

If the group is learning to use public transportation, this is a great opportunity for *all* the girls to experience what “barrier-free” and “accessible” mean as they help their troop-mate find ramps, curb-cuts, and wheelchair accessible turnstiles, trains and busses.

**For girls who are visually impaired:**

If a girl uses a tandem bike with her family, invite her (and her parents) to bring it to a troop meeting to demonstrate how it works; if she has not helped with the maintenance before, this would be a great opportunity to learn! A girl who uses a cane to get around can demonstrate how it “works,” and also show the other girls how to be her sighted buddy when the troop takes a trip. In addition to organizing their clothes where things that match are together,

many people who are blind use braille tags or home-made markers to match their clothes and sort their laundry; with support at home a girl with a visual impairment can learn to do her own laundry!

**For girls who have cognitive disabilities or developmental delays:**

She may need to learn what sorting clothes means, and how to look at labels to see if clothes should be washed and how (many have symbols for don’t wash, don’t dry, cold water only, etc.) Her family might help her make a chart or check list of the steps in sorting, washing, and drying clothes.

She might need help in understanding what the phrase “a bad habit” means, so use the lists under the three choices as an example. Ask her if there is something she does that her family or teacher or friends do not like; that might be a bad habit to work on. You might also ask her family and/or teacher if there is bad habit she can work on breaking – or a good one to reinforce.

**For girls who cannot use their hands:**

Have her use her observation, organization, and teaching skills to tell someone else how to fix a running toilet or use a plunger to unclog a toilet, or tell them what needs to be done when cleaning a room. She can learn about different kinds of fasteners with the other girls, but also explore color and design and show someone else where to hang something up and where to put things away. You could use these same techniques with a girl whose mobility or balance is impaired.

**Gardener**

**Badge purpose: how to help plants and flowers grow.**

**For girls who have a visual impairment:**

You can have her feel the flowers and smell them. Have her design a flower garden that will be pleasing for her with a lot of beautiful scents. (The trop might visit a garden planned for people who are blind or have low vision.) She can do the experiment with seeds, but ~~someone~~ will need a sighted partner to help her collect the data.

**For girls who cannot use their hands:**

She can choose what she wants to plant and show a partner where she wants to plant them and help with the planting as much as she can.

**Jeweler**

**Badge purpose: know how to make different kinds of jewelry.**

**For girls who cannot use their hands:**

Girls who can use a computer could design their pieces online (or draw in some other way) and ~~She can~~ direct a partner on how she wants the jewelry made. She could offer to create designs for the other girls.

**For girls who are visually impaired:**

Have her make the jewelry with different materials and she can feel the different materials. When you discuss the jewelry from different cultures, have her feel a Claddagh ring, Egyptian pendant, or Native American jewelry.