

## GSEFA Series Patch Program

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### Welcome

Thank you for taking the time to experience and explore the Girl Scouts for All (GSFA) Appreciation Series patch program with your girls! This program helps educate girls and leaders about how to include girls with differing abilities in all aspects of Girl Scouts. The intentions of the patch program are to heighten awareness and learn to include people of all abilities.

### Patch Requirements

#### No Experience Required

You don't need to have prior knowledge or experience girls or adults of differing abilities to teach about awareness and inclusion. All activities include easy-to-follow plans complete with material lists and discussion questions. If you do have questions or concerns, we encourage you to call council and speak with a staff representative. This is an opportunity for you to learn along with your girls!

### Why Appreciation?

Appreciation means focusing on what somebody can do, not what they can't. Inclusion is the idea that we appreciate each other, that we see each other's gifts and that we value being together; it's the right to belong. The program starts with earning the GSFA Appreciation patch. As a girl earns each ability ribbon, she celebrates by attaching the ribbon to the Appreciation patch.

### Internet Usage

Some of these activities reference helpful websites. If girls will be using the internet while earning this patch, they should have a signed Internet Safety Pledge on file with the leader(s) (found here: <http://www.girlscouts.org/en/help/help/internet-safety-pledge.html>). We cannot certify or endorse the content of any website.

### About This Program

The Appreciation Series is adapted from Girl Scouts of San Diego's Ability Awareness and Inclusion Patch. We'd like to extend our heartfelt thanks to GSSD for sharing their patch program and allowing us to adapt it, as well as answering our many questions along the way!

### Required Discover Activities

#### 1. Appreciation Quiz

Divide your meeting space in half and designate one side as "true"

and one side as "false" with the middle area as "unsure". Read each question aloud to the group and ask the girls to move to the area of the room (true, false, unsure) that corresponds to what they think the answer is. Once they've chosen, ask girls in each area why they chose that answer; once you have reasons from all sides, read the correct answer and the reason behind it. Discuss as needed.

### Daisy/Brownie/Junior Level Ability Awareness Quiz

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

### Answers

1. False: A disability is not something that you can catch.
2. 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. False: Just because somebody has problems vocalizing their thoughts or processing certain kinds of information does not mean that they are not smart.

4. True: People who are visually impaired may be able to read with a special kind of alphabet: Braille.

5. False: Everyone has feelings.

6. False: There are many people with differing abilities who live independently. There are also many people that live by themselves but may have someone help them with more difficult tasks.

7. False: Many people are in wheelchairs because their legs are too weak to carry them long distances. They may walk for short distances or just for exercise, while some people who use wheelchairs are unable to walk.

8. True: A person with a disability can work just as hard as anyone else to get their job done.

### **Cadette/Senior/Ambassador Ability Awareness Quiz**

*[Used with permission from Easter Seals Wisconsin on behalf of GSSD.]*

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

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.

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

4. When communicating with people who are hearing impaired, it is necessary to speak through an interpreter.

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

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

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

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

9. People with differing abilities want to be 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.

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

12. People with differing abilities prefer to hang out with others who have differing abilities.

13. Most public places such as movie theaters, restaurants and ballparks are easy for people who use wheelchairs to enjoy.

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

15. People with differing abilities can participate in competitive sports.

16. People with differing abilities can't live on their own when they grow up.

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

18. People can become disabled at any point in their lives.

19. Many people with differing abilities feel their real disability involves problems with the envi-

ronment rather than problems with their bodies.

### **Cadette/Senior/Ambassador Ability Awareness Quiz Answers**

1. False: While it is true that many people who use wheelchairs can't walk, many can. People 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. 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. 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, it's Jane Anderson."

4. False: Because some people who are hearing impaired 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, it's perfectly fine to use this person, but look at and speak directly to the person who is hearing impaired, not to the interpreter. The interpreter will stand beside you and interpret as necessary.

5. False: Most people 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. False: People who are hearing impaired 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. 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. Decisions 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. 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. True: People with differing abilities have said that this, more than anything, is what they want—to be included and treated just like everyone else.

10. False: You should always meet the person before their 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. True: People with differing abilities are involved in a full range of professions.

12. False: Friendship is usually based on common interests and activities, not on whether or not a person has a disability.

13. False: Although the Americans 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 who use wheelchairs to navigate. When you make plans with someone with a disability, possible architectural barriers should be considered.

14. True: What's important is how you ask. Don't ask, "What's wrong with you?" Instead, learning more about a person 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.

15. 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 10Ks 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.

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

17. 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'.

18. 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 lifetime,

50% of people will experience a disability.

19. 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.

## 2. Person-First Language

*Materials: Person-First Language handout (page 7)*

The words we use to describe ourselves and others say a great deal about who we are and what we believe. Therefore, we must be aware that even if it's not intentional, our words can be offensive, condescending or hurtful to others.

An adult should discuss the handout with the girls. Then, have them think about people they know who may wear glasses or have food allergies, to people who may use a wheelchair or live with Down syndrome. Discuss how those people would feel if only their disability was talked about, instead of their personalities and talents.

Girls should take turns reading the list of phrases on the right side of the box and have the group decide how to correct them using Person-First Language—there may be more than one answer as long as the person always comes first!

Discussion for all levels: How aware are you of the way you talk to/about other people? How would you feel if people you didn't know focused on the things you aren't good at instead of the things you are good at?

## DISCOVER ACTIVITIES

- Complete one activity (all levels)

### 1. Read a Book on Inclusion

*Materials: Any age-appropriate, inclusion-themed book (check out your local library).*

Read your chosen book or short stories together as a troop and then discuss.

Discussion: What assistive technologies or equipment, if any, did people use in the book? What are some stereotypes we all may have toward people with differing abilities? What was the disability in the book, how was it talked about and how did other people react to the person?

### 2. Learn some American Sign Language

*Materials: ASL flash cards, We Sign Fun Time DVD or You Can Learn Sign Language book, (Inclusion Library), internet access, or consider asking an ASL interpreter or instructor to come to your meeting.*

American Sign Language (ASL) is one of the primary forms of communication for people in America who are Deaf, live with a hearing impairment or are non-verbal. The above resources and [www.lifepoint.com](http://www.lifepoint.com) can be adapted for every age level to learn the basics of ASL, whether you want to learn by watching a video or through flash cards and books. Have each girl learn how to sign her name, in addition to a few short phrases or songs (if using the DVD).

### 3. Walt Disney

Have girls talk about their favorite Disney show, movie, or ride at Disneyland. Explain that all these exist because of Walt Disney, who lived with dyslexia, a learning disability where an individual has trouble

processing written language. As a child Walt Disney was called slow and as a young adult he was fired from a newspaper job for not being creative enough!

Discussion: How did Disney refuse to let others put limitations on him? What other famous people do you know who live with a disability (think about musicians, presidents, actors and people on TV)? How does the media represent and /talk about them? How do they represent and talk about themselves?

### 4. The Girl Scout Law: Its True Meaning

*Materials: printed copies of the Girl Scout Law for everyone to reference.*

Recite the Girl Scout Law together. Talk about what inclusion means and go over each section of the Law and discuss how it applies to inclusion. Focus on the last line of the Law and talk about what it really means to be a sister to every fellow Girl Scout.

### 5. Juliette Gordon Low

*Materials: books about Juliette Gordon Low, and/or internet access*

Girl Scout founder, Juliette Gordon Low, lived with a disability from the time she was 25. Juliette knew that she was no less capable because of her disability and worked to ensure that every girl, regardless of her abilities, was included in this movement, which is how it remains today.

Research as a group what her disability was and how it happened, using the internet or books as resources. Act out the situations that led to Juliette's disability and imagine what her responses would have been to the community, her doctors, etc. Why is it important that Girl Scouts in the 21st century

still welcomes every girl, everywhere?

As a troop, locate further information on the first Girl Scout troop just for girls living with physical disabilities (hint: it formed in New York). What were some obstacles that Girl Scouts living with differing abilities faced in the early 20th century that they don't face today? What are some obstacles that Girl Scouts with differing abilities still face? How can we change that?

## CONNECT ACTIVITIES

- Girl Scout Brownies and Juniors must complete (1) activity.
- Girl Scout Cadettes, Seniors & Ambassadors must complete two (2) activities.

### 1. Similarities and Differences

Depending on the size and age of your troop, randomly divide all girls and adults into groups of 3-6 people. Have each group work together to determine 3+ things they all have common that aren't immediately obvious (hair color, grade, names, etc. don't count). If the girls have been friends for a long time, challenge them to come up with new things that they don't already know about each other or make the groups bigger. After each group finds 3+ similarities, have them share with the other groups and then one person from each group must rotate clockwise into a new group and the same task must be completed again—with an entirely new set of 3+ similarities in each group. Try as many times as you want, but for the final task, everyone in the small groups must come up with 1+ unique characteristic about themselves that is not a shared similarity with anyone else in the small group.

Discussion: Was it easier to find similarities or differences? How

does this relate to inclusion and not judging people right away? Why do we sometimes forget that we're all people first? How are people more similar to each other than different?

## 2. Famous Musicians with Disabilities

*Materials: CD/multimedia player and Beethoven's Ninth Symphony, or any songs by Ray Charles or Stevie Wonder. Books or visuals on each person would also help.*

Play a portion of Beethoven's Ninth Symphony, or a song by Ray Charles or Stevie Wonder. Tell the girls that Beethoven wrote this symphony when he was deaf and Wonder and Charles play(ed) the piano without being able to see the keys.

Discussion: How does this music make you feel? Can you imagine writing the music if you couldn't hear what it would sound like, or playing the music without being able to see your instrument? How do you think these musicians adapted to their circumstances to continue writing and playing music that's now famous?

## 3. Work Out a Workout

*Materials: Any book of children's games is helpful but not necessary*

Have girls choose an activity or game they play at recess or in physical education class and think of ways they could adapt these games with girls who may live with vision impairment, hearing impairment, use a wheelchair, etc. They can ask an adult who's familiar with disabilities, or just use their brains! It takes a little creativity and usually little to no extra equipment to adapt many games!

Discussion: How did you think of ways to make adaptations to your favorite games? Why is it

important to have several ways to play games? How can these ideas help your entire school and group of friends?

## 4. Food Allergy Awareness

*Materials: Internet, Books: Allie the Allergic Elephant, Eating Gluten Free with Emily (Inclusion Library), Foods: soy milk, nut-free spreads, gluten-free snacks, etc.*

Do you know someone with food allergies? The odds are that if you don't already you probably will! Check out [www.foodallergy.org](http://www.foodallergy.org) to learn about food allergy symptoms and treatment; you can also access FAQs, recipes and resources.

Read a children's book discussing food allergies (ex. *Allie the Allergic Elephant* and/or *Eating Gluten Free with Emily*). Discuss other food allergies the girls may know about. Set up a sampling of different nut-free spreads, gluten-free foods, soy milk, etc. Taste everything and talk about the importance of respecting other people's diets and how you can accommodate them, especially if they're living with a life-threatening food allergy. Research which Girl Scout cookies are safe for people with food allergies—you may be surprised!

Set up a sampling of different nut-free spreads, gluten-free foods, soy milk, etc. Taste everything and talk about the importance of respecting other people's diets and how you can accommodate them, especially if they're living with a life-threatening food allergy. Have the girls keep track of the foods they eat during the week to see how many are processed in plants that work with soy, dairy and nuts (they'll have to read box labels). Report out at the next meeting. Research which Girl Scout cookies are safe for people with food allergies—you may be surprised!

## 5. Act it Out

Pair up girls to act out the scenario given to them for the troop:

- It is your first day in school with new braces on your teeth.
- Your best friend tells you that you have big ears.
- You are playing softball in gym class and you just struck out.
- The only clean pair of jeans you have to wear to school are too short.

Discussion: How did you feel while acting out these scenarios? Why?

## 6. Service Animals

*Materials: Internet access and books on service animals, someone who trains or uses service animals (try *Canine Companions for Independence*).*

Do some research on the internet and discuss as a troop 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. Ask the speaker about volunteer opportunities or even how to train a service animal yourself!

## TAKE ACTION ACTIVITIES

- Girl Scout Brownies and Juniors must complete (1) activity.
- Girl Scout Cadettes, Seniors & Ambassadors must complete two (2) activities.

### 1. Make a Schedule

*Materials: Internet access, printer, coloring supplies, construction paper, tape*

Picture Cards are sometimes used as a tool for children living with various learning and socio-emotional

disabilities. The cards help provide structure by letting the child know which activities to expect during the day, reinforcing language skills and new vocabulary, teaching the concept of sequencing and much more. To learn more about Picture Card use, visit [www.do2learn.com/picturecards](http://www.do2learn.com/picturecards) and then click on the “picture cards” button on the top of the page and then “print cards” to create your own pictures. Have the girls use them to make up a schedule for the day, or create their own simple Picture Card drawings.

Discussion: Why are Picture Cards important for some children to use? Have you ever seen them before? How could they help you too?

## 2. Start a Collection

Contact a local organization or center serving people with disabilities to see if there are any supplies they need donated (eyeglasses, toys, etc.). Then work with your troop, family or school to start a collection for the donated items and drop them off to the organization afterward.

Remember, Girl Scouts cannot raise money for other organiza-

tions, but there are plenty of other ways you can help! Please consult Safety-Wise with any questions on working with other organizations.

## 3. Volunteer

Arrange for your troop to volunteer with an organization that works with adults and/or children with disabilities.

## 4. Help Your Fellow Girl Scouts

Make a video or write directions on how to welcome a girl with differing abilities into a troop!

(OR) Make a video or write an informational guide to educate girls on different disabilities and how to help those with differing abilities feel included.

(OR) Re-write an existing Journey as a “Kinesthetic Journey” (action-based) for those girls to do if they have differing abilities.

*\*Submit these to the GSFA committee at [gsfa@gscctx.org](mailto:gsfa@gscctx.org)*

## 5. Get into Technology

*Materials: Guest speaker*

Interview an Assistive Technology Specialist (a person who designs, constructs, and/or modifies

assistive devices for people with disabilities), volunteer at a local assistive technology exchange program, or see if you can help get one started in your community.

## 6. The Wonderful World of Recreational Therapy

There are several horse riding therapies in central Texas. A list is provided at <http://austinhorse-directory.com/category/business-directory/therapeutic-handicapped-riding-programs/>. Plan a trip to one of the organizations and arrange beforehand for a site tour or volunteer for a few hours.

## REFLECTION

Talk with a parent or adult family member or friend (any adult who didn't work with you on earning this patch) about what you've learned through Appreciation. What was your favorite activity? What knowledge will you bring with you throughout your life? If you could express one thing to others about inclusion, what would it be? Choose a way to express your reflections, such as a paragraph, a poem, music, or a drawing/painting/collage, and share it with your troop.

# Person-First Language

Everybody has personal characteristics and we're all alike and different, but the words we use to describe ourselves and others say a great deal about who we are and what we believe. We should be known not for our limitations, but for our accomplishments and abilities, which is what Person-First Language is all about!

Important etiquette to keep in mind when talking about and/or getting to know someone with a disability:

- Don't label people with differing abilities as a large group— "the disabled." A better way to refer to such a large group is to say, "people with differing abilities."
- Speak about the person first, then, if necessary, the person's disability. A disability only needs to be mentioned if the person needs accommodations or consideration.
- Emphasize a person's abilities, not disabilities (ex. If asked about Katie, describe her as enthusiastic and smart, not as person with autism).
- Get to know the whole person, not just their disability.
- Always let a person with a differing ability speak for herself or himself. If a girl is not able to speak for herself, either she or her personal assistant will let you know that. If you want to know about her differing ability, ask her, not the person standing next to her! And if she doesn't want to talk about it, honor her wish and don't keep asking.

## Examples of Person-First Language

### Say:

- People with disabilities
- Person who lives with a cognitive disability
- Person who is deaf or hearing impaired
- Person who lives with a psychiatric disability
- Person who has a learning disability
- Person with a physical disability
- Person of short stature or Little Person
- Person who uses a wheelchair
- Person who communicates with eyes/device/etc.
- Children without disabilities
- Accessible parking, restrooms
- Person living with (medical condition)

### Instead of:

- The handicapped or the disabled. Retarded, slow, mentally handicapped
- Deaf and dumb
- Crazy, insane, psycho
- Learning disabled, slow learner
- Quadriplegic, crippled, invalid, lame Dwarf/midget
- Wheelchair bound, confined to a wheelchair Non-verbal
- Normal/healthy children
- Handicapped parking, restrooms
- Sickly, dying of, suffering from

# What Do You Call People With Disabilities?

In most cases, you can use the same words for people with disabilities that you would use for anyone else: friends, neighbors, coworkers, Dad, Grandma, Joe’s sister, my big brother, our cousin, Mrs. Schneider, George, husband, wife, colleague, employee, boss, reporter, driver, dancer, mechanic, lawyer, judge, student, educator, home owner, renter, man, woman, adult, child, partner, participant, member, voter, citizen, amigo, or any other word you would use for a person.

## Examples of People-First Language

Say this (examples of what you should say) ...	Not this ... (examples of what you should not say)
people with disabilities	the handicapped, the disabled
people without disabilities	normal, healthy, whole or typical people
person who has a congenital disability	person with a birth defect
person who has (or has been diagnosed with)...	person afflicted with, suffers from, a victim of...
person who has Down syndrome	Downs person, mongoloid, mongol
person who has (or has been diagnosed with) autism	the autistic
person with quadriplegia, person with paraplegia, person diagnosed with a physical disability	a quadriplegic, a paraplegic
person with a physical disability	a cripple
person of short stature, little person	a dwarf, a midget
person who is unable to speak, person who uses a communication device	dumb, mute
people who are blind, person who is visually impaired	the blind
person with a learning disability	learning disabled
person diagnosed with a mental health condition	crazy, insane, psycho, mentally ill, emotionally disturbed, demented
person diagnosed with a cognitive disability or with an intellectual and developmental disability	mentally retarded, retarded, slow, idiot, moron
student who receives special education services	special ed student, special education student
person who uses a wheelchair or a mobility chair	confined to a wheelchair; wheelchair bound
accessible parking, bathrooms, etc.	handicapped parking, bathrooms, etc.