



A Year in the Life of Juliette Patch Program

Every Girl is a Leader

The Girl Scouts of the USA was founded in 1912, eight years before the 19th Amendment became law, giving women the right to vote. Juliette knew that the Girl Scout program could help build girls of courage, confidence, and character. She gave girls the opportunity to lead and make decisions about what they did as Girl Scouts, so that they could develop “self-reliance and resourcefulness.



girl scouts
of black diamond

A Year in the Life of Juliette

Patch Program

Art All Around

Juliette loved to express her energy and enthusiasm through the arts, and she always thought of herself as an artist. Even as a young girl, she loved to draw and make paper dolls with her cousin to act out plays. In this patch program, girls will experience several different art mediums, display their art, and use their art to make a difference in their community.

January 2017

Art All Around!



Juliette loved to express her energy and enthusiasm through the arts, and she always thought of herself as an artist. Even as a young girl, she loved to draw and make paper dolls with her cousin to act out plays. In 1880 at the age of 19, Juliette went to New York City to study art. Juliette hoped to be able to support herself financially through her art and studied with well-known artists, including Robert Walker Weir, a famous painter at the time.

Throughout her life, Juliette refined her skills in painting with oils and watercolors and explored sculpting in clay, ceramic, and alabaster. She even worked in mediums that required physical strength like woodcarving, sculpting in bronze, and blacksmithing. Art was always an important outlet for Juliette's creative energies and that passion is shared through the legacy art badges that have been part of the Girl Scout program since we were founded in 1912. Many of her works of art are on display at the Juliette Gordon Low Birthplace in Savannah.

In this patch program, girls will have the opportunity to experience several different art mediums, display their art, and use their art to make a difference in their community. The activities are broken up into three categories: Create, Demonstrate, and Celebrate.

CREATE

Girl will learn about a variety of artistic methods and discover what talents and interests they have. To complete the create step of this patch program, Daisies and Brownies choose at least one option below, Juniors and Cadettes choose at least three options, and Seniors and Ambassadors choose at least three options:

◆ **Painting-** Juliette was a skilled painter. She experimented with a variety of painting types including watercolors, oils, and acrylics. Pick two of these three types of painting mediums and paint a nature scene using each type of paint (so you'll have two different nature paintings). Compare how the different types of paint you used changed the way your painting looks. Talk with others about what type of paint medium you liked best and create one more painting of your choice using that type of paint.

◆ **Drawing-** Juliette loved to draw and it was one of her first experiences with art. She used drawing to create her fashion ideas, record what she saw in nature, and express her thoughts. Choose at least two of the following drawing mediums- chalk, coal, colored pencils, or Cray-Pas, and using something at your meeting place as a model to draw (a book, a table, a potted plant, etc.) Experiment with what you can do with each type of drawing medium. Share what you drew with the others in your group and talk about which medium you liked best.

◆ **Sculpture-** Learn about different materials you can use to create sculpture- clay, metal, stone, or even sculpting out of soap. Find materials you can use to create sculpture and a make sculpture of

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an animal or a person. Talk about what you learned about proportions, capturing movement, and adding details.

◆ **Metal working-** at the Birthplace in Savannah, you can see the wrought iron garden gated at the Wellesbourne House that Juliette Low created. She always wanted to test her limits and would experiment with art in ways that weren't typical for a woman in her day. Learn about how to create art from metals using wrought iron, recycled metal, tin, or another type of metal. Work with a trained professional to learn how to weld and use torches to cut metal to create a piece of art.

◆ **Ceramics-** Juliette had a wicked sense of humor. She loved to make art that served a purpose, and at the Birthplace, she hand plated dessert plates with beautiful wildlife scenes. As part of those plates, she painted some of them to secretly be "butt plates". She painted an animal from their backsides, and used those plates to serve people that she didn't particularly like at her gatherings. Visit a pottery or ceramic studio to create a piece of art that also be used around the house. Learn about the steps involved from starting with clay to adding paint to kiln firing to create your own piece of art.

◆ **Choose your own-** there are many different ways that we can create art- stained glass, textiles, and photographs are just a few. Find a style of art that you would like to try. Visit an art studio or invite a guest speaker to your meeting to learn about the materials and techniques used to create art within that medium. Create two different pieces of art using your newfound skills. Share what you liked best with your troop or others in your community.

DEMONSTRATE

Girls will connect with others to share what they have learned. Daisy and Brownie Girl Scouts must complete at least one option, Juniors and Cadettes must complete at least two options, and Seniors and Ambassadors must complete at least three options.

◆ **Visit an art museum in your area.** Take a tour and learn about the types of art on display, who are the famous artists on display, and what pieces are the most popular with visitors to the museum. Bring a notebook with you to sketch/document the art you like best and share with others how the art makes you feel.

◆ **Visit an art studio or gallery.** Talk to the artist or curator about the art on display. Learn about shading, use of colors, brush strokes, etc., and ask them what inspires them to create/display the art they have.

◆ **Visit a location that displays sculptures (park, museum, estate, etc.)** How do the sculptures change the mood and setting of where they are placed in the venue? Do they add visual value to the area where they are located? Are there any statues on display that visitors go specifically to that location to view? Talk to the groundskeeper to find out what is involved in keeping outdoor art in good condition.

◆ **Create your own art display.** Using the art you created in the "Create" section, create an art display at a local school, community center, or other public location. Invite others in your community to attend an event to show off your troop's artwork and ask for their critiques.

◆ **Look for art as part of your local building's architecture.** What makes certain buildings stand out? Ask the building owner/manager about the building designers and the building's history.

Was there a purpose in having the building designed that way? See if you can find historic pictures that show what the building looked like when it was new.

◆ **Choose at least one activity from the Art in the Outdoors Badges, from your age level badge program and complete that activity.** Share with others what you liked best about doing that activity.

◆ **Do an activity from current legacy art badges.** Choose at least one activity from that badge and share what you liked best about that activity.

◆ **Find a past Girl Scout handbook and choose a badge that is related to the arts.** Pick an activity that interests you and try it out. How does the activity from the past badge book compare to activities that you would find in current Girl Scout materials?

CELEBRATE

Girls will take what they have learned from their experiences and celebrate with others. All ages choose at least one activity to complete.

◆ **Coloring books have been linked to improved brain function in adults. Create large design coloring books that can be donated to local senior citizen services.** Provide colored pencils, crayons, or other materials for coloring the pictures you create.

◆ **Donate your art to brighten up a community center or other public building.** Work with the building manager to see how your art can be displayed and be recognized as work done by your Girl Scout troop.

◆ **Look for areas in your community that have outdoor art on display.** Work with the maintenance staff to find out how you can make a difference by offering to do a day of caring to clean up the area. Work with the caretakers to find out what you can do to keep the area clean in the future.

◆ **Find a local building in need of improvements and see if it is possible to create a community mural on one of the outside or inside walls.** Work with other community members to design and paint a mural that represents your community.

◆ **Offer a patch program for younger girls to teach them about what you learned while working on this patch program.** Try to get local artists to come and offer instruction. Use activities that are part of this patch program or legacy art badges to help guide the activities that you provide.

◆ **Host an art themed “Bring a Friend” event and invite other girls to learn about all you do in Girl Scouts.** Plan hands on art activities and share what you love about being in Girl Scouts.



Art All Around Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette ☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

Major credit cards are also accepted. Please sign your name if you would like to pay with a card, and our shopkeeper will be in contact with you when we receive your order form to take your card information.

I would like to pay with a card: _____

Shipping & Handling rates:

0-\$15.00	\$4.75
\$15.01-\$25.00	\$6.50
25.01-50.00	\$8.50
50.01-75.00	\$10.50
75.01-100.00	\$12.50

If you have any questions, call 304.345.7722.

Please mail your Patch Order form to:

Attn: Girl Scout Shop
Girl Scouts of Black Diamond
321 Virginia Street West
Charleston, WV 25302

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Art All Around Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette ☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

1. What did your girls discover about themselves during the activities?
2. What did they discover about others in their troop and/or community?
3. What did your girls gain from connecting with local organizations/resources?
4. How did your girls take action while earning this patch?
5. What activities did your troop/group enjoy the most?
6. Did you change or adapt any activities? In what way?
7. Would you suggest any changes?
8. Comments:

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A Year in the Life of Juliette

Patch Program

World of Friends

Juliette loved to travel and make friends around the world. This month's patch program focuses on our annual celebration of World Thinking Day, and Juliette's dream of making Girl Scouting a worldwide movement.



February 2017

World of Friends!



Juliette loved to travel and make friends around the world. She traveled to India, Europe, and spent time living between Savannah, Georgia and Warwickshire, England. In 1911, Juliette met Lord Baden-Powell, who founded the Boy Scouts in England in 1910, and they became good friends. That friendship changed our world!

The idea for the World Association of Girl Guides and Girl Scouts (WAGGGS) came about at the 1926 World Conference at Camp Edith Macy. Thirty countries were represented at that conference and WAGGGS was formed in 1928, a year after Juliette passed away. Juliette was always an advocate for an international organization, thanks to her beginnings with Lord and Lady Baden-Powell in England.

The activities in this patch program are designed to help girls learn about Girl Scouts and Girl Guides around the world, our World Centers, and how we are part of a worldwide sisterhood.

Discover

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

- ✿ Every year on February 22nd, we celebrate World Thinking Day. It is a day to think about Girl Scouts and Girl Guides all around the world. Find out why World Thinking Day is celebrated on February 22nd and the history of how this special day was created. Learn about WAGGGS.
- ✿ Did you know that the first Girl Scouts were called Girl Guides? Learn about the history of the Girl Scouts of the USA. Why aren't we called the Girl Scouts of America? What other countries call their girls Girl Guides or Girl Scouts? Find a country where Scouting/Guiding is not just for girls. Share what you learned with your group.
- ✿ Learn about Girl Scouting/Girl Guiding in another country. Learn their promise and law. How is it different than our promise and law? Find out about the different names for their age levels. Find out what badges/insignia they earn. We sell Girl Scout cookies to help raise money for our activities- how do Girl Scouts in other countries raise money?
- ✿ There are now five World Centers that Girl Scouts/Guides can visit. Learn about the history of the World Center and what makes each one unique. Pick one World Center you'd like to visit and share why you chose that World Center with your group.
- ✿ The first International Conference happened in England in 1920. Today they are called World Conferences. The 2017 World Conference will happen in Tunisia. Learn about the history of these conferences and how decisions made at the conferences have changed the Girl Scout program over the years. How can a girl become a delegate at one of these conferences?

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- ✿ The WAGGGS pins that all Girl Scouts and Girl Guides wear were adopted at a World Conference in 1930. Learn about the woman who designed the pin and the meaning of the symbols that make up the pin. Hold a ceremony with your troop to ensure that all girl and adult members receive their WAGGGS pin.
- ✿ Girl Scouts of the USA is not just for girls living in the United States. Learn more about the USA Girl Scouts Overseas program. How long has the program been in existence? How many girls do they serve? What kind of programs do they provide for girls?
- ✿ Use a world map or globe to mark countries where there are Girl Scouts or Girl Guides. Do you see a pattern of areas where there are more or less Girl Scouts/Girl Guides? Why do you think there are more or less in the areas you observe? Learn about how girls in that area of the world are provided for (education, economically, human rights, etc.) Talk about how Girl Scouting can impact girls' lives in those areas.

Connect

Girls will connect with others both locally and globally. Complete at least two connect activities.

- ✿ We have many songs and games that have roots in other countries. Learn at least one song or game from another country. Is what you learned similar to anything we have in the United States? What is different?
- ✿ Destinations are opportunities for Girl Scouts to travel domestically and internationally. Learn about Girl Scouts of the USA Destination opportunities and our council travel opportunities. Find out about how you can fund your travel and choose a trip you would like to go on. Find out more about the Destination you're interested in and come up with a hypothetical plan for how you'd save up to go on this trip.
- ✿ Learn about another country from someone who has been there. Invite someone who has visited or lived in another country to speak to your group about their experiences. Be ready to ask them questions about customs, food, languages, and other differences they see between countries.
- ✿ Storybooks are a wonderful way to see how we are all different but still the same. Did you know that the Cinderella story is told in many different cultures? The characters have different names, the stories have different settings, but the moral of the story stays the same. Read a fairy tale or storybook from another country and talk with your group about how it compares to a story that you know.
- ✿ Participate in a post card exchange with a Girl Scout/ Girl Guide group in another state or country. Have an adult help you visit the WAGGGS Facebook page to find a troop to exchange with.
- ✿ There are many different types of food around the world. Even foods that you may be familiar with can be called something different in another country. Pick a country that you would like to visit and find a traditional food item that girls there might eat. Find the recipe for that food online or in a cookbook and make it yourself!

- ✿ Participate in a World Thinking Day event. If you are able, choose a country to create a display for the event. If your community doesn't have a World Thinking Day event, talk to your leaders and other community volunteers about how you can get involved in making a World Thinking Day event happen.

Take Action

Girls can take action to make the world a better place. Complete at least two take action activities.

- ✿ Learn about the Juliette Low World Friendship Fund. Set a goal to use part of your cookie sale funds to make a donation to the JLWFF or find another way to earn funds to donate.
- ✿ Find or create a Thinking Day Ceremony that you can host for other Girl Scouts in your community. As part of the event, share what you have learned by doing the activities to earn this patch.
- ✿ World Centers have many volunteer opportunities. Learn about the opportunities at a center you would like to visit. Fill out the volunteer application and be ready to send it when you are the right age!
- ✿ A Peace Pole is a monument that displays the message "May Peace Prevail on Earth" in the language of the country in which it has been placed, and usually 3-5 additional translations. Make a Peace Pole that can be displayed in your community. Work with others to find a local garden, school, park, etc., where your Peace Pole can be displayed.
- ✿ Learn about Heifer International and how they are helping women and families overcome poverty. Find an organization that supports women and children and discover how you can make a difference.
- ✿ Make a WAGGGS friendship knot craft. Share them with other girls to let them know about the world of Girl Scouts and Girl Guides.
- ✿ Learn about the Global Action Award and do at least one activity appropriate for your age level.



World of Friends Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette ☐ Senior ☐ Ambassador

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Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

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75.01-100.00	\$12.50

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World of Friends Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette ☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

1. What did your girls discover about themselves during the activities?
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3. What did your girls gain from connecting with local organizations/resources?
4. How did your girls take action while earning this patch?
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A Year in the Life of Juliette Patch Program

Including All Friends

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

March 2016

Including All Friends



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

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

The Including All Friends Patch Program is for all Girls, Daisy through Ambassador. Included are activities, resources, and quizzes. Activities are organized by the 3 Keys of Leadership (what girls do in Girl Scouts)- Discover, Connect, and Take Action. Each activity lists the age level it is appropriate for (Daisy/Brownie/Junior/Cadette/Senior/Ambassador or **ALL**).

Discover- *Girls will discover themselves and the world around them.*
Complete three discover activities.

- Look up the word *disability*. What does it mean to you? Define *inclusion*. How can Girl Scouts be an inclusive organization? **ALL**
- The Most Beautiful Orange Activity- (materials needed: oranges, markers, stickers, towel, bowl, plate). Have each girl decorate an orange using markers and stickers. Inform them you will be having a contest to select the most beautiful orange. Have one orange already peeled and on a plate under a towel. Bring the covered peeled orange to the girls and announce "We have chosen the most beautiful orange!" Then uncover the orange and ask "Whose orange is this?" Explain how this illustrates what matters is not on the outside, that inside we are the same, with similar feelings, needs, etc. **ALL**
- What is the Americans with Disabilities Act? When was it passed? Who does it protect? How is it enforced? **B/J/C/S/A**
- Strengths and weaknesses- we are all unique and have strengths and weaknesses. There are some things we can do well and other things that we don't do as well as others. Discuss as a troop some examples of strengths and weaknesses that you have. Pair up with another girl and compare lists, then compare with the entire troop. How did you feel discussing some of your weaknesses? Was it comforting to see that other girls had some of the same things on their lists? **J/C/S/A**

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- Create an “I am Special” booklet. This booklet should include your likes, your dislikes, your skills and the activities you could improve upon. Either draw pictures of these items or cut pictures out of magazines. Once the booklet is finished, compare your likes, dislikes, skills and opportunities with other members in your troop or family. How are you similar? How are you different? D/B/J
- Complete the Disability Awareness Quiz (included in this program). Talk about what you learned with your troop. ALL
- American Sign Language (ASL) is one of the primary forms of communication for people in America who are deaf, have a hearing impairment, or are non-verbal. Contact your county, local library, or college about taking an introductory sign language class or observing one for free. Another option is to arrange for an ASL interpreter or instructor to come and teach some basic signs to your troop. Also, learn the Girl Scout Law in ASL as a troop http://www.lessontutor.com/ees_girlscout_demo2.pdf. J/C/S/A
- Discuss in depth the Girl Scout Law and how each line is applicable to including all girls. Pay special attention to what it really means to be a sister to every Girl Scout. ALL
- Learn about women who have overcome disabilities and made a difference in the world. Some suggestions are Helen Keller, Juliette Gordon Low, Marlee Matlin, Marla Runyan, or Sudha Chandran. Share what you discovered with other Girl Scouts. ALL
- Watch a TV show or movie that depicts people with different abilities (see resource list in appendix). Talk about how characters were portrayed and how you feel about how they were treated by other characters. What would you have done the same or differently than other characters in the show? J/C/S/A
- Learn the term *accessibility*. What does it mean? Go to your favorite mall, movie theatre, or other location with a notebook and pencil. Make a list or map of all the ways that building is accessible. Then review your troop’s meeting place to make sure it would be accessible to all Girl Scouts. ALL
- Read the following article about using Person First Language and complete one activity. <http://www.disabilityisnatural.com/images/PDF/samediff.pdf> ALL
- Play a game that all girls can play, regardless of ability. Divide your troop into two teams but pick teams in a fair way. To do so, girls should buddy up; then play “rock, paper, scissors”. The winners form team A; the others, team B. Or divide the group in half; Team A- girls with birthdays in January- June. Team B- girls with birthdays July- December. Then, using the National Inclusion Project’s Let’s ALL Play curriculum <http://www.inclusionproject.org/lets-all-play/> - play one Teamwork game, one Tag game and one Movement Game. Discuss what skills each type of game used. How can every girl (regardless of ability) play? ALL

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Connect- *Girls will connect with their community and sister Girl Scouts in learning more about disabilities. Complete 3 Connect Activities.*

- Dig in to your community! Using or phone book or the internet (with parent or leader permission), look for agencies that serve kids and adults with disabilities. What is their mission? How do they help? With the help of a troop leader, come up with a script to telephone or write an email inviting someone from their agency to come and speak to your group and what they do. B/J/C/S/A
- Talk about a trip that your troop would like to do (nature hike, trip to a museum, community event, etc.) and think about what you would need to do to make sure that any girl with differing abilities in your troop would be able to participate in. How would you support girls with vision, hearing, or physical challenges to be able to join in the activity? ALL
- Learn the alphabet in Braille. Can you spell out the Girl Scout Promise in Braille? Connect with your local library to find out what books they have available in Braille. B/J/C/S/A
- Communication Skills-(materials needed: blank paper and pencils). Divide your troop into pairs and have the girls assign themselves into the A or B role. Ask the A's to go into another room with an adult. The adult gives them the following instructions: When they return to the room, they are to do the exact opposite of what their B partner tells them to do. While the A's are out of the room, have the adult with the B's give them the following instructions: they are to give their partners step by step instructions to draw a stick figure. But they are not to tell their partners what they are trying to get them to draw. For example, they should say, "Draw a circle". Do not tell them the instructions for the other group. Bring the A's back into the room. Complete the drawing activity. You may notice some B's will pick up on the fact that the A's are doing the opposite and may change their instructions accordingly. Some may give up. Ask the girls the following questions: 1. Ask them to share the instructions they received with their partner. 2. What did they find frustrating? 3. What did you learn? If you were a B, how did you overcome the obstacle? What does this teach us about working together? B/J/C/S/A
- Understanding Differences Color Wheel- (materials: paper plates, crayons and several mirrors). Have each girl look into a mirror. Ask them, "What do you see? How many different colors do you see?" Giving them time to answer. Ask, "What colors are your eyes, hair, skin, lips, clothes, shoes, etc.?" Say out loud two colors that you are wearing today." (If you do not have mirrors, pair the girls to tell each other the colors they see). Give each girl a large circle or paper plate. Instruct them to draw lines to divide the plate into six wedges. Instruct the girls to color each section according to the colors that they just observed on themselves. Have the girls look at the color wheels that they have just created and compare them to the other girls' wheels. Point out that there are no two exactly alike (if there are two that have the same colors, they most likely do not have them in the same places on the wheel.) Emphasize the large variety of colors. One color wheel is as special as another. Stress how people are all very different and that making decisions about someone according to color, shape of eyes, height, weight, ability is wrong. Talk about how our differences make us special and that what we have in common connects us. D/B
- Famous People That Have a Disability- (materials: CD player, iPod, or other multimedia player, Beethoven's Ninth Symphony). Play a portion of Beethoven's Ninth Symphony. Ask the girls, "How does this music make you feel?" Talk to girls about how this music was written by Beethoven, who was deaf at the time he wrote this symphony. Ask the girls, "Can you imagine writing the music if you couldn't hear what it would sound like?" Talk to girls about feeling

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music through vibrations on the floor. Have girls see if they can feel the vibrations and the change in the music through the floor. OR If you have access to a piano you might try this activity. Have the girls listen to a piece of music by Ray Charles or Stevie Wonder. Now show the girls the piano. Ask the girls if any of them knows how to play the piano. Ask them if they could imagine learning how to play the piano without being able to see the keys. Explain to the girls that the music they heard at the beginning of this activity was played by a person who is blind. D/B

- Contact a local school/college or assistive technology provider (like the school's Physical or Occupational Therapist), and arrange for a professional who works or has worked with people with disabilities to come to a troop meeting and bring adaptive equipment. Have the girls try to use some of the equipment and explain how it helps children with disabilities participate in everyday activities better. B/J
- Check out a Local Service Provider- Visit an organization that works with adults and/or children with disabilities. Find out what the organization does, what kinds of services they offer and how they can be a resource. Check the Resources list in the back of this booklet for local service providers and organizations near you. C/S/A
- Volunteer with an organization that works with adults and/or children with disabilities. If you did the activity above (Check Out a Local Service Provider) you can arrange to volunteer with that organization, or choose another service provider or program. Check the Resources list in this patch program for local service providers and organizations near you. C/S/A
- Interview a person with a disability. If you know a person with a disability, ask her/him if she/he will do an informational interview. Ask about her/his hobbies, family, dreams, what she/he wants people to know about her/his disability, or if she/he uses any accommodations. Go over the interview and what you have learned from it with your troop. S/A
- Service Animals-Do some research on the internet and discuss with your troop about how service animals are trained, what they can do, and how the public should interact with them. If possible, arrange for someone who trains or uses a service dog to come and speak to your troop about these topics. ALL

Take Action- *Together, girls can take action to make the world a better place.* Complete 2 Take Action activities.

- After meeting with a disability organization (in Connect activities), **create your own Take Action project.** D/B/J/C/S/A
- **Create an ad campaign** with your troop to educate your community on inclusion. What would you include? If you have a video camera, film your ad with the help of a parent or adult in your troop. Or create a paper ad. D/B/J/C/S/A
- **Visit your school or local library to see what resources are available** to people with vision and hearing impairments. Talk to the librarian to see what needs they have for additional resources for their lending library. Look for ways you can add additional resources to their collection. Create or collect audio books or collect or purchase books in Braille that can become part of the library's lending library. B/J/C/S/A

Special thanks to the Girl Scouts of the Green and White Mountains www.girlscoutsgwm.org for creating the original badge program upon which this is based.

- **Modifications**- what are your favorite Girl Scout activities? Camping, hiking, swimming, crafts? Lego League? Are they inclusive? How could you adapt or modify them to make them entirely inclusive? **D/B/J/C/S/A**
- **Share what you have learned** about different abilities with other Girl Scout troops or classmates. Create a presentation that can be used at a school or Girl Scout community event about what others can do to make a difference. **D/B/J/C/S/A**
- **Visit the Special Olympics website** <http://www.r-word.org/> (with your parents' permission) and "pledge" to banish the R word from your vocabulary. Research ways your troop can help; and take action to make the world a better place. For example, together, teach other Girl Scouts about banning the "R word" from their vocabulary. Or, by visiting <http://getintoit.specialolympics.org/> and send an electronic card to a Special Olympics athlete to show your support. **J/C/S/A**
- **Make a Schedule**- Go to <http://www.dotolearn.com/picturecards/printcards/index.htm> and use the links to print out different Picture Communication Symbols. Have the girls use them to make up a schedule for the day. Discuss why Picture Communication Symbols are important for some children to use. **D/B**
- **Volunteer**- Arrange for your troop to volunteer with an organization that works with adults and/or children with disabilities. Check the Resources list in the back of this booklet for local service providers and organizations near you. **D/B/J/C/S/A**
- **Start a Buddy Program**-Go to the "Best Buddies" programs website <http://www.bestbuddies.org> and see if your school participates in the program. If not, contact the given Program Manager listed on the website for your area and work with that person to start a chapter for your school. **C/S/A**
- Different kinds of therapy enable many people with disabilities to participate in an enjoyable activity, and experience numerous physical benefits. You can **visit Therapeutic Riding Centers** (<http://www.equinesite.com/therapyride.htm#Local>) to find a local organization that offers equine therapy (horse riding) to individuals with disabilities or check the adaptive program at the American Canoe Association <http://www.americancanoe.org>. Contact them or another organization (try <http://www.ncpad.org> for a list of organizations) that offers another type of recreational therapy to see if it is possible to visit their center and volunteer for a day. **B/J/C/S/A**

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Daisy/Brownie/Junior Level Disability Awareness Quiz

Answer with True (T) or False (F)

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

Daisy/Brownie/Junior Level Disability Awareness Quiz

Answer Key

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

Cadette/Senior/Ambassador Level Disability Awareness Quiz

Answer with True (T) or False (F)

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

Adapted from Easter Seals Wisconsin

Cadette/Senior/Ambassador Level Disability Awareness Quiz

Answer Key

1. Only people who can't walk use wheelchairs.
 - False While it is true that many people who use wheelchairs can't walk, many can. People with disabilities who can walk on their own or with the aid of braces or a walker may tire easily and choose to use a wheelchair because it gives them more independence.
2. You have a friend who has a speech impairment and sometimes you're not sure what he said. To make things easier, you should pretend that you understand.
 - False Never pretend you understand what someone is saying if you don't. Instead, ask your friend to repeat himself. If you're still having trouble, make your best guess about what the person is saying and ask if you heard correctly. Occasionally, your friend may need to write something down for clarity.
3. When you meet someone who is blind or visually impaired, you should introduce yourself to that person.
 - True Introductions are always appropriate when meeting new people. When you have a friend or acquaintance with vision loss, it is appropriate to simply state your name whenever you see or greet him/her. "Hi Michelle, its Jane Anderson."
4. When communicating with people who are deaf or hard of hearing, it is necessary to speak through an interpreter.
 - False Because some people who are deaf or hard of hearing use sign language, others read lips and still others use a combination of both, you need to find out how you can best communicate with them. If he or she has an interpreter, it's perfectly fine to use this person, but look at and speak directly to the person with the disability, not to the interpreter. The interpreter will stand beside you and interpret as necessary.
5. It's safe to assume that people with disabilities usually need help.
 - False Most people with disabilities prefer to be independent. When offering help to someone with a disability, always ask first, wait for their response and then ask them about the best way to provide the help they need. Don't feel bad if your help is turned down.
6. It's okay to gossip about people who are deaf or hard of hearing because they can't hear you anyway.
 - False People who are deaf or hard of hearing are just as likely to know they are being talked about as other people would be. Even if they do not hear exactly what's being said, they will notice. Why be rude?
7. People who use wheelchairs can't go anyplace fun.
 - False People who use wheelchairs may face some architectural barriers when going out into the community, but this doesn't mean they can't go anywhere fun. Instead, it's a reason to check out the places you plan to go ahead of time to see if there are potential problems. 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. People with cerebral palsy usually have a cognitive disability, too.
 - False Cerebral palsy is a disability affecting movement. Although cerebral palsy affects the motor control center of the brain, it does not affect one's natural intelligence.

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9. People with disabilities want very much to be treated just like everyone else.
 - True People with disabilities have said that this, more than anything, is what they want—to be included and treated just like everyone else.
10. When you meet someone with a guide or companion dog, you should make friends with the dog first so that the dog is comfortable with you being nearby.
 - False You should always meet the person before 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. Among other professions, people with disabilities work as stockbrokers, lawyers, doctors and teachers.
 - True People with disabilities are involved in a full range of professions.
12. People with disabilities prefer to hang out with others who have disabilities.
 - False Friendship is usually based on common interests and activities, not on whether or not a person has a disability.
13. Public places such as movie theaters, restaurants and ballparks are easy for people who use wheelchairs to enjoy.
 - 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. People with disabilities can't dance.
 - False Most people have their own styles of dancing, and people with disabilities are no different.
15. It's okay to ask people with disabilities about their disabilities.
 - True What's important is how you ask. Don't ask, "What's wrong with you?" Instead, learning more about a person's disability should be a part of getting to know each other. Even then, some people may be willing to answer questions, while others may choose not to. Be sensitive to and respect their wishes.
16. People with disabilities can participate in competitive sports.
 - True Competitive sports are as important to people with disabilities as they are to those without. Having a physical, sensory or cognitive disability does not necessarily preclude involvement in individual or team sports. People with disabilities ski, play tennis and racquetball, race in 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.
17. People with physical disabilities can't live on their own when they grow up.
 - False With adapted housing, personal assistants, accessible transportation and available employment, most people with physical disabilities can and do choose to live independently.
18. Disabilities are illnesses to be treated by medical professionals in the hope of a cure.
 - False Disabilities are not the same as illnesses. People with disabilities are not sick, and most are seeking acceptance and inclusion rather than a 'cure'.
19. People can become disabled at any time in their lives.
 - True People can be born with a disability or the disability may come after birth, the result of illness, age or an accident. Statistics show that during their lifetime, 50 % of people will experience a disability.

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

- True Architectural barriers limit participation, productivity, and independence. For instance, if a person who uses a wheelchair is offered a job that they cannot accept because it is located on the second floor of a building without an elevator, the real problem and obstacle is that there is no elevator.

Online Resources:

- American Disability Association- Information on the laws and links with resources for people with disabilities. www.adanet.org
- Center for Parent Information and Resources- Links to local resources for supporting children with disabilities www.parentcenterhub.org
- Disability is Natural- This is the site for information on People First Language and encouraging new ways to think about different abilities www.disabilityisnatural.com
- Easter Seals- Easter Seals serves adults and children with special needs in both VT and NH. Contact your local office or go to www.easterseals.com/connect-locally/ to find the office closest to you.
- National Association for the Deaf- Resources for learning American Sign Language and other connections to resources for deaf and hearing impaired individuals www.nad.org
- National Council on Disability- Information on resources and the federal laws to support people with disabilities www.ncd.gov
- National Federation of the Blind- Information on resources for blindness including Braille and Guide Dog trainings www.nfb.org
- Special Olympics- Special Olympics has been providing an opportunity for adults and children to compete in a variety of sports for over 40 years. There are many ways that girls can get involved in local events. Go to www.specialolympics.org to find out what is happening in your area.
- US Government Disability Resources- go to www.disability.gov/ for a list of government resources for people with disabilities.

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Including All Friends Patch Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# : (day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

Major credit cards are also accepted. Please sign your name if you would like to pay with a card, and our shopkeeper will be in contact with you when we receive your order form to take your card information.

I would like to pay with a card: _____

Shipping & Handling rates:

0-\$15.00	\$4.75
\$15.01-\$25.00	\$6.50
25.01-50.00	\$8.50
50.01-75.00	\$10.50
75.01-100.00	\$12.50

If you have any questions, call 304.345.7722.

Please mail your Patch Order form to:

Attn: Girl Scout Shop
Girl Scouts of Black Diamond
321 Virginia Street West
Charleston, WV 25302

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Including All Friends Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# : (day) _____ (evening) _____ (cell) _____

1. What did your girls discover about themselves during the activities?
2. What did they discover about others in their troop and/or community?
3. What did your girls gain from connecting with local organizations/resources?
4. How did your girls take action while earning this patch?
5. What activities did your troop/group enjoy the most?
6. Did you change or adapt any activities? In what way?
7. Would you suggest any changes?
8. Comments:

Please mail your evaluation form to:

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Girl Scout Shop, Girl Scouts of Black Diamond
321 Virginia Street West, Charleston, WV 25302

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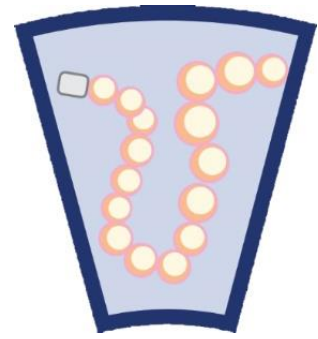
A Year in the Life of Juliette *Patch Program*

Juliette's Pearls

Juliette Low had a strand of rare matched pearls that she sold in 1914 to help pay the rent for the Girl Scout National Office in Washington, DC (we are now headquartered in NY City). She was quoted as saying "Jewels are not important but my Girl Scouts are, they need the money more than I need pearls." In the spirit of Juliette's pearls, this patch program is designed to give girls an experience in creating jewelry, the long history jewelry making has had in our traditions, and learning about how we can use jewelry to make a difference.

April 2016

Juliette's Pearls



Juliette Low had a strand of rare matched pearls that she sold in 1914 to help pay the rent for the Girl Scout National Office in Washington, DC (we are now headquartered in NY City). She was quoted as saying “Jewels are not important but my Girl Scouts are, they need the money more than I need pearls.”

You can read the story of Juliette's Pearls here <http://gsuniv.org/history/the-american-girl-march-1970/>. Juliette gave so much of herself to others that Girl Scouts has continued to grow from the first 18 Girl Scouts in Savannah in 1912 to our current membership of 3.3 million girls and adults.

In the spirit of Juliette's pearls, this patch program is designed to give girls an experience in creating jewelry, the long history jewelry making has had in our traditions, and learning about how we can use jewelry to make a difference. Each activity lists the age level it is appropriate for (Daisy/Brownie/Junior/Cadette/Senior/Ambassador or ALL). You will know your girls best, so work with them to choose the activities that interest them and are relevant to them.

Please note that there are many links to projects on the internet listed on the resource page to help you plan activities with your girls.

Girl Scouts has always been a sisterhood where we value traditions and history. Pick two activities from this section that will help you learn about how jewelry is part of our lives.

- Learn about how jewelry is a part of cultural traditions (wedding bands, charm bracelets, Claddagh rings, etc). How is jewelry a part of your cultural traditions? Share with your group the history of any family jewelry/jewelry traditions that have been passed down through your family. **ALL**
- Learn about the special pins in Girl Scouts. Find out the meaning behind your level's membership pin and the symbols on your WAGGS pin. **D/B/J**
- Learn about other special pins you can receive when you visit special Girl Scout/WAGGS locations. Did you know each World Center has their own special pin? That there are places in the US you can visit that have a special pin that you only receive when you visit? Learn about the meaning behind the pins you can receive at one of these special locations. Talk with your troop about how you could visit that location. (Remember any trips longer

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than 2 nights and/or outside of New England require extended trip paperwork. See Resources.) **J/C/S/A**

- Visit a jewelry store and learn about jewelry (see Resources for ideas). Learn about the different types of gemstones used in jewelry, learn about the cut and clarity of a diamond, and the different types of metals used in jewelry making. Find out what a jeweler does (design custom items, repairs, appraisals, etc). **ALL**
- Learn about how diamonds and gems are acquired and how you can make sure that the items you purchase are conflict free. **C/S/A**
- Make a SWAP. SWAPS are a Girl Scout tradition where a Some Whatchamacallit Affectionately Pinned Somewhere is worn during a Girl Scout event. Work with your community to exchange SWAPS at a community event (camporee, Thinking Day). **ALL**
- Every month has a different birthstone. Learn about your birthstone. What type of stone is it, where can that stone be found in nature, what is the meaning of your birthstone, do you have more than one type of birthstone? Find others in your group who share your same birthstone. Look at different types of jewelry in which your birthstone is used. **ALL**

Girl Scouts have always used our resources wisely. Choose at least two of these activities to learn about using recycled and natural materials to create works of art.

- Make paper beads out of recycled “junk” mail or old magazines.
 - **Supplies:** old glossy magazines, scissors, ruler, pencil, toothpick or wooden skewer, Mod Podge
 - **Making the beads:** Cut strips from magazine pages in a triangular shape. Note: If you want a longer sized bead, make the base wider; and if you want shorter beads, make the base narrower.
 - Measure the base for your desired size of beads and mark it with a pencil.
 - Draw a line from that mark you made up to the tip of the magazine. Then cut.
 - Roll the cut magazine onto the toothpick or wooden skewer from the base to the tip. Secure with Mod Podge.
 - Coat your finished bead with Mod podge to secure it.
- Use your paper beads to make bracelets, necklaces, or earrings. **ALL**
- Make recycled bracelets out of water or soda bottles.
 - **Supplies:** 1 liter water or soda bottles (with labels removed), scissors, masking tape, iron, nail polish or acrylic paint.
 - **Making bracelets:** Wrap masking tape around the bottle to mark the width you would like your bracelet to be (2 to 3 tape widths works well).
 - Cut the water bottle around the outside bands of masking tape. Remove the masking tape.
 - Turn iron on to medium and turn off the steam function.

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- Gently rub the cut sides of the plastic band on the iron to melt the rough edges of the band until they are smooth.
- Paint the inside of the band with acrylic paint or nail polish (if using nail polish, make sure area in a well ventilated area. **J/C/S/A**)
- Use old metal washers and scraps of scrapbook paper to make washer pendants.
 - Begin with a clean washer - any size is fine.
 - Cut scrap book paper to fit the washer. This is a great way to use up small pieces that are usually thrown away.
 - Spread Mod Podge all over the front of the washer. Cover completely and make sure to go all the way to the edges.
 - Use an old credit card (the ones that come in junk mail are great) to smooth the paper to the washer. Let dry.
 - Smooth the edges with a file or fine sandpaper. Smooth from the front to back so paper won't be pulled off your washer.
 - Decorate with glitter glue gel, sparkles, transfers, etc.
 - Apply a layer of clear acrylic or clear nail polish to seal in decorations and protect the design.
 - Make sure to avoid getting bubbles and runs by working slowly. Make sure to cover all of your washer to protect your design.
 - Once your washer pendant is dry, you can add a string to make a necklace or make multiple smaller washers and string them like a charm bracelet. **ALL**
- Create a variety of jewelry items using recycled #6 plastic to create your own Shrinky Dink designs.
 - **Supplies:** Plastic marked #6. Many to-go containers seem to work. Look for the number inside the recycling triangle. Salad to-go boxes from a local pizza place work well., Sharpie permanent markers in a variety of light colors, plus black, Scissors, Hole punch, Parchment paper or paper bag cut open so it is flat, Optional- string, jewelry rings, stretch cord, Toaster (or regular) oven, preheated to around 250 degrees F.
 - Cut out pieces from the flat parts of the plastic container in the size/shape you want.
 - Remember to make it larger than you want your finished project as it will shrink when you heat it.
 - Cut out as many pieces as you want (so if you want earrings, cut out two shapes; charms for a bracelet, cut out as many charms as you want to have; etc). Make sure to round off any corner edges because they will get sharp after it shrinks. Punch a hole where you would like to attach a string or jewelry ring when it is finished.
 - Draw a design with permanent markers. It can be any design you want, but remember when you shrink your design the color will become more intense and the small details will be harder to see.

- Place your colored plastic piece(s) on a square of parchment paper or flat piece of paper bag, on a tray in your toaster oven (preheated to about 250 degrees). Bake your designs until they have stopped curling and start to lay flat. If a design doesn't flatten out but has stopped shrinking, you can press it down when you remove it from the oven. Be careful as all items will be very hot. **ALL**
- Use acorn caps and small flowers to create nature necklaces.
 - **Supplies:** Acorn caps (use the biggest acorn caps you can find), Tacky glue, Dried and/or pressed plants and flowers, hemp cording, hand drill and eye screws (optional)
 - Fill the acorn cap with glue and place your pressed flower in the glue before it dries.
 - Set the acorn cap upright to dry (this may take a few days).
 - After the glue dries attach the pendant to the cording. You can drill holes using a hand drill and screwed in eye screws found at any hardware store.
 - Another way to attach the cording is to leave the stem on and tie the cording around it. Dab a little glue onto the knot to enforce the hold. **ALL**
- Make a jewelry organizer.
 - Look online for ideas or create your own using items from nature (sticks in a vase to hang necklaces)
 - or use recycled materials (decorate an old pencil box; place eye hooks in a wooden picture frame;
 - use chicken wire to hang items from; etc). **ALL**
- Make your own jewelry using recycled materials or nature items.
 - Use other recycled material (fabric, old metals, plastics, etc) or a nature item (rocks, sticks, dried flowers, etc) to make your own jewelry. Share your idea on your evaluation form. **ALL**

Girl Scouts are always friendly and helpful. Juliette used her pearls to make a difference in the lives of others. Use what you have created to Take Action to make the world a better place. Choose at least one activity below to complete your patch program:

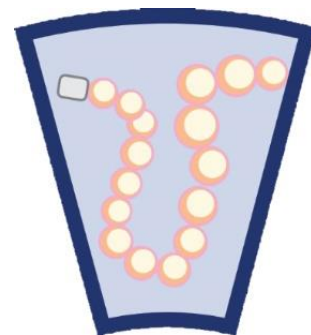
- Visit a local nursing home, hospital, hospice, or other facility that provides care for others. Learn about how the staff provide care. What type of training do they need for their job and what inspires them to care for others. Donate some of your jewelry items to the care givers to show appreciation for all they do for others or to the residents to share the spirit of giving. **ALL**
- Talk with your troop about ways you can use money you earn in Girl Scouts to Take Action in your community. Create jewelry that you can sell at a craft fair or other location to raise funds for your project (remember that you must have a goal in mind before holding any additional money earners and that there is additional money earning paperwork required). **B/J/C/S/A**
- Hold an event for younger girls or girls who are not yet Girl Scouts where you teach them the skills you have learned earning this patch, including crafting, jewelry significance, and the history of Juliette's Pearls. Provide them with support to make their own jewelry. **J/C/S/A**
- Learn about jewelry manufacturers that donate profits to other causes. Some examples are Alex and Ani, Origami Owl, and Trading Hope. Try to reach out to them to find out why their company feels it is important to give back to others. **C/S/A**
- Make a friendship bracelet and give to a friend to invite her to join Girl Scouts. Have a special troop meeting where parents and girls are invited to attend and learn about all the things you do in Girl Scouts. **ALL**
- Find another way you can use your jewelry creations to give back and make a difference in your community. Share what you chose to do in your evaluation. **ALL**

Resources:

“How to” websites:

- Paper beads http://www.thriftyfun.com/tf/Craft_Projects/Recycled/Jewelry/Making-Paper-Beads.html
- Plastic bracelets out of water bottles <https://www.youtube.com/watch?v=e1ZHnVn-vPc>
- Washer pendants <http://inkyscrapper.blogspot.com/2010/07/washer-pendant-tutorial.html>
- Shrinky Dink plastic jewelry <http://www.rustandsunshine.com/2012/04/shrinky-bracelet.html>
- Acorn jewelry <http://www.5orangepotatoes.com/blog/2009/08/23/acorn-jewelry>
- Friendship bracelets- www.makingfriends.com

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Juliette's Pearls Patch Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# : (day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

Major credit cards are also accepted. Please sign your name if you would like to pay with a card, and our shopkeeper will be in contact with you when we receive your order form to take your card information.

I would like to pay with a card: _____

Shipping & Handling rates:

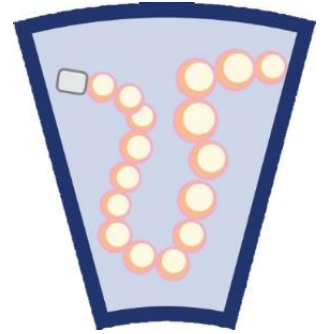
0-\$15.00	\$4.75
\$15.01-\$25.00	\$6.50
25.01-50.00	\$8.50
50.01-75.00	\$10.50
75.01-100.00	\$12.50

If you have any questions, call 304.345.7722.

Please mail your Patch Order form to:

Attn: Girl Scout Shop
Girl Scouts of Black Diamond
321 Virginia Street West
Charleston, WV 25302

Special thanks to the Girl Scouts of the Green and White Mountains www.girlscoutsgwm.org for creating the original badge program upon which this is based.



Juliette's Pearls Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# : (day) _____ (evening) _____ (cell) _____

1. What did your girls discover about themselves during the activities?
2. What did they discover about others in their troop and/or community?
3. What did your girls gain from connecting with local organizations/resources?
4. How did your girls take action while earning this patch?
5. What activities did your troop/group enjoy the most?
6. Did you change or adapt any activities? In what way?
7. Would you suggest any changes?
8. Comments:

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A Year in the Life of Juliette Patch Program

Flower Power

Girl Scouts enjoy a deep connection to the natural world. Gardening teaches us to be careful and responsible, and allows us to appreciate the beauty of colorful things that we have worked hard to grow. This month's patch focuses on enjoying and protecting nature.



May 2016

Flower Power



Girl Scouts enjoy a deep connection to the natural world. From flower and food gardens at home, to adventurous hikes in the outdoors, Girl Scouts learn to be protectors and admirers of nature. The Juliette Gordon Low Southern Magnolia tree grows in Savannah, in honor of Juliette for founding the Girl Scouts. A seedling from the Juliette Gordon Low Southern Magnolia was planted at the Museum of Science and Industry in Tampa, Florida, in the hope that more organizations around the world will garden in honor of Girl Scouting. As companion plantings, chocolate mint was chosen for its low-growing and sprawling fragrant foliage that brings to mind thoughts of Thin Mint cookies. This garden also includes daisies in a nod to Juliette's childhood nickname.

Girl Scouts of the Black Diamond Council are very fortunate to live in a part of the United States that is covered in tremendous natural beauty. From the North Country Trail and the Wayne National Forest in Ohio, to the gardens at Blennerhassett Island, to the hiking trails in the New River National Recreation area and the botanical gardens and arboretum in Morgantown, our Girl Scouts have endless opportunities to adventure outside!

From their beginning as Daisies, Girl Scouts blossom into leaders of courage, confidence, and character. This month's badge program will have you sowing seeds, exploring nature, and learning about what you can do to protect the environment.

Discover – Girls will discover themselves and the world around them.

Complete three discover activities.

- ◆ Go on a walk in nature. Some options are a local park or on a trail in the woods. Use your phone or a camera to take pictures of some different flowers or other plants. When you get home, use the internet to identify the plants you took a picture of.
- ◆ Visit a botanical garden or arboretum. These are very interesting to visit because the different plants are labeled.
- ◆ Learn about plant taxonomy- that's the system by which plants are given their scientific names. http://www.biology4kids.com/files/studies_taxonomy.html Learn the scientific names of some plants that live in your neighborhood.
- ◆ Make a miniature fairy garden <http://www.hgtvgardens.com/crafts/a-fairy-container-garden>
- ◆ Plant a flower bulb or a seed and help it grow!
- ◆ Learn about the parts of a flower and their function <http://mocomi.com/parts-of-a-flower/>

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- Try to list as many plants that are used for food as you can. What food plants are grown around where you live?
- Learn about different careers that work with plants. What does a botanist do? How about a florist? How many other jobs can you find where people work with plants?
- Learn how to press flowers. Then keep them in an album or even frame them!

<http://www.wikihow.com/Press-Flowers>

Connect – Girls care about, inspire, and team with others. They care about the effect that human influence can have on the environment, and seek to learn more about how the natural world is important to human survival and what they can do to protect it. Complete three connect activities.

- Talk with a professional who works in an environmental career. This can be a park ranger, a Division of Natural Resources officer, an environmental scientist, or even a member of a nonprofit organization dedicated to protecting nature. What are some other careers that involve nature?
- Help an elderly neighbor tend their flower garden or food garden.
- Volunteer to do some light landscaping for a local charity, nonprofit, or church. Plant a few flowers or even a small flowering tree.
- Create a bouquet of flowers for someone that you care about. Make sure that you are allowed to pick the flowers from wherever you pick them!
- Learn about the symbolic meanings of different flowers. Most flowers are symbolic of a different sentiment or emotion. <http://aboutflowers.com/flower-a-plant-information-and-photos/meanings-of-flowers.html>
- Using what you learned about flower meanings, go to a florist or a local grocery store that sells bouquets. Based on the flowers that are in the bouquets, can you tell if the different arrangements of flowers have a special meaning?
- Some flowers eventually turn into fruits- apples are a good example! Find out about a flower that eventually turns into a fruit, and use the fruit to make a healthy snack for your family or friends.
- Some flowers and herbs have been used for medicine for thousands of years. Learn about some different flowers/herbs that some people believe offer a medical benefit.

Take Action – Girls act to make the world a better place. Learn what you can do to protect the planet and ensure flowers and foods are around for everyone to enjoy. Complete three take action activities.

- Plants are essential to human life, and bees are essential to plant life. Learn about the pollination process and how honeybees help plants reproduce.

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- ✿ Find out what is threatening the world honeybee population, and take action to help honeybees survive and thrive. <http://www.queenofthesun.com/get-involved/10-things-you-can-do-to-help-bees/>
- ✿ Learn about citizen science and how everyday people can help collect important data for scientists. Sign your troop up for Bumblebee Watch, or find another citizen science project to help with that involves plants. <http://www.bumblebeewatch.org/>
- ✿ Learn about how pollution threatens flowering plants. Make a presentation like a poster or Youtube video to help others understand this problem. Get creative!
- ✿ Go on a litter walk in a local park or other public area. Pick up as much litter as possible. It is much easier for other people to enjoy nature when there isn't trash all over the place!
- ✿ Volunteer at a local community garden and help grow produce to help feed the hungry.
- ✿ Choose a flower that you like and give a talk to your troop, class, or family about the history of that flower, its symbolism, what climate it grows in, etc.
- ✿ Learn about climate change and what effect it can have on plant and animal life.



Juliette's Flower Power Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# : (day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

Major credit cards are also accepted. Please sign your name if you would like to pay with a card, and our shopkeeper will be in contact with you when we receive your order form to take your card information.

I would like to pay with a card: _____

Shipping & Handling rates:

0-\$15.00	\$4.75
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Juliette's Flower Power Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

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A Year in the Life of Juliette Patch Program

Friend to Animals

Juliette Gordon Low loved animals. She had many different pets including dogs, exotic birds, Georgia mockingbirds, and horses. Her most beloved pets were a horse named Fire and a dog named Scout. There is a bench with a bronze statue of her and Scout at her Birthplace in Savannah. This patch program encourages girls to learn about how they can make a difference in the lives of animals in their homes, their communities and in their back yards. By learning about how they can be an advocate for animals, girls can continue Juliette's vision of being a "Friend to Animals."

June 2016

Friend to Animals



Juliette Gordon Low loved animals. She had many different pets including dogs, exotic birds, Georgia mockingbirds, and horses. Her most beloved pets were a horse named Fire and a dog named Scout. There is a bench with a bronze statue of her and Scout at her birthplace in Savannah.

She was always adopting and taking care of strays or pets of other she felt were not getting the attention they deserved. She always encouraged the good treatment of animals even including “A Girl Scout is a Friend to Animals” as the 7th part of the first Girl Scout Law in 1912. She said “All Girl Scouts take particular care of our dumb friends, the animals, and protect them from stupid neglect or hard usage.” This remained a part of the Girl Scout Law until it was revised in 1912.

This patch program encourages girls to learn about how they can make a difference in the lives of animals in their homes, their communities, and their backyards. By learning about how they can be an advocate for animals, girls can continue Juliette’s vision of being a “Friend to Animals.”

The activities are grouped by age level, with specific activities being required (these are noted by a *). To complete the patch program, complete the number of activities required for each grade level. Girls are allowed to choose an activity in a different age group if it appropriate for them.

Daisy and Brownie Activities

(Complete the * activity and at least 2 additional activities)

- ✿ *Contact your local Humane Society to get a list of items that they are in need of. Collect the items needed and arrange a trip to the facility to deliver the items. Talk with the volunteers/staff at the facility to learn how your donation will make a difference. If you don’t have a local Humane Society, you can work with a different community organization that helps protect animals.
- ✿ Make arrangements to spend time reading to animals at the shelter. By reading with animals, you are developing your reading skills and helping animals learn social skills that will help them be adopted. Share your experience with other students in your class to encourage them to take time to read to shelter animals too.
- ✿ Pets need to go to the doctor just like people do. Visit a veterinarian’s office or ask a veterinarian to come and speak to your troop. Ask questions about what types of care pets need to stay healthy. Learn about spay/neutering, routine vaccinations, preventable diseases, and what type of care pets need on a regular basis.

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- ◆ Learn how to behave safely around animals. You should always ask an adult before going near any animal that is not your own pet. Learn about how to meet a new dog, what to do if a stray animal approaches you, and how to play safely with pets. Make a poster about what you learned to share with others.
- ◆ Learn about wildlife in your area. What types of animals are native to your surroundings? Find out how people impact their habitat and what you can do to make a difference. Visit a local Fish and Wildlife center to learn more about the animals that are around us or invite a naturalist from the state or local wildlife center to visit your troop meeting.
- ◆ Talk with your family about how you help care for your family's pets. Make a chart for one week of all the things you are doing to take care of your pet (feeding, bathing, walking, etc.) Talk with your family about what you learned about taking care of pets.
- ◆ If you don't have a family pet, learn about what types of pets you could have when you are older. Learn what types of care your pet would need on a daily basis and keep a journal for a week of how you would care for your pet each day.
- ◆ There are many kinds of animals that people wish they had as pets (wild animals and exotic pets). Learn about why there are some animals that should not be kept as pets, and what happens when the wrong type of animal is kept as a pet. Share what you learned with others.

Junior and Cadette Activities

(Complete the * activity and at least 3 additional activities)

- ◆ *Contact your local Humane Society to get a list of items that they are in need of. Collect the items needed and arrange a trip to the facility to deliver the items. Talk with the volunteers/staff at the facility to learn how your donation will make a difference. If you don't have a local Humane Society, you can work with a different community organization that helps protect animals.
- ◆ Animal shelters take care of 8 to 10 million lost, abandoned, and surrendered pets each year. They try to find homes for as many as they can but there are never enough homes for all of the animals in the shelters. Visit a local shelter to learn about the importance of spaying and neutering animals. Find out how quickly animals can have litters, and how quickly this can become a serious problem. Ask what you can do to encourage people to adopt a pet rather than buying one.
- ◆ With your family's permission, learn how you can volunteer to be a foster family for a pet from the shelter. Foster families often care for pregnant or nursing animals and help shelter pets learn to socialize to help them be adopted. Encourage others to become involved in your local shelter's foster program.
- ◆ Learn about service animals. What types of service can animals provide (police dogs, dogs for people who are blind/deaf/health impaired, etc.?) How are they trained, what types of animals make good service animals, and how do people in need receive their animal? Talk to local businesses about the rules of service animal accessibility. Talk to someone who has a service animal (or do research on the internet) to learn how

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people should and should not approach a service animal. Share what you learn with others.

- ◆ Lost animals are a problem for shelters, community animal control officers and to the owners who are missing their pet. Find out what your community requires for animal identification (dog registration and tags, animal registry, etc.) Talk with a local vet to find out what other types of animal identification methods are more reliable (microchips, tattoos, etc.). Learn about ways owners can prevent lost pets. Make a poster, present a skit or make a video to share what you learned with others.
- ◆ Girl Scouting has always had badges that have encouraged girls to care about animals. In the first Girl Scout handbook- How Girls Can Help Their Country- there were badges that girls could earn about horsemanship and being a naturalist. You can find a list of badges through the years online at <http://www.vintagegirlscout.com/badge.html>. Find an old Girl Scout handbook and choose a badge with an animal theme that you would be interested in earning (our council library has a collection of vintage handbooks you can use as a resource). Do at least one activity from the badge you chose. Is the activity still relevant in today's society? How are things different now than they were when the badge requirements were written? How could you rewrite the activity to be meaningful to how we care for animals today?
- ◆ Talk with a volunteer or staff member at a local shelter or veterinary office. Learn about what their responsibilities are. Ask about any kind of training that they had to take to be qualified for their position. What do they feel is the most rewarding part of their position and what are their biggest challenges? Share with your troop what you learned and why you would or would not want to do the work they do.
- ◆ Visit a pet store to learn about what products they offer for pet owners. Do they have a type of pet food they recommend over another? Why? Ask about the toys and enclosures they sell for pets. Why is it important for pets to have toys and a safe space? Where do they get the pets that they are selling from? Do they offer programs with the local shelters to help people adopt animals that need a home? Find out about what makes their business successful and what they see as trends in the pet industry.

Senior and Ambassador Activities

(Complete the * activity and at least 3 additional activities)

- ◆ *Contact your local Humane Society to get a list of items that they are in need of. Collect the items needed and arrange a trip to the facility to deliver the items. Talk with the volunteers and staff at the facility to learn how your donation will make a difference. If you don't have a local Humane Society work with another community organization (animal shelter, veterinarian office, animal rescue program, etc.) whose mission is to care of animals.
- ◆ *Volunteer at a local animal shelter, nature center or veterinary office for at least a month. Share what you learned about caring for animals with others in your

community. Let others know about the need for volunteers and encourage others to volunteer also. Find a way to recognize the volunteers you worked with to let them know they are appreciated for all they do.

- ◆ Learn about careers that involve working for or with animals. Choose at least two careers that you would be interested in and find out what types of training and education is required for each position. Learn about the salary, job duties, hours you would work (would you be on call), is the job seasonal (naturalist at an environmental center) and other specifics to the position you are interested in. Look into what schools offer the training you would need and what the cost would be for your education.
- ◆ Take a pet training class with your pet or visit a pet training class to learn about what skills pets can learn. Why is it important for pets to be properly trained? There is a saying- "you can't teach an old dog new tricks." Ask about when is it a good time to train your pets. If an older pet is adopted from a shelter, is it possible to retrain it? What skills does a good trainer need to have to help train both the pet and its owner? Share what you learn about pet training with others.
- ◆ Use activities in this patch program badge activities or other activities to host an event for younger girls to learn about the importance of caring for animals. Make sure to keep the activities hands on and enlist others to help you run the activities. Provide girls with resources they can take home to share what they have learned during your program.
- ◆ Work with your local shelter, veterinarian or Humane Society to find out what people should have for supplies before taking a pet home (food, toys, pet pads, etc.) Create "goodie bags" that can be donated to people who are adopting a pet to provide them with items they can use to welcome home their pet. Have "wish list" donation boxes placed at local businesses, churches, schools, community centers, etc., to collect the items that are needed. Make sure to be clear about how this will benefit the shelter and animals in need of homes.
- ◆ Write an article for your school or local newspaper about the need for animal adoption in your community. Share facts that you have learned along with your personal feelings for why it is important for others to take action. Make sure to include ideas of how people can help.
- ◆ Learn about programs offered through your state and local fish and wildlife organizations. Participate in a program that will help you learn about wild animal conservation, the need for wildlife management and what you can do to protect the environment for wildlife. Make a list of other programs being offered for younger girls and share that with other Girl Scouts in your community.
- ◆ There are many preventable diseases that affect animals, like rabies. Find out how to volunteer at a local rabies clinic, and help promote the clinic by creating posters and fliers that can be distributed around your community. If your community doesn't have a yearly rabies clinic, reach out to a local veterinarian to help make one happen.
- ◆ Livestock are the animals that help provide us with food (milk, meats, eggs, cheese, etc.) Visit a farm to learn about how they care for their livestock. What types of food do

they need to provide their animals? What kinds of medical care do the animals need? What kind of diseases do they have to be aware of? Learn about all the work that goes into farming and what would life be like if we didn't have farmers to provide us with the food we need.

- ✿ In our country, animals have rights and protections. Learn about what laws and protections are specific to your state. Choose another country and find out what their laws and protections are for animals. How do their laws compare to our laws? How does their society view animal protection? What more can we do to educate others in the need for global animal protection laws? Learn about global animal protection organizations to see what actions they are taking to make a difference for animals around the world.



Friend to Animals Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# : (day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

Major credit cards are also accepted. Please sign your name if you would like to pay with a card, and our shopkeeper will be in contact with you when we receive your order form to take your card information.

I would like to pay with a card: _____

Shipping & Handling rates:

0-\$15.00	\$4.75
\$15.01-\$25.00	\$6.50
25.01-50.00	\$8.50
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Friend to Animals Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# : (day) _____ (evening) _____ (cell) _____

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A Year in the Life of Juliette Patch Program

Promote Our Promise

Learn all about The Golden Eaglet
and how you can make a great
public service announcement!

Choose a topic that you care
about and advocate to make
the world a better place.

July 2016

Promote Our Promise



Juliette Low helped to create one of the first public service announcements. The Golden Eaglet was written by Josephine Daskam Bacon (who was also a Girl Scout) and it was a recruitment film for Girl Scouts. Juliette Low even acted in the film- she pinned the Golden Eaglet pin on Margret, the main character in the film. When the film was made, there were no color movies or even sound in films. Instead, a pianist would accompany the film with music. World War I was ongoing and Juliette knew that Girl Scouting was what girls were looking for to help make a contribution to their country. Juliette made sure the film was shown around the country and it helped the Girl Scout movement grow.

The goal of this patch program is to help girls learn about making a great PSA, choosing a topic they want to promote and finding the media to get their message out to others. The following activities are for all grade levels- Daisy to Ambassador. Always remember to follow safety activity checkpoints for all activities.

Learn About PSA's

(Complete two activities from this section)

1. Watch *The Golden Eaglet* <https://www.youtube.com/watch?v=k5UBGJAeDFM>. Talk about how Girl Scouting was different when *The Golden Eaglet* was filmed (uniforms, activities, etc.) and how it is still the same (earning badges, community service, etc.) Would watching this PSA make you want to join the Girl Scouts. Create a story board showing how you could recreate this public service announcement to reflect Girl Scouting today. See the Resources page for some advice on creating storyboards.
2. Explore what it takes to be a director. Go to <http://bethedirector.girlscouts.org/> and try your hand at making decisions about wardrobe, lighting, music and scripts. Now share what you learned with others.
3. Watching the following two cookie PSA's, one from the 1970's <https://www.youtube.com/watch?v=jbHGjgOFcpg> and one from 2015 <https://www.youtube.com/watch?v=1ALsnAjhdaU>. What are the common themes in each PSA? How are those themes important to share with audiences? Create your own storyboard for a cookie PSA that you would like to produce.
4. Visit a TV or radio station. Learn about how they provide information to the public. Go prepared with questions about how they support the creation and marketing of PSAs. Learn about how their media reaches audiences and what careers are involved in their business.
5. Visit a newspaper. Talk to a reporter about what they look for in stories to print. Talk about any upcoming Girl Scout events in your community that they may be interested in sharing with the public.

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Create a PSA

Decide on a topic that you would like to promote through a PSA. Your PSA could be Girl Scout related (about product sales, joining the Girl Scouts, etc.) or about an issue that you care about (helping the homeless, preventing pollution, etc.) Complete one of these activities:

- ✿ Create a poster and/or handout that your troop can display that promotes a topic that you feel is important to communicate to others. If you use photography, make sure that everyone in the photo or video has given permission for their image to be used.
- ✿ Write and record a PSA that could be used on the radio. Work as a group to decide on sound effects, choose who will speak and who will do the recording.
- ✿ Visit your local public access TV channel. Learn what types of equipment they have for organizations to create and promote their organizations using a PSA. Create a PSA with your troop and record it to be shared with others.
- ✿ Create a PSA skit about a topic. Write up your script, working to make sure that everyone has a part. Practice your skit and make sure you are performance ready.

Showcase Your PASA

To complete this patch program, attend a community event, Girl Scout event, school event, or other gathering where you can present your PSA. Create an evaluation to ask the audience for feedback about your PSA. Did your PSA inform them of the topic which you presented? Did it inspire them to take action about the topic you presented? What other comments do you have to make your PSA even better.

We would love to share your PSA with the world. When you are finished, please share it with the Girl Scouts of Black Diamond marketing department at marketing@bdgsc.org.



Promote Our Promise Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

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Shipping & Handling rates:

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Promote Our Promise Program Evaluation

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A Year in the Life of Juliette Patch Program

Fabulous Fashion

Juliette Low loved fashion. Through these patch activities, you will explore history of fashion, the role of fashion in society, and get creative to explore your own unique styles!



August 2016

Fabulous Fashion



Juliette loved fashion. She even designed and sketched some of her own clothing. Juliette lived in a time when women were expected to dress in a certain way. Dresses could weigh 15-20 pounds and needed to cover your neck, wrists, and ankles. Undergarments included hoops, bustles, bloomers and corsets. Corsets made women's waists look thinner but it often meant difficulty breathing and moving.

Fashion also determined what girls were allowed to do in society. When Girl Scouting started in 1912, Juliette Low asked the girls what they wanted to do. When they shared that they would love to play basketball, she put up curtains around her carriage house so that the girls could wear their bloomers without people seeing them in a "state of undress". This is something they never could have done in public in the dresses they wore.

Girls today deal with expectations from social media, advertising, and product marketing. This had led to girls feeling pressure to dress or look in a way that may not be what fits their "style". Through these patch activities, girls will have a chance to explore the history of fashion and the role of fashion in society, and to create their own unique styles.

Throughout these options there are websites that may be helpful in completing patch activities. Please make sure to follow Safety Activity Checkpoints for all activities using the internet and social media.

History

Choose one activity to learn about how fashion has changed over the years.

- Check out Girl Scout uniforms through the years. A good online resource is <http://www.goodhousekeeping.com/clothing/g801/girl-scout-uniforms/> or watch the Golden Eaglet video on www.youtube.com to see how Girl Scout uniforms looked when Girl Scouting started. You can also arrange a visit to our Volunteer Resource Center in Charleston, WV to see our display of Girl Scout memorabilia. Talk with others about how Girl Scout uniforms have changed through the years.
- When Girl Scouting started, women didn't have the right to vote. Many other women's rights have evolved over the years and women's fashion has too. Take a look at how women's changing roles in society are reflected in fashion (bloomers, flapper dresses, women wearing pants, mini-skirts, etc.) How does today's clothing reflect the role of women in society?
- For much of history, men would design the clothing that women wore. In the early 20th century, many women started to design clothing for women. These pioneers of

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women's fashion helped to design clothing that was less restrictive and more comfortable. Coco Chanel was a great example of how a woman made a difference. Learn about Coco Chanel or another famous female designer that changed how women dressed. How did their designs impact what we wear today?

- ✿ Fashion always follows trends and many different fashions come "back in style". Look at today's fashions and see what fashions were actually trendy years ago (mini-skirts, bell bottoms, etc.) What makes a fashion become popular again? What do you think will be the trends 10 years from now? Create your own fashion lines using past trends.
- ✿ In the 1800's, textile mills were booming in the New England area to meet the needs of fabric for clothing. Young women and children were the bulk of the factory workers (in 1900, 18% of the country's work force was under the age of 18). Most workers worked for low wages and long hours. Learn about textile mills using online resources, or find a museum near you that has displays on how textiles were produced in the past. Talk with others about what it would have been like to be a worker in the factories and how different life is for children today.

Create

Choose three activities to create your own fabulous fashion.

- ✿ Use recycled materials to create a clothing or fashion accessory. You can use Girl Scout cookie boxes or plastic bags to make a purse, or check out <http://recyclerunway.com/recycled-art-projects/> for a list of items to make from reusable materials.
- ✿ Since 2000, the Duct Tape Company has offered a "Stuck at Prom" scholarship where students attending prom can create their own prom attire using duct tape for a chance to win a \$10,000 scholarship. For more information, check out <http://stuckatprom.com>. Not ready to create a prom outfit? Check out other ways to use duct tape to create a clothing or fashion accessory <http://www.wikihow.com/make-a-duct-tape-dress>. Wear what you designed to a community event to show off your creation to others.
- ✿ Girl Scouts have always had badges that helped girls learn about textiles, sewing, and fashion. Using a past Girl Scout handbook, find a badge that relates to fashion and "earn" that badge. To see badges, uniforms and how Girl Scouting accessories have changed over the years, check out <http://www.vintagegirlscout.com/default.html>
- ✿ Learn how to knit or crochet. You can visit a local fiber craft store for a lesson or use Youtube to search for "how to" videos. Create an item you can wear like a scarf or hat (you can find ideas and patterns on Pinterest). Use your newfound skill to create a wearable item that can be donated to a local charity (homeless shelters or other community resource).
- ✿ Sketch your own fashion designs. You can use stencils to start or create your own ideas. Share what makes your designs unique with others. For ideas on how to create your own sketches, go to <http://www.wikihow.com/sketch-fashion-designs>

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- ✿ Make ordinary footwear extraordinary. Take a plain pair of flip flops and add embellishments to make them fun. Check out <http://diy-enthusiasts.com/diy-fashion/diy-flip-flop-ideas-summer-sandals/>. Girls can also dress up a plain pair of tennis shoes with paint, rhinestones, or permanent markers and use ribbons for shoelaces.
- ✿ Create a fun hat to wear using paper, recycled materials, or other items that are easy to find. Get creative with what you add and make it represent your personality. Go to Pinterest for ideas or check out <http://redtri.com/simple-and-fun-hat-crafts>.
- ✿ Learn to use a sewing machine to create a clothing item to wear and donate. You can connect with a local sewing group to learn how to sew or visit a local craft shop to see if they offer classes. For example, many Joann Fabric stores offer sewing classes. Learn how to thread a needle, fill a bobbin, run the machine and keep it maintained.
- ✿ Host a community fashion show and encourage others to create items to show on the runway. Have a collection box to donate gently used clothing items that can be given to a local charity after the event.
- ✿ Create troop t-shirts, bandanas, or other wearable items that can be used to make your troop stand out as a group. You can use paint, markers, or learn to silk screen from online sites (<http://lifehacker.com/5886483/simple-guide-to-screen-printing-your-own-shirts> is good). Or, visit a local business that does silk screening or custom designs.

Social

Choose two activities to learn how fashion is impacted by society's view of women.

- ✿ Watch a fashion show on TV (like Project Runway Junior) to see how designers work to create new designs. Talk with your troop or others about what it takes to create a new design and have it be critiqued positively. What seems to be the common theme of winning designs? Share your thoughts on your favorite designs.
- ✿ A news anchorman in Australia wore the same suit on TV for a year and no one noticed. His co-anchor who is a woman was constantly receiving tweets and emails about her wardrobe choices, daily. Often times her biggest critics were other women. Talk with your troop about why women who are in the media are scrutinized about their clothes, hair, or makeup more than their male co-workers. What can we do to change that in our culture? Discuss how we can start to make changes in how women judge and treat other women about their appearance. Come up with a way to share what you learned with others.
- ✿ Design your ideal Girl Scout uniform and think about how that would reflect the fashion trends of the next ten years. Share your design with other Girl Scouts.
- ✿ 10 year old Egypt Ufele created a line of all size clothing based on African designs and was the youngest designer to be featured at Fashion Week 2016 in NYC. She began

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designing clothes after being bullied for being plus size. Her line of clothing is called Chubiline and is created for all ages and sizes. Egypt turned bullying into a positive and is now an advocate for girls who are bullied about their weight. Talk with your group about what you can do to prevent others from being bullied about their size, what they wear, or how they look and how you can make a difference.

- ◆ Barbie Dolls have been a popular children's toy since the 1950s. Over the years, Barbie has kept up with fashion trends and has been controversial because of how she represents female body types. Because of pressure from media and consumers, in 2016 Barbie will come in four body types and seven skin tones, with 22 eye colors and 24 hairstyles. What other toys have you seen that promote a specific body type or trend that you think needs to be changed? Write a letter to that manufacturer to let them know what you think about how women are represented by their toy and what you think should be changed.
- ◆ In 2012, Julia Bluhm was tired of hearing girls in her ballet class complain about their body image. She started a campaign to get signatures for an online petition for Seventeen Magazine to make a pledge to never Photoshop models' pictures. The magazine agreed but many of their advertisers have not agreed to the pledge. Look through a fashion magazine and talk with others about what models look like that are Photoshopped and have unrealistic body images. What can you do to encourage those advertisers to make a change?
- ◆ Talk with your troop about what you like and dislike about today's fashion. Do the styles fit your personality? Talk about how you feel about the clothes you choose to wear and why they are what fit your style and disposition.
- ◆ Go through clothes, shoes, or accessories you have outgrown or don't wear anymore. Decide if it is out of style or needs to be mended. Fix any missing buttons, repair torn seams, etc. Launder the items and choose the items you no longer use. Donate them to a charitable organization that can get those items to those in need.



Fabulous Fashion Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

Major credit cards are also accepted. Please sign your name if you would like to pay with a card, and our shopkeeper will be in contact with you when we receive your order form to take your card information.

I would like to pay with a card: _____

Shipping & Handling rates:

0-\$15.00	\$4.75
\$15.01-\$25.00	\$6.50
25.01-50.00	\$8.50
50.01-75.00	\$10.50
75.01-100.00	\$12.50

If you have any questions, call 304.345.7722.

Please mail your Patch Order form to:

Attn: Girl Scout Shop
Girl Scouts of Black Diamond
321 Virginia Street West
Charleston, WV 25302



Fabulous Fashion Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

1. What did your girls discover about themselves during the activities?
2. What did they discover about others in their troop and/or community?
3. What did your girls gain from connecting with local organizations/resources?
4. How did your girls take action while earning this patch?
5. What activities did your troop/group enjoy the most?
6. Did you change or adapt any activities? In what way?
7. Would you suggest any changes?
8. Comments:

Please mail your evaluation form to:

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A Year in the Life of Juliette Patch Program

Get Active

Juliette Gordon Low enjoyed many sports and activities in a time when it wasn't always considered appropriate for women. When Juliette started Girl Scouts, she encouraged girls to be active. This month's patch is organized by the three keys of leadership- discover, connect, and take action!

September 2016

Get Active



Juliette Gordon Low enjoyed many sports and outdoor activities in a time when it wasn't always considered appropriate for women. She was an avid horse rider (and even rode bare back when it was frowned upon for women at that time), she loved to hike, play tennis, and hunt. When Juliette started Girl Scouts, she encouraged girls to be active. She wanted to make sure that girls could do any type of activity that they wanted to do. She brought girls hiking, camping, and encouraged them to play sports and be physically fit. Even part of earning the Golden Eaglet (the first highest award in Girl Scouts similar to today's Gold Award) was completing the Athlete Badge. Many famous athletes are also Girl Scout alumnae (Venus Williams, Peggy Fleming, and Jackie Joyner-Kersey are just a few).

The Girl Scouts Get Active Patch Program is for all girls, Daisy through Ambassador. Activities are organized by the three keys of leadership- discover, connect, take action.

Discover

Girls will discover what being an athlete means to them and how sports are important to them. Complete two of the following activities:

- Teamwork is an important part of playing a team sport. Fair play, teamwork, good sportsmanship, and following the rules aren't just important in sports- they are key life skills as well. Review the Girl Scout Law. How do the values of the Girl Scout Law relate to the concepts of fair play, team work, and good sportsmanship? Select two Girl Scout values and discuss how you could demonstrate those while playing a sport of your choice.
- Women are often perceived as not being as athletic or as agile as men in a sport. People use the term "Kick/run like a girl" to both males and females as a negative remark. Why do you think girls and women are stereotyped that way? Watch the following video <https://www.youtube.com/watch?v=XjJQBjWYDTs>. How does the video make you feel about girls in sports? What can you do to promote the message that girls should not be stereotyped?
- Check out the Girl Sports Girl Scout program <https://www.girlscouts.org/en/about-girl-scouts/our-partners/girlsports.html>. Look through all of the activities that you can do and choose one activity to complete.
- Before Girl Scouting, girls weren't encouraged to camp, learn outdoor skills, or try outdoor sports. Juliette believed that all those things were important for girls to do and being active outdoors became a core part of the Girl Scout program. In 2015, Girl Scouts asked girls to choose what outdoor skills they would like to have badge programs for. Check out the first series of the Outdoor Girls' Choice badges for your age level

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<http://www.girlscoutshop.com/new-girls-choice-outdoor-badges> and try at least one activity from that badge. Share what you enjoyed with others, to encourage them to earn that badge.

- ◆ There are many different sports you can participate in and some are dependent on the season (downhill or cross country skiing in the winter, softball in the spring, swimming in the summer, soccer in the fall, etc.) Pick a sport you would like to try each season and make a plan to try them out for the upcoming year. Talk with others in your Girl Scout troop or other group to see if anyone else is interested in trying these new sports with you.
- ◆ The Olympics is a way for the world to recognize and support their best athletes. The 2016 summer Olympic Games were in Rio de Janeiro, Brazil. Learn about the sports that are part of the summer Olympics. What are the differences and similarities in sports for men and women? What are the top most watched sports during the summer Olympics? Find out sport what interests you most and try that sport for fun.
- ◆ Many sports that have been dominated by men are starting to recognize that women can be just as successful as men in that sport. For example, Danica Patrick is a top NASCAR driver, Venus and Serena Williams are tennis stars, and Laila Ali has highlighted women in boxing. How are women today breaking gender barriers in sports? What else needs to happen in order for women to overcome obstacles based on their gender? For example, do you think that women will ever be able to be professional football players? Talk with your group about what you have learned.
- ◆ The Girls Guide to Girl Scouting has an Athlete badge for each age level as part of the Girl Scout legacy badges. Find out about the athlete badge for your age level and then find a past Girl Scout sports or games badge that girls could earn for your age level. Look to see the differences and similarities in the current badge versus the past badge. Try at least one activity from each badge and talk with your troop about what activity you like best.
- ◆ When you exercise, your heart rate changes. This helps make your heart stronger and helps to keep you fit. Find out a typical heart rate for your body at rest, during physical activity, and find out what heart rate is too high for you. Share with your troop what you learned.
- ◆ Not all recognized sports require athletic ability. Chess and Bridge are recognized by the International Olympic Committee as sports. These sports require concentration, thought, and strategy to be successful. Learn how to play one of these games with your troop or family. How do the skills needed compare to the skills needed to play a more physical game?

Connect

Girls will connect to others through shared experiences globally and locally. Complete two of the following activities:

- ◆ The Olympics are held every four years - one for summer games and one for winter games - and cities all around the world submit a bid to have their city selected. Find out about what criteria the International Olympic Committee looks at when they are choosing a site for a future Olympics. If possible, take a trip to a city that has hosted the Olympics. Discuss why a city or country might be interested in hosting the Olympics. Create a poster or video showing why your hometown could host a future Olympics.
- ◆ The United States has many famous Olympic Athletes who broke records and changed the way that sports are played. Learn about a famous Olympian who is from your area. Create a poster, video, or give a presentation on that person's life, and how they became an Olympian.
- ◆ Many schools, community organizations, and sports facilities offer opportunities to join a team sport. Learn about what sports are offered for your age level and join a team sport you are interested in playing. Plan time to practice your skills for the position you play on your team. Share with others what you are learning about being part of a team.
- ◆ Runners need proper footwear, hockey players need a stick to fit their size, ice skaters need skates that support their ankles, and snowboarders need a board that fits their weight and height. Choose a sport you are interested in playing and learn about the equipment you would need to play that sport. Visit a sporting goods store and ask a staff member to show you the equipment you would need, how to know if it is the right equipment for you, and what the cost would be for all of the equipment to play your sport.
- ◆ Sports teams can be classified as Professional or as Minor League. The game they play is the same but there are differences in how they are supported by fans and also in the pay the athletes receive. Price the difference in tickets to see a pro vs minor league team at a sporting event you are interested in. Look for special kids' events with local teams. If you are able, go with your family or troop to a sports game.
- ◆ Visit a facility where you can try a new sport. It can be a ski area that offers winter and summer programs, a karate dojo, a gym, a skating rink, or other facility in your area. Ask what types of programs they offer, learn about what they offer for instruction and what type of certification their instructors have. If possible, sign up for a class or program to try the sport.
- ◆ Ropes courses and adventure sports are a great way to work on teambuilding with your troop. Find a facility in your area where you can participate in a program with your troop. Participate in the program you planned and make sure to talk with your troop after your event to share how the experience made your troop more of a team.

- ◆ Talk with your family members about what sports they played growing up. Why did they choose that sport? What is their favorite memory of playing on a team or participating in their sport? Ask to see any old photos of them with their team and if they have any medals or certificates from their team days. What made those awards important to them?

Take Action

Girls will make a positive difference in their lives and the lives of others. Complete two of the following activities:

- ◆ In many professional sports, men often receive a higher salary than women for doing the same activities. Most recently there have been issues with women in professional soccer taking legal action to receive the same pay. Why does this happen? What are professional female athletes doing to change this in their sport? Learn how tennis became an equal pay sport based on the work of Billie Jean King and others to create the Women's Tennis Association in 1973. Find out what you can do to help support female athletes in a sport without equal pay. For example, you could write a letter, start a petition, or make a video. Share your efforts with others!
- ◆ Juliette believed that sports and fitness helped girls develop a strong mind and body. Create a daily schedule for a week that includes eating healthy, daily fitness, limited time with technology, and adequate rest. Follow your plan for a week and write about how you feel after that week. Do you feel healthier? What can you do to continue to include health and fitness in your daily life?
- ◆ All sports have a history that can be linked back to a culture or person who created that sport (the earliest recorded sports are sprinting and wrestling, in cave drawings from 173,000 years ago) and the Olympic Games first started in Ancient Greece. Over the years, rules, equipment, and sporting facilities have been modified or changed to represent what is appropriate for the current times. Research how a sport has changed over time, and present your findings to your troop or family.
- ◆ New sports are always being invented and some are even recognized by the International Olympic Committee. Create a new sport. Write down the rules for your sport and get a group together to try it!
- ◆ Even with proper equipment, sports injuries happen. Choose a sport that interests you and find out what is the most common injury for that sport. Find out what you can do to treat common injuries like strains, abrasions, broken bones, and torn ligaments. You can use a Girl Scout First Aid Badge for your age level to help you in learning some basic skills or invite a health professional to attend a troop meeting to teach you basic first aid skills for injuries.

- ◆ Concussions are a common injury in many sports and can be life threatening. Find out about the signs and symptoms of concussions, treatment for concussions, and what can be done by athletes to prevent concussions. Create a flyer, poster, or short video to share what you have learned.
- ◆ Many children are not able to play a sport because they can't afford the equipment needed to play or the cost to participate in a program. Look at the needs in your area and see what you can do to make a difference. For example, you could collect used sports equipment and donate that equipment to a school or other community center that can distribute them to children in need. Share with others the needs you found in your community and how they can also help make a difference.
- ◆ Everyone is unique and just because you are not the best at a certain sport doesn't mean that you are not successful. Start a personal journey to set your own goal to improve your skills at your sport. Track your success each time you play and plan time for practice at least 4-5 times a week. Continue to track your successes to see if you are doing better than your past performances. Talk with a coach or other athlete to see if they also have suggestions of things you can do to help you develop the skills you need.



Get Active Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# : (day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

Major credit cards are also accepted. Please sign your name if you would like to pay with a card, and our shopkeeper will be in contact with you when we receive your order form to take your card information.

I would like to pay with a card: _____

Shipping & Handling rates:

0-\$15.00	\$4.75
\$15.01-\$25.00	\$6.50
25.01-50.00	\$8.50
50.01-75.00	\$10.50
75.01-100.00	\$12.50

If you have any questions, call 304.345.7722.

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321 Virginia Street West
Charleston, WV 25302

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Get Active Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette
☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

1. What did your girls discover about themselves during the activities?
2. What did they discover about others in their troop and/or community?
3. What did your girls gain from connecting with local organizations/resources?
4. How did your girls take action while earning this patch?
5. What activities did your troop/group enjoy the most?
6. Did you change or adapt any activities? In what way?
7. Would you suggest any changes?
8. Comments:

Please mail your evaluation form to:

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A Year in the Life of Juliette Patch Program

Girl Scouts Go Pink!

Juliette Gordon Low, the founder of Girl Scouts of the USA, died in 1927 at the age of 66 from breast cancer. By raising awareness, girls can make a difference in the lives of women and their families who cope with the impact that breast cancer can have.

October 2016

Girl Scouts Go Pink!



When Juliette Gordon Low, the founder of Girl Scouts of the USA, passed away in 1927 at the age of 66, the words “breast” and “cancer” were not spoken in “polite company.” It wasn’t until 1996 that it was disclosed to Girl Scouts around the world that Juliette had died from breast cancer.

As our organization moves into our next 100 years, girls can be more involved in raising awareness about breast cancer. Girl Scouts have the power to make a real difference in the lives of women and their families who cope with the impact that breast cancer can have. Many Girl Scout have had the experience of having a mother or another family member suffer from breast cancer. And, like so many other serious illnesses, breast cancer affects not only the patient, but the patient’s family as well.

This patch program is designed to promote breast health and cancer prevention. Girls will learn about the importance of breast health by participating in games, crafts, research and other activities. All age levels are invited to participate in this program.

Daisies complete at least two requirements. Brownies complete at least three requirements. All other grade levels complete at least four requirements.

- ◆ Make a pink ribbon and give to five women. Get the women to pledge to get a mammogram annually.
- ◆ Celebrate Juliette Low’s Birthday (Oct 31) by making pink refreshments (punch, cupcakes, cookies) and inviting family members to attend a celebration for Juliette. Share with the others what you have learned about the importance of regular mammograms and doctor visits.
- ◆ Create a pink pumpkin patch. Decorate pumpkins pink with paint, ribbon and stickers. Find a way to display them to make people aware of breast cancer and what they can do to make a difference.
- ◆ Draw/write/create something about Juliette Low and breast cancer. Share with others.
- ◆ Make a Chemo Care Kit- girls can use a reusable shopping bag that they can decorate and fill with items to help ease the symptoms associated with chemotherapy. Bring to a local oncologist office or other facility that supports women in treating breast cancer. You can find ideas for items to include on Pinterest or use the following ideas:
 - A funny book
 - A pretty scarf or hat
 - Plastic utensils (helps with metallic taste that chemo patients sometimes experience)

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- Hard candy
 - A small pillow
 - Ginger tea
 - Lip balm
 - Notes of encouragement
- ◆ Learn about and name three ways that women can reduce their risk of breast cancer.
- ◆ Visit a local hospital or women's care center to learn about how mammograms are done.
- ◆ Invite a breast cancer survivor to speak with your troop/group.
- ◆ Learn about a notable woman who experienced breast cancer. Tell your family or troop about the person you studied, or make a poster or short video.
- ◆ Make a list of resources in your community related to breast cancer/breast health.
- ◆ *Older Girls*- with parental permission, invite a doctor, nurse, or other health professional who can demonstrate to girls how to perform a self-examination.



Girl Scouts Go Pink Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette ☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

Major credit cards are also accepted. Please sign your name if you would like to pay with a card, and our shopkeeper will be in contact with you when we receive your order form to take your card information.

I would like to pay with a card: _____

Shipping & Handling rates:

0-\$15.00	\$4.75
\$15.01-\$25.00	\$6.50
25.01-50.00	\$8.50
50.01-75.00	\$10.50
75.01-100.00	\$12.50

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Girl Scouts Go Pink Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette ☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

1. What did your girls discover about themselves during the activities?
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A Year in the Life of Juliette Patch Program

Every Girl is a Leader

The Girl Scouts of the USA was founded in 1912, eight years before the 19th Amendment became law, giving women the right to vote. Juliette knew that the Girl Scout program could help build girls of courage, confidence, and character. She gave girls the opportunity to lead and make decisions about what they did as Girl Scouts, so that they could develop “self-reliance and resourcefulness.”

November 2016

Every Girl is a Leader!



The Girl Scouts of the USA was founded in 1912, eight years before the 19th Amendment became law, giving women the right to vote. Juliette knew that the Girl Scout program could help build girls of courage, confidence, and character. She gave girls the opportunity to lead and make decisions about what they did as Girl Scouts, so that they could develop “self-reliance and resourcefulness.”

At any grade level, Daisy to Ambassador, Girl Scouts have what it takes to lead the way! For this month’s patch program, girls will experiment with decision-making and planning. Too often, the important Girl Scout concept of girl leadership is forgotten, because it is usually easier and less hectic when adults plan troop activities. This month’s patch program is a reminder that Girl Scouts of any grade level can begin to be a leader in their troop.

Daisies and Brownies, complete **Decision-making and Simple Planning**. Juniors, Cadettes, Seniors, and Ambassadors complete **Decision-making and Simple Planning** and **Advanced Planning**.

Decision-making and Simple Planning

- ◆ Have a discussion with your troop about what activity you would like to do at a future troop meeting or on a weekend. It could be working on a certain badge, going on a hike, baking cupcakes, anything you can think of!
- ◆ Vote on an activity to plan and carry out.
- ◆ Make a list of all of the different important things to think about when planning your activity. For example, how much will it cost to have this activity? Other things to consider: where can you go to do this activity? If this is an outdoor activity, can you do it now or do you need to wait until it is warmer outside? Do you need to bring anything with you?
- ◆ After making your list, discuss with your group whether you think the activity is doable, or if you should go back to the drawing board. For example, if you planned to do a day at the water park, but it is cold outside, you might want to consider a different activity.
- ◆ Work with an adult leader to choose a good date for your activity, and carry out your activity.
- ◆ After your activity, talk with your group about what went well and what didn’t go well. Talk about what you would do differently in the future if you ever did this activity again.

Advanced Planning

In addition to the steps in **Decision-Making and Simple Planning**, do the following:

- ◆ Create a budget based on the number of people participating in the activity. Divide the cost out by the number of people participating to determine how much the event will cost per person. Remember that depending on the activity you choose, you will have to take into account things like food, supplies, the cost of travel, admissions fees, etc.
 - ◆ Part of good planning is knowing when an idea isn't feasible. If you make your budget and decide the activity is too expensive to do right now, no problem! Go back to the drawing board and discuss a different activity for the troop!
- ◆ If your activity involves the purchase of supplies, organize a troop shopping trip to purchase those supplies. While shopping, discuss ways that you can be thrifty and save money, such as using coupons, purchasing in bulk, or buying generic products instead of name brand.
- ◆ Analyze your activity and discuss how doing the activity fits in with Girl Scout Journeys or badges. You might find out that you are earning part of a badge or completing part of a Journey just by doing the activity!



Every Girl is a Leader Order Form

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette ☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

_____ # of patches @1.50 each \$ _____

Shipping/handling (see below) \$ _____

Total enclosed: \$ _____

Major credit cards are also accepted. Please sign your name if you would like to pay with a card, and our shopkeeper will be in contact with you when we receive your order form to take your card information.

I would like to pay with a card: _____

Shipping & Handling rates:

0-\$15.00	\$4.75
\$15.01-\$25.00	\$6.50
25.01-50.00	\$8.50
50.01-75.00	\$10.50
75.01-100.00	\$12.50

If you have any questions, call 304.345.7722.

Please mail your Patch Order form to:

Attn: Girl Scout Shop
Girl Scouts of Black Diamond
321 Virginia Street West
Charleston, WV 25302

Special thanks to the Girl Scouts of the Green and White Mountains www.girlscoutsgwm.org for creating the original badge program upon which this is based.



Every Girl is a Leader Program Evaluation

Troop Age Level: ☐ Daisy ☐ Brownie ☐ Junior ☐ Cadette ☐ Senior ☐ Ambassador

Troop Leader's Name: _____

Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

1. What did your girls discover about themselves during the activities?
2. What did they discover about others in their troop and/or community?
3. What did your girls gain from connecting with local organizations/resources?
4. How did your girls take action while earning this patch?
5. What activities did your troop/group enjoy the most?
6. Did you change or adapt any activities? In what way?
7. Would you suggest any changes?
8. Comments:

Please mail your evaluation form to:

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A Year in the Life of Juliette Patch Program Savannah

Juliette Gordon Low founded Girl Scouts in Savannah, GA in 1912. Her house is now a historic site and is owned by GSUSA. Many troops from around the country visit Savannah and the Birthplace every year. The activities in this program will require you to Plan, Implement, and Evaluate (PIE). Learning to use this method will help you plan awesome trips and activities!

December 2016

Savannah!



Juliette Gordon Low founded Girl Scouts in Savannah, GA in 1912. Her house is now a historic site and is owned by GSUSA. Many troops from around the country visit Savannah and the Birthplace every year.








Juliette loved Savannah, but she also loved to travel. She traveled around the United States and around the world. Girl Scouts are encouraged to travel with their troop, with our council programs, and through opportunities offered by GSUSA called Destinations. In the patch program, you will learn about places to visit in Savannah, take trips in your area that are similar to places in your area that are similar to places you could visit in Savannah, and evaluate your experiences to help you continue to learn to plan great trips as Girl Scouts. The activities in this program will require you to **P**lan, **I**mplement, and **E**valuate (**PIE**). Learning to use this method will help you plan awesome trips and activities!

Plan, Implement, and Evaluate

Learn about Savannah- what are some important places to visit there or fun things you can do? Learn about each place or thing you chose and how it is important to Savannah culture. Daisies and Brownies pick at least two requirements, Juniors and Cadettes pick at least four requirements, and Seniors and Ambassadors pick at least six requirements to complete.

- ◆ Visit a historic fort. In Savannah, a couple of historic forts are Fort Pulaski or Fort Jackson. Learn about one of these forts and what made that fort important to the history of Savannah. Are there any historic forts near you that you could visit?
- ◆ Find out about the lighthouse at Tybee Island and how that was important to the coastal area of Georgia.
- ◆ Savannah has many historical houses of worship. The First African Baptist Church was the first church built and used by African Americans (many of them slaves) for worship. The Temple Mickve Israel is the third oldest synagogue in the United States. Learn about a historic church in Savannah and its importance to the community.
- ◆ Savannah is known for its beautiful parks. Learn about the parks in Savannah. What types of trees and plants grow there? Which one has the Olympic Cauldron? Which one has a fountain? Which one is dedicated to the first African American nun? Talk about your local parks and what special things can be found in them.
- ◆ Savannah is home to many statues and monuments. Learn about the history of many of Savannah's most famous monuments, like the Waving Girl, the Bird Girl, or the Confederate Monument. What makes the statue you learned about important to Savannah's culture? Discuss a statue in your town that has a cultural importance.

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-  Savannah is considered to be the second most haunted city in the United States. Savannah is home to many ghost stories, including a ghost story related to the Juliette Low Birthplace. Research one of the ghost stories that is common in Savannah and find out why that story is still well known today. Are there any areas in your state that are supposed to be haunted? Learn about a local ghost story and share it with you friends.
-  There are many famous restaurants in Savannah including the Olde Pink House, the Pirate House, and Lady and Sons. Find a restaurant in Savannah that you would like to eat at and choose a meal off of their menu. Work with your troop or family to prepare the meal at home, to make a taste of Savannah for you!
-  Savannah has a great public transportation system called the CAT. The CAT takes travelers to many places around the city for free. Look at the map of where the CAT goes and use it to plan a day trip around the city. Are there places you would like to visit that the CAT doesn't travel to? Plan how you would get to the places where the CAT doesn't visit and what would be the least expensive way to get there.
-  Juliette Low died in 1927 and is buried at Laurel Grove Cemetery in Savannah. She was buried in her Girl Scout uniform and in her pocket is a note that says "You are not only the first Girl Scout, but the best Girl Scout of them all!" Learn about notable people who are buried in your town, and consider visiting their grave site and learning more about them.
-  Talk about what it means to plan, implement, and evaluate when you go on a trip. You might do this all of the time without even realizing it!
-  Make a travel guide for all of the areas you visited or discussed. You could make it on your computer or as an old fashioned arts and crafts project!
-  Compare the places you visited to the places in Savannah that you learned about. What was different? What is the same?



Savannah Order Form

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Street: _____

City: _____ State: _____ Zip: _____

Phone# :(day) _____ (evening) _____ (cell) _____

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