



A YEAR IN THE LIFE OF JULIETTE
PATCH PROGRAM

SEPTEMBER: INCLUDING ALL FRIENDS



GIRL SCOUTS OF THE GREEN AND WHITE MOUNTAINS
Serving New Hampshire and Vermont

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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 as we take 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). You will know your girls best, so work with your girls to have them choose the activities that interest them and are relevant to them. This patch program can be completed with the activities included in it; or for a more enhanced experience, the Inclusion Kit can be checked out from our online lending library and your girls can gain a richer experience with additional resources in the kit (activities with a * have resources in the Inclusion Kit).

DISCOVER

Girls will discover themselves and the world around them. Girls need to complete 3 Discover activities.

- Look up the word *Disability*. What does it mean to you? Define Inclusion. How is Girl Scouts an inclusive organization? **ALL**
- The Most Beautiful Orange Activity- (materials needed: oranges, markers and stickers, towel or cloth, bowl, plate). Have an orange for each girl. Give the girls markers or stickers to decorate their oranges. Tell the girls you will be having a contest to choose the most beautiful orange. When the oranges are decorated, place them in a bowl and send them to the judges. Have one orange already peeled. Place the peeled orange on a plate and cover with a towel or cloth. 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 that what matters is not on the outside, that inside we are all the same, with the same 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 and/or share the book *Loretta Ace Pinky Scout* * (available in the Inclusion Kit). Write up a list of your strengths and weaknesses. Pair up with another girl to compare lists when you are both done. Then, compare lists as a troop. Look for similarities in the lists. 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**
- 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 (with yourself on the page!) or cut pictures out of magazines. Once the booklet is finished, compare your likes, dislikes, skills and opportunities with the 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.lesstutor.com/ees_girlscout_demo2.pdf. **J/C/S/A**
- Talk about what inclusion means and go over each section of the Girl Scout Law and discuss how it is applicable to including all girls. Focus on the last line of the Law and talk about what it really means to be a Sister to Every Girl Scouts. **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. *Remember to always get parental permission before watching any movies or TV shows.* **J/C/S/A**

- Check out *Including Samuel** (available in the Inclusion Kit) (Parent permission forms may be required). Complete the activities listed here: <https://www.includingsamuel.com/screenings-outreach-kit>. **C/S/A**
- Learn the term accessibility. What does it mean? Go to your favorite mall, movie theater or other location with a notebook and pencil. Make a list (or draw a map) of all the ways the 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. <https://www.disabilityisnatural.com/same-different.html>. **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 and 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**

CONNECT

Girls will connect with their community and sister Girl Scouts in learning more about disabilities. Girls need to complete 3 Connect activities.

- Dig in to your community! Using your phone book or the internet (with parents 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 about what they do (or see the Resources list included in this patch program). **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 American Sign Language so you can communicate with someone who is hearing impaired. Can you learn the Girl Scout Promise in American Sign Language? <http://www.scoutingweb.com/scoutingweb/Documents/GSPromiseASL.pdf>. **B/J/C/S/A**
- 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**
- Do an activity using Giva Geta cards * (available in Inclusion Kit) – to connect with others. **ALL**
- Girl Scout Law + Inclusion - Review the Girl Scout Law, and discuss how inclusion can be incorporated into each part of the law. Why is inclusion important? Draw a picture of what inclusion means to you. **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 who 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 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**
- Work out a workout - Have girls choose an activity or game they play at recess or in physical education class and think of ways they would play these games with girls with different abilities. They can ask a knowledgeable adult who is familiar with disabilities, such as a physical or special education teacher, for ideas, or use the Girl Scouts Game Book* (included in the Inclusion Kit) and adapt a game. **ALL**
- 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**

AND

You could even look in to possibly training a service animal yourself. *Training a service animal is not required.* **C/S/A**

- Learn about different disabilities. You can use chapter two in the GSUSA resource Focus On Ability* (included in the Inclusion Kit) to do specific activities to learn what it is like to overcome the challenges that people with different abilities face. **ALL**
- Play the Team Up activity from the Get Into It - Special Olympics curriculum (<https://getintoit.specialolympics.org/educators/> - Lesson 1 has the Team Up activity). Team Up is a game about similarities and differences. First, pose the following question: "We see one another every week, but how much do we really know about each other?" Engage girls in a discussion about how much we can tell about others simply by looking at them and how much we can't tell. Ask what kind of similarities and differences are visible? What kind are invisible? **D/B/J**

TAKE ACTION

Together, girls can take action to make the world a better place. Girls need to complete 2 Take Action activities.

- After meeting with a disability organization (in Connect activities), create your own Take Action project. **ALL**
- Create an ad campaign with your troop to educate your community on inclusion. What would you include? If you have a video camera, (using the parent permission form included), film your ad. Or create it on paper. **ALL**
- Visit your school or local library to see what resources are available to people with vision and hearing impairments. Talk to the librarian to see what needs they have for additional resources for their lending library. Look for ways you can add additional resources to their collection. Create or collect audio books or collect or purchase books in Braille that can become part of the library's lending library. **B/J/C/S/A**
- Modifications - what are your favorite Girl Scout activities? Camping, hiking, swimming, crafts? Lego League? Are they inclusive? How would you adapt or modify them to make them entirely inclusive? **ALL**
- 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. **ALL**
- 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. **ALL**
- Person First Language - (Information on Person First Language can be found online at <https://www.disabilityisnatural.com/people-first-language.html>)
 - Have each girl carry a notebook around with her for a week and write down when she notices that Person First language is not used. At the end of the week, have girls individually look over their notebooks and brainstorm ways that they can help change the behaviors of those around them, with occasional prompting. Have them conduct their own group discussion of possible ideas for action. **J**
 - Carry a notebook around with you for a week and write down when Person First language is not used. At the end of the week, look over the notebook and brainstorm ways that you can help change the behaviors of those around you. Share these ideas with your troop. **C**
 - Look through your local newspapers, church newsletters, school newspaper, college websites, friends' social media pages and blogs to see when Person First language is not used. If you notice that Person First language is not being used in a paper or on a website, write a letter or email pointing out when it was not used and how it could have been stated. If you find that your friends are not using Person First language, bring it to their attention and let them know why it is important to use it. **S/A**

- Be a Buddy! Form a “buddy system” with a girl your own age with disabilities. Go to <http://www.bestbuddies.org> for more information on which schools in your area participate in the “Best Buddies” program. If your school is not listed, you have the option to find a buddy through another organization, find an e-buddy at <http://www.ebuddies.org> or complete another Take Action activity instead. **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 try going to <http://www.equinesite.com/therapyride.htm#Local%20Therapeutic%20Riding%20Centers> 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**

RESOURCES AND HANDOUTS

Inclusion Kit: The Inclusion Kit can be checked out using the Online Lending Library at www.girlscoutsgwm.org. Resources included are:

- Including Samuel, DVD
- World's Kindest Playing Cards + Activities, Giva Geta
- GSUSA Focus on Ability book
- Children's story books with Cool Chat resources
- Girl Scout Games book

Children's Books: Use as discussion starters (books with an * are part of the Inclusion Kit).

- *Loretta: Ace Pinky Scout* by Keith Graves*
Loretta is a perfect at almost everything – almost. It takes a visit from her great-gran to teach her that everyone has something they struggle to do.
- *Tacky the Penguin* by Helen Lester. Tacky is a unique bird that doesn't quite fit into the crowd. It isn't until some hunters come looking for penguins that the other penguins realize how valuable it is to be unique.
- *Hooway for Wodney Wat* by Helen Lester. Wodney has difficulty saying words with R's. The other children make fun of him until he uses his different ability to rid the playground of a bully.
- *Elmer the Elephant* by David McKee. Elmer looks different than all the other elephants because of his colorful patchwork design. It isn't until he learns to be happy with himself that he realizes how much others are happy to be around him too.
- *Leo the Late Bloomer* by Robert Kraus*
Leo's father is concerned because Leo isn't doing what other lions his age are doing but his mother knows he will do those things when he is ready.
- *Don't Laugh at Me* by Steve Seskin. This book is also a song all about how we are all different but we all need to be treated with respect. Great book for teaching about accepting everyone's differences.

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 <http://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 <https://www.dol.gov/odep/topics/disability.htm> for a list of government resources for people with disabilities.

Disability Awareness Quiz

Daisy/Brownie/Junior Level

Answer with True (T) or False (F)

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

Disability Awareness Quiz Answer Key

Daisy/Brownie/Junior Level

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

Adapted from Easter Seals of Wisconsin

Disability Awareness Quiz

Cadette/Senior/Ambassador Level

Answer with True (T) or False (F)

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

Adapted from Easter Seals Wisconsin

Disability Awareness Quiz Answer Key

Cadette/Senior/Ambassador Level

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, it's 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 anywhere 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.
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.
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.

A YEAR IN THE LIFE OF JULIETTE PATCH PROGRAM

SEPTEMBER: INCLUDING ALL FRIENDS

*Troop Age Level(s): **Daisy**__**Brownie**__**Junior**__**Cadette**__**Senior**__**Ambassador**__

*Please write the number of girls per level

Troop Leader: _____

Street: _____ City: _____ State: _____ Zip Code: _____

Day Phone #: _____ Night Phone: _____ Cell: _____

1. Which activities did your troop enjoy the most?
2. In what ways did the girls give service in relation to this patch?
3. What activities did your troop complete?
4. Did you change or adapt any activities? In what way?
5. How did the Journey suggestions help you connect this to your age level journey?
6. Would you suggest any changes?
7. Comments:

A YEAR IN THE LIFE OF JULIETTE PATCH PROGRAM

SEPTEMBER: INCLUDING ALL FRIENDS

Please return your Including All Friends patch order form AND evaluation forms together!

Troop Age Level(s): Daisy _____ Brownie _____ Junior _____
 Cadette _____ Senior _____ Ambassador _____

Troop Leader: _____

Street: _____ City: _____ State: _____ Zip Code: _____

Day Phone #: _____ Night Phone: _____ Cell: _____

_____ # of patches @ **\$2.00 each:** \$ _____

*Shipping/handling: \$ _____

Total enclosed: \$ _____

VISA and MasterCard are also accepted.

Please charge my (circle one): **VISA** or **MasterCard**

Card #: _____ Expiration Date: _____ / _____ CVC _____

Signature: _____

(A signature is required on all Credit Card orders)

*For shipping and handling rates, please go to <https://www.girlscoutsgwm.org/en/our-council/shop.html>.

If you have any questions, please contact Customer Care at 1-888-474-9686. You may also email Customer Care at customercare@girlscoutsgwm.org.

Please mail this order form **AND** your evaluation to:

**The Mountain Top Shop
Girl Scouts of the Green and White Mountains
1 Commerce Drive
Bedford, NH 03110**