



# “Daisies Are Different & Daisies Are Alike”

A Council Patch Project About Understanding Disabilities for Girl Scout Daisies

Adapted from *Including All of Us*, an early childhood curriculum about disability (now out of print) by Merle Froschl, Linda Colón, Ellen Rubin, and Barbara Sprung

## HOW GIRLS EARN THE PATCH...

To earn the “**Understanding Disabilities**” patch, Girl Scout Daisies must complete the seven activity sessions. There are also optional (not required) introduction and concluding sessions. You might choose to spread your patch activities over a year of troop meetings, or follow the theme through weekly meetings until all the sessions are complete; September/October and April/May are often good months to do this.

The actual Understanding Disabilities patch (a rectangle) is worn on the back of the Daisy vest or tunic. Girls will recognize some of the “people” on the patch as representing disabilities they learned about in their patch activities: a girl with a hearing aid battery pack, and a girl wearing dark glasses, symbolic of those worn by some people who are blind. One girl on the patch has no visible signs of a disability; the girls might decide she uses a wheelchair (we see only her upper half) or you might talk about disabilities you cannot see. One girl on the patch is bald; hair loss through chemotherapy or conditions such as *alopecia areata* are not discussed in the patch activities, but you may want to talk about health disabilities if girls have questions. It would fit in with any discussions about “alike” and “different” – that we may look different on the outside but be alike “inside” (like the same things, have similar ideas, try to live by the Promise and Law, etc.)



**GETTING STARTED: OPTIONAL INTRODUCTION SESSION “Everybody’s Different, Every One Is Special”**

**You'll need: paper, markers, crayons**

**1)** In your Girl Scout Daisy Circle or sharing time, tell the girls that one of the things you like about being a Girl Scout Daisy leader is all the ways they (girls) are both like each other and different from each other. Ask girls to name ways they are **alike** and ways they are **different**. These could be things they can see like size, hair and skin color, or clothing; it can also be in ways they *can't* see, like favorite foods, favorite games, and the number of brothers and sisters they have. *During discussions, be careful not to have girls make value judgments on differences such as size. Help the girls begin to understand the origins of differences, such as stages in growth and development, heredity, personal preference and so forth.*

**2)** Tell girls, "You are all girls, but girls who are different shapes and sizes and colors – just like a real daisy flower garden! You are all Girl Scouts, but some Daisies like summer best because school is out and some Daisies like winter best because of the holidays. At troop meetings, some of you like to play running games and some of you like to draw pictures – and some of you like to do both! Bring different from each other is what makes us special – there is no one else who is exactly like us."

Ask girls to draw a picture of themselves, showing how they are different from their friends, and what makes them special. If there is time, let girls tell about their picture.

**The book *Why Am I Different?* by Nora Simon (pictures by Dora Leder) is a great resource for this activity. If your school or public library doesn't have a copy, ask the librarian to recommend a similar book.**

**NOTE:** A "Daisies Are Different/Alike" activity kit is available for checkout from the Mableton and Griffin Girl Scout Resource Centers.

## **ACTIVITY SESSION 1: Sound Sense and Hearing Impairments**

### **What girls learn:**

- That there are different degrees of hearing ability
- That a hearing aid can help some people hear better.
- That there are different ways to amplify sound.

### **You'll need:**

- a large doll and a "home-made" hearing aid with battery pack for the doll. *Directions for making the hearing aid and battery pack are below.* NOTE: if there is a girl or adult in your troop who uses a hearing aid and doesn't mind showing and talking about her aid, you will not need the doll.
- Radio or CD player
- Ear muffs or head bands (or one-use only soft ear plugs.)
- Construction paper for ear trumpets; tape

**Background Information:** *A hearing aid helps amplify sounds; most hearing aids are small and fit in or around a person's ear(s). Others are attached by a cord to a battery pack that fits in a pocket or, for a young child, on a special harness on the chest or back. Hearing aids contain **three main components**, which help to make sounds come through louder and more clearly:*

*The **microphone** picks up sound waves from the air (noises, music, people talking) and transforms them into electrical signals.*

*The **amplifier** makes the signals that come from the microphone louder.*

*The **loudspeaker** sends the amplified sounds into your ear. And that's how hearing aids help you hear better!*

## Hearing Aid Activity

1. In your Girl Scout Daisy Circle or Sharing Time, introduce the doll with her hearing aid and battery pack to the girls. Ask the girls to tell anything they notice about the doll. They may talk about her clothing, hair or skin color and so forth without mentioning the battery pack. If they don't mention the hearing aid, they may not know what it is. Let them explore all possibilities!
2. If the girls can't (or don't) identify the hearing aid, help them by pointing out that the pack is attached by a cord to the doll's "ear." Be sure they understand that the doll is wearing a **hearing aid** and that the purpose of a hearing aid is to make the sounds a person hears, louder. Tell them that a hearing aid helps people to hear better, the way glasses help a person to see better.
3. Tell the girls that Daisy Low, who started Girl Scouts in America (and is their namesake) was deaf and used hearing aids. Ask the girls if they know anyone who uses a hearing aid. *If there is a girl in the troop who uses a hearing aid, check before hand to see if she would be willing to talk about it. How does her hearing aid work? Why does she need it?*

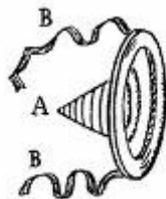
## Loud/Soft Sound Activity

1. Show the girls how to roll their construction paper into a tube to make a simple ear trumpet (or, use toilet tissue or paper towel tubes.) Make *one* cone-shaped ear trumpet (or use a large funnel) and tell the girls Juliette (Daisy) Low used something like this to help her hear, because small, in-the-ear hearing aids had not been invented when she was alive. *The basic design of an ear trumpet includes a cone which amplifies sounds, and a tube which is inserted into the ear. When the user directs the ear trumpet at a source of sound such as a concert or someone who is talking, the cone picks up the noise, amplifies it, and directs it into the tube and ear.*
2. Play a radio or CD at different sound levels. Have the girls experiment listening to the **loud** music with their hands over both ears, over one ear at a time, and wearing ear muffs or bands. Have the girls listen to **soft** music and then use the ear trumpets. What happens? Ask the girls to listen with their hands cupped behind their ears. Have the girls use the ear trumpets to listen to other sounds around the meeting place. Let them experiment with using the trumpets as **megaphones**, speaking softly into the narrow end and discovering what happens to the sound of their voice.
3. At this point, girls should have made the connection between the different ways they have been hearing sounds and the different way people who have hearing impairments hear sounds. Also, they should understand that a hearing aid makes sounds louder.

### Child's hearing aid



### Victorian Ear Trumpets





### Hearing Aid for a Doll

Use cardboard or craft foam to make this simple behind-the-ear hearing aid for a doll or stuffed animal; it hooks over the ear. If possible, make two (one for each ear) since *bilateral* hearing aids are most often worn by young children.

### Battery Pack Hearing Aid Harness for a Doll

Make the harness straps from one-inch wide white elastic; the pocket to hold the battery from the cut off toe of a sock. The pieces can be held together with Velcro if you want to be able to take it on and off the doll. Hot glue a length of string from the bottom of the hearing aid to the inside of the "battery pack."



## ACTIVITY SESSION 2: American Sign Language [ASL]

### What girls learn:

- Everyone wants to talk to their friends.
- Little children learn to talk by listening to other people.
- If you can't hear what people say, you can't copy their words.
- Children who are Deaf learn other ways to talk.

### Materials and Supplies:

- Sign language (manual) alphabet; try one of these sites:  
<http://www.iidc.indiana.edu/cedir/kidswweb/amachart.html>

**For Optional Project:**

- Red or pink construction paper
- "Skin"-colored construction paper (beige, tan, brown, etc.)
- Scissors
- Glue
- Glitter
- Buttons or other decorations

**Background Information:** *People who are hard of hearing have varying amounts of hearing loss but usually not enough to be considered deaf. Many people who are deaf consider spoken language their primary language and consider themselves "hard of hearing". This is a very personal decision and reflects much more than just their ability to hear. The phrase hard of hearing, normally used as an adjective or adverb, can also be used as a noun, referring to people with hearing impairment as the hard of hearing. People who consider themselves culturally Deaf, prefer the term "hard of hearing" or "deaf", and perceive "hearing impaired" as an insult.*

**Activity: "Learning to Talk"**

In your Girl Scout Daisy Circle or sharing time, tell the girls:

"Everybody wants to talk to their friends - that's how we share our feelings and ideas! Little children learn to speak by listening to other people. They try out words and sounds and copy what they hear. If you have a little brother or sister, you know how they repeat what you say! If you are *hard of hearing* or deaf, it's hard to understand what different sounds mean. If you are *profoundly deaf* you do not hear any sounds at all. Even a hearing aid cannot make sounds loud enough for you to hear. If you can't hear what people say, you can't copy the words they use. It is very hard for children who are deaf to learn to speak. They have to lip or speech read: they watch people's lips and faces and try to see what the person is saying. This is very hard! Children who are Deaf have to go to special classes and practice very hard to learn lip reading and spoken English. Even then it may be hard for them to understand hearing people, and for hearing people to understand them."

"Let's try this: I'm going to tell you something just using my lips – no voice. See if you can tell what I'm saying."

*Using your lips but no voice, "say" 'I eat bananas.' Let the girls guess what you're saying – it may get very silly. Then make the Quiet Sign and when everyone is quiet, say,*

"Wow! I didn't say a word, but everyone knew to stop talking! What did I do instead of saying, 'Be quiet'?" *[Let girls replay]* "That's right, I used the **Quiet Sign**. You knew that when I raised my hand I was 'saying' it's time to be quiet and listen. Some Deaf people talk with their hands all the time. They use a language called American Sign Language, or ASL. Have you ever seen someone signing?"

"I'm going to sign what I was saying – and I bet you'll understand me.

- *Point to yourself ["I"]*
- *With one hand, "peel" the forefinger of the other hand as if you were peeling a banana.*
- *Take a "bite" from your "banana" and make chewing motions, or make the ASL sign for "eat" if you know it.*

*[Girls will probably call out, "You're eating a banana!]"* "That's right – I said, 'I'm eating a banana.' When you know enough words in American Sign Language, you can talk to your Deaf friends and they can talk to you.

"We're going to learn to sign three letters of the sign language alphabet, then put them together to make a sign. The letters are "I" [demonstrate], "L", [demonstrate] and "Y" [demonstrate.] Teach the girls how to sign each letter and let them practice.

"The letter I, L, and Y [sign] are the first letters in the words I, Love, You. When you put them all together like this [demonstrate] you have the sign for 'I love – or like – you.' Let's practice together..."



*The letters I, L, and Y are made simultaneously to represent the first letters of the phrase I love you. This sign is also used in an affectionate manner to show one's appreciation to others.*

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## **OPTION: ASL I-Love-You Craft**

"Now we're going to make a fun craft to remind us that people can talk to each other in different ways. You're going to trace around your hand, then cut it out, and fold your paper fingers into the ASL sign for I-Love-You. You can use your imagination to decorate the paper heart that you will glue your hand sign on."

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### **What You Need**

Red or pink construction paper  
Skin colored construction paper (peach, beige, tan, brown, etc.)  
Scissors  
Glue sticks or paste  
Glitter  
Buttons or other decorations

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### **What To Do**

*Ahead of time, fold the construction paper in half and draw half a heart on it, with the fold being the center of the whole heart. Daisies can cut along your drawing then unfold it to make a heart. Show the girls how to trace their hand on the "skin" colored construction paper. Cutting the hand out may be too detailed for some five-year-old Daisies to do on their own. If they become frustrated, ask the girls if they would like help cutting out their hand.*

When the paper hands are cut out, show the girls how fold down the two middle fingers to make the "I love you" sign and glue or tape the fingers down to the palm of the hand. Glue the entire hand cut out to the center of the heart.

Provide glitter, buttons, stamps, stickers, and other decorations and allow girls to use their imaginations and decorate their heart however they would like.



## ACTIVITY SESSION 3: About Our Eyes

### What Girls Learn:

- that people see things in different ways.
- that people of all ages wear glasses to help them see better
- low vision and blindness cannot be helped by wearing glasses

### Materials and Supplies:

- a doll or stuffed animal wearing glasses (if no one in the troop wears glasses)
- 2 empty cereal, cracker, or cookie boxes (about 6"x8"x2")
- waxed paper
- tape
- picture of a bright, clearly defined object (could be a picture book, lotto card, magazine picture, etc.)

**Background Information:** Many people who have a visual impairment use glasses (or contact lens) to help them see better. There are many kinds and degrees of visual impairment, however, and glasses can't always restore vision to 20/20. **Low vision** and **blindness** are visual impairments that affect the everyday life of a person and cannot be corrected with glasses, contact lenses, surgery, therapy, or medicine. *If none of the adults or girls in your troop wear glasses (or are not comfortable talking about their glasses) borrow a doll or teddy bear that wears glasses, or buy a pair of glasses from a "dollar store" for a doll you already have.*

**Ahead of Time:** prepare your "cereal box" viewers -

1. Cut off the flaps from the **top ends** of the two boxes.
2. Cut the boxes in half across the middle, parallel to the top, producing two "viewers" per box - one that is open at both ends and one that that is open at one end and closed at the other. This will give you two viewers that can be looked through (because both ends are open,) and two viewers that cannot be looked through, because the bottoms are still intact.
3. Take *one* of the open-ended boxes and cover one end of it with waxed paper, using tape to hold it in place. This will give a blurry image when you look though the open end of the box.
4. For the activity (below) you will need **three** viewers: one that can be seen through clearly (the one open at both ends); one with waxed paper taped to the end, which will give a blurry image; and one section, with the bottom still on, which cannot be seen through.
5. **OPTION:** punch holes or cut slits in the second of the boxes with the bottom still in, to simulate partial vision.

6. Try them out yourself to get an idea of what the girls will see!

### **Activity: "What Do You See?"**

In your Girl Scout Daisy Ring or sharing time, ask the girls, "What do we do with our eyes?" [*see, look, watch, wink, blink, cry.*] "How do our eyes help us?" [*use the computer, read, play, walk, etc.*] Ask any girls or adults who wear glasses to talk about why they wear glasses or how their glasses help them. If no-one wears glasses, show a doll or stuffed animal wearing glasses and ask the girls why people wear glasses. Point out that glasses help people see more clearly. Ask the girls if they know anyone who wears glasses; if they mention sunglasses, tell them that sun glasses protect our eyes from sun damage but only sun glasses with *prescription lens* help people see better.

Put up the picture you are going to ask the girls to look at through the viewers; then show girls the three (or four) viewers, first the one with both ends open, then the one with waxed paper over one end, and finally the one with the closed end. Ask them how they think the picture will look through each one. Then have them look at the picture through each of the viewers in the same order. *For health reasons, girls should not let the edge of the viewer touch their eyes or nose.*

When everyone has had a chance to look through all the viewers, talk about the difference in what was seen through each viewer. (Girls may need to be assured they weren't supposed to see anything through the viewer with the closed end!) Explain that people see things in different ways. People who need to wear glasses to help them see clearly might – without their glasses – see things the way the picture looked through the waxed paper. (Girls or adults in the troop who wear glasses or contact lens could talk about this.) People who are **blind** cannot see at all – like looking through the viewer with the closed end.

If time allows (and the girls want to) let them look through the viewers again.

## **ACTIVITY SESSION 4: "The Sense of Sight"**

**You'll Need:** *assorted small objects that are safe to handle (1 per girl, if possible); a box or bag to put the objects in. **Optional:** blindfolds, forks and spoons, place setting, apple and orange, coins.*

### **Purpose:**

- To help girls understand how people who are blind learn to use their senses of touch, hearing, smell and taste as an alternate to their sense of sight.
- To let girls experiment with their own sense of touch.
- To help girls explore the meeting room and learn about things through their sense of touch.

**Background information:** *There are degrees of vision loss: partial vision, low vision, and blindness. Partial vision is a degree of lost vision in one or both eyes, either a low, medium, or high loss. Low vision is a visual impairment in both eyes that cannot be cured or corrected with conventional eye-wear. A person with a total loss of vision is defined as blind. Many people believe someone who is blind has a "sixth sense" about things, or that the sense of hearing grows stronger when someone can't see. **This is not true.** But people who can't depend on their sense of sight learn to use their other senses (hearing, touch, smell) to help them find their way, do everyday chores, keep safe, and so forth.*

### **Activity: "Touch and Tell" Game**

In your Daisy Circle or sharing time, ask the girls to close their eyes. What do they see? [*"Nothing" "It's black" "Sparkles" etc.*] Tell them that there are some people who cannot see anything at all;

that is called “blindness” or “being blind.” Ask girls how they think a person who is blind can tell where they are, or who someone is, or what is in front of them. If they don’t mention it, be sure to bring the discussion around to the use of other senses, e.g., touch, smell, hearing and taste. Then tell the girls they are going to explore one of their senses – the sense of touch.

With girls sitting in a circle, show them the “Touch Bag” or Box – a paper bag, empty box, or other container filled with small objects such as toys, household objects, nature objects, classroom objects, and so forth. Explain that they are going to put a hand in the bag, touch one object, and guess what it is. (Reassure them there is nothing alive or dangerous in the bag.) Demonstrate how to reach into the bag or box without looking (look away, close eyes, don’t peek while you put your hand in. Or, girls can be blindfolded for the activity.) Encourage girls to think about the size, shape, weight and texture of the object [*Is it big or little? Does it feel rough or smooth? Does it have wheels? Is it round or square?* and so forth.] Let girls take the object out and see if they have guessed correctly.

After everyone has had a turn, talk about how your sense of touch could help you if you couldn’t see. Could they tell a spoon from a fork when their eyes are closed? [*Try it!*] Can they figure out how to set a place at the table? Can they tell their right shoe from their left? An apple from an orange or a potato? Girls might like to try telling coins apart by their size, thickness, and texture (quarters and dimes have textured rims.) *Try as many of these as you have time for (optional.)*

**If You Have Time...**and if the girls are willing to be blindfolded (never force them!) let them try identifying large objects such as a table or chair. Guide the girls to the object to be identified so they can experience the large objects in relationship to space. You might introduce this activity by saying:

“How do people who are blind find their way? How do they avoid bumping into things?” [*Let girls respond.*] [Yes,] one way is with a special cane – people who are blind take classes to learn how to find their way around safely using a white cane with a red tip. Some adults who are blind use a specially-trained dog (sometimes called a guide dog or leader dog) to help them find their way. The dog and the person both take classes to learn how to do this! Never pat or call out to a guide or leader dog when she is working: her job is to take care of the person she is guiding.

“People can be guides, too. For any of you who would like to put on a blindfold and explore the room, I will guide you so you don’t bump into anything.”

*When approaching a person who is blind, introduce yourself and ask whether they would like your help. Do not grab or pull at them. If they indicate they would like assistance, verbally offer your arm and brush it against theirs. To guide children who are blind, let the child hold your wrist while your arm hangs naturally at your side. You stand and move a step ahead of the child. When children or teens are tall enough, they hold your arm just above the elbow, with their fingers to the inside of your arm and their thumb on the outside of your arm. To learn more about being a sighted guide, go to <http://www.brailleinstitute.org/docs/SightedGuideTechniques.pdf>.*

## **ACTIVITY SESSION 5: Things With Wheels!**

### **What Girls Learn:**

- What wheels do and why they are important.
- The purpose of wheelchairs and other objects with wheels.
- What ramps are and how they are related to wheeled vehicles
- The meaning of “accessible”
- Problem-solving skills

## What You'll Need:

- Pictures of things with wheels. Choose as wide a variety as possible, but be sure to include several types of wheelchairs (you can print the ones here or from the internet, or cut out pictures from catalogs.)
- Toy cars and trucks whose wheels actually move; or other wheeled toys
- Blocks or empty boxes and pieces of flat cardboard to build structures and experiment with ramps.

**Background information:** *Wheels have many purposes – to carry heavy objects, to go faster, to go long distances, to allow people to ride when they can't walk. Wheelchairs come in many sizes and shapes, and are adapted to the needs and lifestyle of the user. They range from basic utility models for use in hospitals and airports to custom-designed models for sports. There are also motorized (electric) wheelchairs that run on batteries.*

*For a building to be accessible\* to a person using a wheelchair, the person must be able to get in and out of the building, get around the building once they are inside, and use the bathrooms, water fountains, telephones and elevator buttons.*

## ACTIVITY:

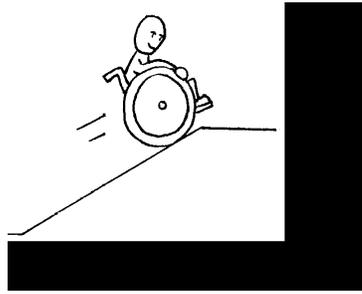
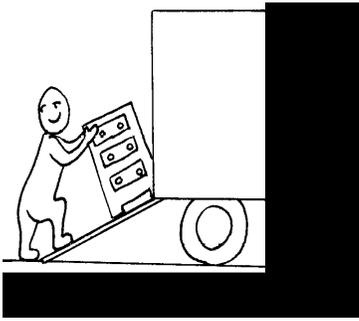
1. Collect a variety of pictures of wheeled objects, including wheelchairs, and spread them out on a table.
2. Let the girls come up, one at a time, and choose the picture they want.
3. Sit in a circle and have the girls describe the object(s) in their pictures. Ask, "What is it called?" "What is it used for?" "What does it carry?" If no one chose a picture of a wheelchair, you should bring it into the circle. Explain that people use a wheelchair to get from one place to another. Ask the girls if they know anyone who uses a wheelchair (or scooter.)
4. Talk about the importance of wheels. Wheeled vehicles help get people from one place to another when they can't walk, when they need to carry heavy things, or when they want to go long distances. OPTION: use a wagon to show how much easier it is to move something heavy from one place to another.
5. Ask the girls, "What happens if you are pulling a wagon, pushing a shopping cart or baby stroller, or are in a wheelchair, and you have to go up some steps?" *Let the girls talk about possible solutions.*
6. \*After the girls have explored all the possibilities, show them a picture of a ramp (or make and demonstrate a ramp using blocks, books, or other materials.) Ask if the girls have ever seen a ramp. Point out that ramps help things on wheels to move more easily from one level to another. Ramps can make buildings, cars, playgrounds and other areas *accessible* to people who use wheelchairs.
7. Let the girls make and use their own ramps, using wheeled toys and blocks, boxes, sheets of cardboard, baking sheets or other items.

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## WHAT IS AN INCLINED PLANE?

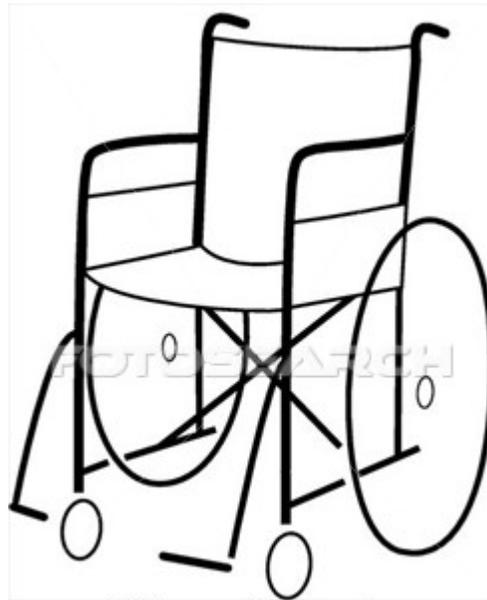
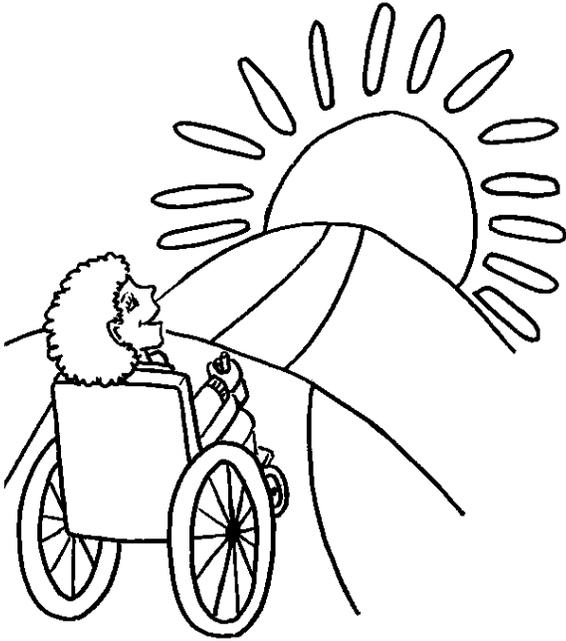
An inclined plane is a simple machine. An inclined plane is a **ramp** used to reduce the effort needed to raise or lower an object over a vertical height. The following are examples of inclined planes:

- Loading ramp
- Stairs or wheelchair ramp (Yes, stairs are inclined planes, but they are not accessible for most wheelchairs!)



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## ACTIVITY SESSION 6: What's Accessible?

### What Girls Learn:

- what "accessible" and "accessibility" mean
- first-hand experience about accessibility
- how to "Take Action" as they advocate for accessibility

### What You'll Need:

- a wheelchair, if possible (see if one can be borrowed from a church, rehab center, hospital, or organization that refurbishes wheelchairs.)
- other wheeled objects: baby stroller or carriage, shopping cart, wagon, backpack with wheels, etc.
- The blocks, boxes, ramps and wheeled toys from Activity 5 (above.)
- A clipboard or chart for girls to record accessible and inaccessible areas.

**Background Information:** *For a building to be accessible, the following have to be considered: abrupt changes in level, such as steps and curbs; uneven surfaces; narrow, heavy doors; height of water fountains, sinks, telephones, and elevator buttons; and any space that is too small to maneuver a wheelchair (corridors, bathroom, doorways.) Most wheelchairs and walkers are usually 33 inches wide, but most doorways are only 30 inches wide!*



### The Symbol for Accessibility:

*The wheelchair symbol should only be used to indicate access for individuals with limited mobility, including wheelchair users. For example, the symbol is used to indicate an accessible entrance or bathroom or that a phone is lowered for wheelchair users. Remember that a ramped entrance is not completely accessible if there are no curb cuts, and an elevator is not accessible if it can only be reached via steps.*

## ACTIVITY:

Girl will explore their meeting place, school, a place of worship, a recreation center, library or other building you have permission to visit, to see how accessible it is to wheel-chair users.

1. In your Daisy Circle or sharing time, talk again about the meaning of *accessible*. Remind the girls about their "wheels and ramps" activity. Ask the girls to build a [block] city that is accessible to people who use wheelchairs. As the girls build, ask questions such as, "How will a person in a wheelchair get into the building?" "How will the car get into the garage?" Girls may want to lift cars or other toys over the curb, steps, etc. – ask if that can really happen.
2. After the girls have had a chance to play with their accessible city, tell them they are going on a trip around their meeting place (school, etc.) to see if it is accessible – that is, if someone in a wheelchair can go everywhere in the building. Show girls the chart or clipboard you've prepared so they can record areas that are and aren't accessible. *[In a large troop, go in groups of 4- 6 girls.]*
3. Take along a few wheeled items so the girls can experience first-hand what it means for a building to be accessible. Have some girls push a stroller, others a shopping cart, pull a wagon, etc. If at all possible include a wheelchair; this way girls can see if a person using a wheelchair could pass through doorways, turn around in the corridors, use the bathroom, or get a drink of water. If a wheelchair isn't available, focus on accessibility in terms of steps: for example, could a person get into the building? Get to another floor? Get out of the building if it was on fire and the elevator didn't work?



4. After the trip, meet together to look at the chart(s) and talk about what would have to be done to make the whole building accessible.
5. Have the girls write a letter to the building manager, center director, principal, etc. about their trip. It could begin, "Dear Ms. \_\_\_\_\_. We took a trip around the [school] to see if our building is accessible to a person using a wheelchair. We wanted you to know where someone in a wheelchair could go and somewhere a wheelchair couldn't go. For example, \_\_\_\_\_."
6. If an area becomes accessible because of the girls' trip and letter, be sure and tell them! Let them record and celebrate the change – and send a follow-up thank you note.

**Be Aware:** Help girls understand that while it was easy for them to build ramps for their block city, it's not so easy to build a ramp in a real building. There are strict rules about building ramps so that they will be safe for the people using them. It also takes money to build a ramp.

## **OPTION: Concluding Session, "Making New Friends"**

**Note:** To do this activity, you will need to find a group or class of children with special needs who will do this same activity.

Talk in your Daisy Circle about how everyone has favorite activities. Using the list below, ask each girl to create a poster of favorite things. Possible poster titles might be "My

Favorite Things” or “All About Me.” Help younger Daisies label their posters. Then find a group of children with special needs who will do the same activity; arrange for the two groups to exchange drawings and photos. Ask girls to look at each other’s drawings and find things in common. *The goal of this activity is to look past the disability and look at the person.*

### **Follow-Up Activities:**

- Visit the class or group of children with special needs so the picture-makers can meet each other.
- Plan a joint outing to a local park or picnic area. Ask children to wear their favorite colors and bring their favorite stuffed animal/toy/food, etc. Organize and play games that are suitable for both groups of children.
- If you can’t visit in person, exchange videos of each group doing it’s favorite troop/group/class activity and then film each child holding her/his poster.

### **“My Favorite Things/All About Me”**

To enhance the comparisons between the two groups, you can have all the children include the same categories on their posters. For example: color, game, TV show, animal or pet, food, holiday, season, book, music/song, school subject.

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### **SAMPLE PATCH AWARDS CEREMONY**

- Order your patches from the Badge and Sash shop or “E-Store” (online); put a safety pin in each patch.
- Invite parents to come a few minutes early for the closing ceremony at the meeting where you plan to present the patches.
- Before your closing, spread the patches out where the girls can look at them and ask questions or make comments. Remind them of the hearing aid and “sense of touch” activities they did. Ask them what they remember about the wheelchair activities.
- In your closing circle, briefly tell parents/visitors what the patch represents; pin the patch on the back of each girl’s vest or tunic; congratulate her with the Girl Scout (left) Handshake.
- End with a Friendship Circle. You might also use this rhyme:

Some Daisies are short and some Daisies are tall,  
Some Daisies run fast, and some can’t walk at all.  
You love your roller blades, I love my bike  
There are ways we are different and ways we’re alike.  
We are friendly and helpful, courageous and strong,  
We are sisters in Girl Scouts and we get along!

  
girl scouts  
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