



# Ability Awareness and Inclusion



# Patch Program

Girl Scouts San Diego  
1231 Upas Street • San Diego • CA 92103-5199  
[www.sdgirlscouts.org](http://www.sdgirlscouts.org) • (619) 298-8391 • (800) 643-4798

## Table of Contents

Introduction	3
Patch Requirements	4
Required Discover Activities	5
Discover Activities	6
Connect Activities	9
Take Action Activities	12
Daisy/Brownie/Junior Ability Awareness Quiz & Answer Key	15
Cadette/Senior/Ambassador Ability Awareness Quiz	16
Cadette/Senior/Ambassador Ability Awareness Quiz Answer Key	17
Person First Language	20
Barrier-Free Building Survey	21
National Organizations and Resources	23
Local Resources and Volunteer Opportunities	26
Inclusion Library Contents	27
Further Exploration	28
Podcasts and Webinars	28
Internet Safety Pledge	29
Evaluation	30

# Introduction

## Welcome

Thank you for taking the time to experience and explore the Ability Awareness and Inclusion patch program with your girls! Ability Awareness and Inclusion helps educate girls and leaders about inclusion and how to include girls with disabilities in all aspects of Girl Scouts. The intentions of the patch program are to heighten awareness, understanding and acceptance of people of all abilities.

## No Experience Required

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

## Why Ability Awareness and Inclusion?

Ability Awareness means focusing on what somebody *can* do, not what they *can't*. Inclusion is the idea that we appreciate each other, that we see each other's gifts and that we value being together; it's the right to belong, whether or not disabilities are a factor.

## Why no simulation activities?

Although widely used, simulations are unrealistic and give participants a false view of what it's like to live with a disability. Participants often end the experience terrified, or have pity for people with disabilities and see them as helpless and completely reliant on others, which is counter-productive. These reactions do nothing to erase the stigma and perception of people with disabilities, who want to be treated with dignity and respect like everyone else.

## Internet Usage and Inclusion Library

Many of these activities reference helpful websites. If girls will be using the internet while earning this patch, they should have a signed Internet Safety Pledge on file with the leader(s). We cannot certify or endorse the content of any website. Similarly, many activities reference our Inclusion Library, which is a collection of books and other resources that can be checked out from any council resource center. Many items are also in local libraries.

## About This Program

The "Ability Awareness and Inclusion Patch" blends our council's former patches on disabilities with other ideas and formatting from the "Including ALL Girls" patch, graciously shared with us by the Girl Scout Council of the Nation's Capital (GSCNC). "Including ALL Girls" was updated from the original GSCNC patch program, "Keeping the Pace", developed by Ashley LaGasse Anderson as her Gold Award Project in 1997. GSCNC also received generous funding from Mitsubishi Electric America Foundation to develop the patch program we adapted. We'd like to extend our heartfelt thanks to GSCNC and their Inclusion Task Force for sharing their patch program and allowing us to adapt it, as well as answering our many questions along the way!

# Patch Requirements

## Daisies

Complete the (2) *Required Discover* activities first and then choose (1) activity from *Connect* and (1) activity from *Take Action*, finishing with the *Reflection* for a total of FIVE activities.

## Brownies

Complete the (2) *Required Discover* activities first and then choose (1) activity from each of the *Discover*, *Connect*, *Take Action* categories, finishing with the *Reflection*, for a total of SIX activities

## Juniors

Complete the (2) *Required Discover* activities first and then choose (1) activity from each of the *Discover*, *Connect*, *Take Action* categories, then (1) additional activity from any category, finishing with the *Reflection* , for a total of SEVEN activities.

## Cadettes

Complete the (2) *Required Discover* activities first and then choose (1) activity from each of the *Discover*, *Connect*, *Take Action* categories, then (2) additional activities from any category, finishing with the *Reflection*, for a total of EIGHT activities.

## Seniors and Ambassadors

Complete the (2) *Required Discover* activities first and then choose (1) activity from each of the *Discover*, *Connect*, *Take Action* categories, then (3) additional activities from any category, finishing with the *Reflection*, for a total of NINE activities.

## **REQUIRED DISCOVER**

**(These activities must be completed first)**

### **1. Ability Awareness Quiz**


*Materials: The Ability Awareness Quiz and answers for each program level (pages 15-19)*



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




### **2. Person-First Language**

*Materials: Person First Language handout (page 20)*

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

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

  An adult should read the top half of the handout to the girls. Then, have the girls think about people they know who may have a disability, from someone who wears glasses or has food allergies, to people who may use a wheelchair or live with Down syndrome. Discuss how those people would feel if only their disability was talked about, instead of their personalities and talents. Finally, read some of the easier phrases on the right side of the box and have the group decide how to correct them using Person First Language—there may be more than one answer as long as the person always comes first!

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


*Discussion for all levels: How aware are you of the way you talk to/about other people? How would you feel if people you didn’t know focused on the things you aren’t good at instead of the things you are good at? Why do you think people use the term “retarded” to talk about something dumb or embarrassing? Why is this wrong and what can you do to change that?*

# DISCOVER

## 1. Read a Book on Inclusion

*Materials: Any age-appropriate book from the Inclusion Library (page 27). You may also check books out from your library instead.*



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

 Read a couple short stories from *Enabled in Words* (Inclusion Library) at a troop meeting and then discuss.

*Discussion: What is person-first language and why is it important to use it (page 20)? What assistive technologies or equipment, if any, did people living with disabilities use in the book? What are some stereotypes we all may have toward people with disabilities? What was the disability in the book, how was it talked about and how did other people react to the person living with a disability?*

## 2. Watch a movie

*Materials: DVD player and the videos “Happy to be Nappy” for younger girls or “I’m Tyler” for older girls (Inclusion Library).*

  Watch “Happy to be Nappy” (about 30 minutes) or choose certain clips instead of showing the whole thing.

   Watch “I’m Tyler” (about 10 minutes)

*Discussion for all levels: What did you think you were going to be seeing when the movie first started? How were the characters similar to you? What did you learn? How would you explain what you saw to a friend?*

## 3. Learn to Sign

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

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

#### 4. The Most Beautiful Orange **B J**

*Materials: orange for each girl, stickers, markers, towel or cloth, bowl, plate, (1) pre-peeled orange*

Give each girl an orange and ask them to decorate the skin with the supplies you provide; tell them you'll be having a contest to choose the most beautiful orange. When the oranges are decorated, collect them in a bowl and walk away so that you can "judge" them. Return with the pre-peeled orange under a cloth and announce while revealing it that you've chosen the most beautiful orange. Ask the girls, "Whose orange is on the plate?"

*Discussion: What matters most is not on the outside, but the inside, where we're all more alike than different. How did you react to this activity? What did you think was going to happen? What did you learn?*

#### 5. Walt Disney **B J C**

Have girls talk about their favorite Disney show, movie or ride at Disneyland. Explain that all these exist because of Walt Disney, who lived with dyslexia, a learning disability where an individual has trouble processing written language. As a child Walt Disney was called slow and as a young adult he was fired from a newspaper job for not being creative enough!

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

#### 6. We're People First **B J C S A**

*Materials: "We're People First" packet from the Inclusion Library (book and CD), CD player, copies of the lyrics for girls to share*

Music has been called the universal language and these songs, along with the accompanying handbook, will help girls explore acceptance, self esteem, diversity and positive thinking.

**B J** Listen to any song from #1 through #6 and sing along after you've listened to it. Finally, complete (1) activity from the "Suggested Classroom Activities" section included with that song.

**C S A** Listen to any song from #1 through #12. You may also sing along, or have any troop members play the music on an instrument if they know how. Finally, complete (2) activities from the "Suggested Classroom Activities" section included with that song.

*Discussion for all levels: Why is music a powerful way to educate and inspire people? How did the songs make you feel and think? What are some songs that don't portray disabilities or people who live with them in a positive way? (Black Eyed Peas "Let's Get Retarded" is a good place to start)*


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


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


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

## 8. Mental Health

*Materials: Breaking the Silence-Teaching the Next Generation About Mental Illness activity packets (Inclusion Library). Blue packets are for Juniors, green packets are for Cadettes and purple packets are for Seniors and Ambassadors.*

 Complete page 1 in the *Breaking the Silence* booklet, making sure to answer all discussion questions. Then have the girls choose (2) other topic headings or activities to explore. Girls may complete the entire booklet if they'd like, which will allow them to play the "Braino" game (instructions and materials are included in the packet).


 Complete pages 1-6 in the *Breaking the Silence* booklet, making sure to answer all discussion questions. Girls may choose to complete the entire book, which will allow them to play the "Brain Game" (instructions and materials are included in the packet).


 Complete page 1 to the middle of page 2 in the *Breaking the Silence* booklet, making sure to answer all discussion questions. Then have the girls choose (3) other topic headings or activities to explore. Girls may complete the entire booklet if they'd like.

## 9. Juliette Gordon Low

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

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

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

 Research as a group what her disability was and how it happened, using the internet or books as resources. As a troop, locate further information on the first Girl Scout troop just for girls living with physical disabilities (hint: it formed in New York). What were some obstacles that Girl Scouts living with disabilities faced in the early 20<sup>th</sup> century that they don't face today? What are some obstacles that Girl Scouts with disabilities still face? How can we change that?



# CONNECT

## 1. Similarities and Differences

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

*Discussion: Was it easier to find similarities or differences? How does this relate to inclusion and not judging people right away? Why do we sometimes forget that we're all people first? How are people more similar to each other than different?*

## 2. Famous Musicians with a Disability

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

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

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

## 3. Strengths and Weaknesses

*Materials: paper and pencil for each girl*

As a troop, talk about some examples of personal strengths and weaknesses. Have each girl write up a list of her own perceived strengths and weaknesses, after which girls should pair up to compare lists. Finally, come back together as a troop and compare lists, looking for similarities.

*Discussion: How did you feel discussing your weaknesses? Was it comforting to see that other girls had some of the same things on their lists? Do you see weaknesses in yourself that other might not?*

#### 4. Work Out a Workout

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




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




*Discussion: How did you think of ways to make adaptations to your favorite games? Why is it important to have several ways to play games? How can these ideas help your entire school and group of friends?*

#### 5. Food Allergy Awareness







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

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

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

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

-OR-

      Earn the "Be a Pal...Protect a Life: Food Allergies" Patch. This patch program provides troop leaders with tools for menu planning based on food allergies and helps Girl Scouts support their friends who may live with a food allergy. You can access the requirements at [www.girlscoutssdi.org/forms](http://www.girlscoutssdi.org/forms), keywords: be a pal. Patches are available for purchase in all council stores.

#### 6. Volunteer

Volunteer with an organization that works with adults and/or children with disabilities. Check page 26 in the back of this booklet for local organizations.

## 7. Activities of Daily Living **D B J C S A**

*Materials: Adaptive equipment and speaker (try United Cerebral Palsy of SD)*

Contact a local school/college or assistive technology provider, 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.

*Discussion: What are some assistive technologies we use all the time? (hair dryer, dishwasher, etc.) How do they make life easier? How does this apply to what we learned?*

## 8. Act it Out **B J**

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

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

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

## 9. Check Out a Local Service Provider **D B J C S A**

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 are a community resource. Check page 26 in the back of this booklet for local organizations.

## 10. Interview a Person with a Disability **J C S A**

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. Share the interview and what you have learned from it with your troop. Consider typing up your interview and submitting it to your school paper, Service Unit email list, or local paper.

## 11. Service Animals **B J C S A**

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

**B J C S A** Do some research on the internet and discuss as a troop how service animals are trained, what they can do, and how the public should interact with them. If possible, arrange for someone who trains or uses a service dog to come and speak to your troop about these topics. Ask the speaker about volunteer opportunities or even how to train a service animal yourself!

# TAKE ACTION

## 1. Make a Schedule

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

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

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

## 2. Start a Collection

Contact a local organization or center serving people with disabilities to see if there are any supplies they need donated (eyeglasses, toys, etc.). Then work with your troop, family or school to start a collection for the donated items and drop them off to the organization afterward. Every item makes a difference! Check page 26 in the back of this booklet for local organizations.

***Remember, Girl Scouts cannot raise money for other organizations, but there are plenty of other ways you can help! Please consult Safety-Wise with any questions on working with other organizations.***

## 3. Volunteer

Arrange for your troop to volunteer with an organization that works with adults and/or children with disabilities. Check page 26 in the back of this booklet for local organizations.

## 4. Use Your Voice

Record books for or read to people who live with a visual impairment. Contact the San Diego Center for the Blind and Vision Impaired at [www.sdcb.org](http://www.sdcb.org) or the Braille Institute at [www.brailleinstitute.org](http://www.brailleinstitute.org) for more information.

## 5. Accessibility Survey



*Materials: Barrier Free Building Survey (pages 21-22), tape measurers, pencils/paper*



The Americans with Disabilities Act (ADA) guarantees that individuals with disabilities should have equal access to all public areas. Using the provided Barrier-Free Building Survey, examine and explore your troop meeting place by answering all the questions and making notes if you need. If the building does not do very well on the checklist, don't be too surprised. Many buildings have barriers, and barriers can be changed.

*Discussion: What did we find? If we answered "no" to any of the questions, what can we do to change that? (Contact the owner/manager of the building, or if it's a Girl Scout Council property, the Director of Property.)*

## 6. Person First Language

*Materials: Person First Language handout (page 20), internet access*

  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 in conversation or the media. At the end of the week, have girls individually examine their notebooks and brainstorm ways they can help change the behaviors of those around them. Have them conduct their own discussion of possible action steps.

  Look through their local newspapers, church newsletters, school newspaper, college websites, friends' Facebook™\*, MySpace™\* 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 e-mail 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 start a dialogue about why it is important to use it.

\*Girl Scouts, San Diego-Imperial Council doesn't endorse these websites and girls should only visit them with a signed Internet Safety form and parental consent.

## 7. Be a Buddy!

Form a "buddy system" with a girl your own age with disabilities. Go to [www.bestbuddiescalifornia.org](http://www.bestbuddiescalifornia.org) for more information on which schools in your area participate in the "Best Buddies" program and how to get involved. If your school is not listed, you have the option find an e-buddy at [www.ebuddies.org](http://www.ebuddies.org), or consider another organization like the Miracle League of San Diego, which helps children participate in baseball games with the assistance of a buddy. Learn more at [www.miracleleagueofsandiego.org](http://www.miracleleagueofsandiego.org).

## 8. Start a Buddy Program

Go to the Best Buddies website [www.bestbuddiescalifornia.org](http://www.bestbuddiescalifornia.org) and click on the “Middle School” or “High School” button in the middle of page, depending on your age. See if your school participates in the program. If not, contact the Program Manager listed on the website for your area and work with that person to start a chapter in your school.

## 9. Get into Technology

*Materials: Guest speaker (try United Cerebral Palsy of SD)*

Interview an Assistive Technology Specialist (a person who designs, constructs, and/or modifies assistive devices for people with disabilities), volunteer at a local assistive technology exchange program, or see if you can help get one started in your community.

## 10. The Wonderful World of Recreational Therapy

Different kinds of therapy and accommodations enable many people with disabilities to participate in physical activities. Visit the National Center for Physical Activity and Disability website at [www.ncpad.org](http://www.ncpad.org) for a list of organizations in Southern California that offer recreational therapy or adaptive sports (click on the “programs” and/or “organizations” link on the left hand side of the website). Plan a trip to one of the organizations and arrange beforehand for a site tour or volunteer for a few hours.

## REFLECTION

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

# Daisy/Brownie/Junior Level Ability Awareness Quiz

To be used with activity#1 under the "Required Discover" category.

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.

## Answers

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 slowly 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 Ability Awareness Quiz

To be used with activity#1 under the “Required Discover” category.

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.



Used with permission from Easter Seals Wisconsin



## Cadette/Senior/Ambassador Ability Awareness Quiz Answers

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 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, athletes, teachers and doctors.  
**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.

# Person First Language

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

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

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

## Examples of Person First Language

### Say:

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

### Instead of:

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

**Note: Even though it's a popular term, it's NEVER okay to use the term "retarded" to describe a person or action, even if used in jest. Pay attention to how often you hear it (adults use it too!) and what that says about our attitudes toward people with disabilities.**

# Barrier-Free Building Survey

## PARKING

1. Are there an adequate number of parking spaces?  Yes  No

Out of Spaces Given	#of Accessible
For 1 to 25	1 space
For 26-50	2 spaces
For 51-75	3 spaces
For 76-100	4 spaces

2. Is the parking close to the building?  Yes  No

3. Is the minimum parking space width at least 8 ft?  Yes  No

4. Is the parking surface and/or drop-off area at bus stops smooth, firm, non-slip, and at the curb is there a ramp to main routes?  Yes  No

5. Does the accessible route from parking or bus stops to building have a width of at least 5 ft, and have a firm surface with no steps?  Yes  No

## EXTERNAL RAMP

1. Is it possible to reach the entrance without using steps?  Yes  No

2. Is the minimum width of the ramp at least 3 ft?  Yes  No

3. Are there handrails on each side of the ramp to the building?  Yes  No

## ENTRANCES AND INTERNAL DOORS

1. Is the door opening at least 3ft for entrances and 2.6 ft for internal doors?  Yes  No

2. Is there adequate free space on both side of the doors (related to the type of approach, on both the pull and push sides)?  Yes  No

3. Are the door handles less than 3 ft in height and easy to grip?  Yes  No

## CORRIDORS

1. Are there sufficient and continuous wide areas for wheelchair maneuvering?  Yes  No

2. Is there an absence of obstacles in the circulation path in the corridors/hallways?  
 Yes  No

3. Is there a guide strip along the corridor/hallway?  Yes  No

4. Is there an absence of steps and abrupt changes in level in the corridor?  Yes  No

5. Does the corridor/hallway have a firm, non-slipping and even floor surface?  Yes  No

6. Is the floor color contrasted with wall color?  Yes  No

## **ELEVATORS**

1. Does each floor have adequate landing areas off of the elevator?  Yes  No
2. Is the height of the call button less than 4.2 ft and at least 1.3 ft from the adjacent wall?  Yes  No
3. Are there both visual and a Braille indicator of the floor level adjacent to call buttons and are they opposite the elevator?  Yes  No
4. Is the opening of the elevator doors at least 2.6 ft?  Yes  No
5. Is the elevator car at least 3.6 ft x 4.3 ft?  Yes  No
6. Does the elevator control panel have embossed numbers, contrasted colors and Braille indicators?  Yes  No
7. Does the elevator have an audible and a visual signal at arrival of each floor?  
 Yes  No

## **STAIRS**

1. Are the stairs at least 3ft wide?  Yes  No
2. Are there adequate landing areas between each flight of stairs?  Yes  No
3. Are the rising steps on the stairs no higher than ½ ft?  Yes  No
4. Do the stairs have extended, easy to grip, and continuous handrails on both sides of the stairs with an approximate height of 3ft?  Yes  No

## **TOILETS**

1. Are the toilet stalls at least 4.9 ft x 4.9 ft?  Yes  No
2. Does the stall door open outwards?  Yes  No
3. Is there space for a complete turn with wheelchair outside of the stall?  Yes  No
4. Is the height of the toilet seat approx. 1.5 ft?  Yes  No
5. Are there bars (approx. 3 ft in height) on the toilet walls in the accessible stall?  
 Yes  No
6. Is there a lever-type flush control on the side of the toilet that has space for a wheelchair?   
Yes  No

## **SINKS**

1. Are there lever-type faucets?  Yes  No
2. Is the accessible sink between 2.6 and 2.7 ft? Are the other sinks around 3 ft?  Yes  No
3. Are the paper towel, soap dispenser, hand dryer between 3 ft from the floor?  Yes  No

# National Organizations and Resources

## **All Kinds of Minds**

*www.allkindsofminds.org*

Helps students who struggle with learning measurably improve their success in school and life by providing programs that integrate educational, scientific, and clinical expertise.

## **Arc of the U.S.**

*www.thearc.org*

The Arc of the United States works to include all children and adults with cognitive, intellectual, and developmental disabilities in every community.

## **Beach Center on Families and Disability**

*www.beachcenter.org*

Through research, teaching, technical assistance, service and collaborations, the Beach Center on Disability makes a significant and sustainable difference in the quality of life of families and individuals affected by disability.

## **Best Buddies**

*www.bestbuddies.org*

Dedicated to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment.

## **DisabilityInfo.gov**

*www.disabilityinfo.gov*

Comprehensive resource on governmental services available to people with disabilities.

## **Disability is Natural Web Site**

*www.disabilityisnatural.com*

Encourages new ways of thinking about disability and helps create a society in which all people are valued and included.

## **Disabled Sports USA**

*www.dsusa.org*

Offers sports rehabilitation and youth mentoring program.

## **Easter Seals**

*www.easterseals.org*

Dedicated to helping children and adults with disabilities attain greater independence

## **Food Allergy & Anaphylaxis Network**

*www.foodallergy.org*

Food allergy symptoms and treatment, as well as FAQs, recipes, resources and more.

## **Including All Kids**

*www.includingallkids.org*

Comprehensive listing of youth-related inclusion resources and best practices.

## **Inclusion Network**

*www.inclusion.org*

Cincinnati-based umbrella group working to raise awareness of inclusion.

**Job Accommodation Network**

[www.jan.owvu.edu](http://www.jan.owvu.edu)

Free consulting service that provides information on accommodations and disability employment.

**Kids Included Together National Training Center on Inclusion**

[www.kitonline.org](http://www.kitonline.org)

Providing best practices training on inclusion for community-based youth organizations.

**The National Association for the Deaf**

[www.nad.org](http://www.nad.org)

To preserve, protect, and promote the civil, human, and linguistic rights of deaf Americans.

**National Association for Parents of Children with Visual Impairments (NAPVI)**

[www.spedex.com/napvi/](http://www.spedex.com/napvi/)

Enables parents to find information and resources for their children who are blind or visually impaired, including those with additional disabilities.

**National Center on Physical Activity and Disability**

[www.ncpad.org](http://www.ncpad.org)

Comprehensive site of disability serving programs and organizations across the country, as well as ways to adapt games, sports and equipment for a variety of disabilities.

**National Consortium on Leadership and Development for Youth**

[www.iel.org/programs/ncldy.html](http://www.iel.org/programs/ncldy.html)

Youth-led resources, information, and training center for youth and emerging leaders with developmental disabilities.

**National Council on Independent Living**

[www.ncil.org](http://www.ncil.org)

National association of independent living centers.

**The National Early Childhood Transition Research and Training Center (NECTC)**

[www.ihdi.uky.edu/nectc](http://www.ihdi.uky.edu/nectc)

Examines factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families.

**National Federation of the Blind**

[www.nfb.org](http://www.nfb.org)

Helps blind persons achieve self-confidence and self-respect and to act as a vehicle for collective self-expression by the blind.

**National Information Center for Children and Youth with Disabilities**

[www.nichcy.org](http://www.nichcy.org)

NICHCY is the national information center that provides information on disabilities and disability-related issues. Anyone can use the services-families, educators, administrators, journalists, students. NICHCY's special focus is children and youth (birth to age 22).



**National Institute of Mental Health**

[www.nimh.nih.gov](http://www.nimh.nih.gov)

Provides information on neurological disorders, including symptoms, causes and treatments.

**National Institute on Recreation Inclusion**

[www.nrpa.org/niri](http://www.nrpa.org/niri)

Sponsored by the National Recreation and Park Association, NIRI offers an opportunity to learn about the inclusion process in recreational settings.

**National Wildlife Federation**

<http://happeninhabitats.pwnet.org>

Happenin' Habitats teaches teachers and students how to create an accessible outdoor classroom.

**National Youth Leadership Network**

[www.nyln.org](http://www.nyln.org)

National voice for young leaders with disabilities

**Partners for Youth with Disabilities**

[www.pyd.org](http://www.pyd.org)

Mentoring programs for youth with disabilities.

**Special Olympics**

[www.specialolympics.org](http://www.specialolympics.org)

Engaging youth with and without developmental disabilities through unified sports programs.

**TASH**

[www.tash.org](http://www.tash.org)

Membership association that promotes the full inclusion of people with disabilities in society.

**United Cerebral Palsy (UCP)**

[www.ucp.org](http://www.ucp.org)

Leading source of information on cerebral palsy and offers comprehensive resources for people with any disability.

**Wilderness Inquiry**

[www.wildernessinquiry.org](http://www.wildernessinquiry.org)

Offers adventure programs for people of all ages, skill levels and abilities.

# Local Resources and Volunteer Opportunities

**Access to Independence**

(619) 293-3500

[www.a2isd.org](http://www.a2isd.org)

**Arc of San Diego**

(858) 715-3780

[www.arc-sd.com](http://www.arc-sd.com)

**Blind Community Center**

(619) 298-5021

[www.bcsd.org](http://www.bcsd.org)

**Braille Institute of San Diego**

(858) 452-1111

[www.brailleinstitute.org/san\\_diego](http://www.brailleinstitute.org/san_diego)

**Canine Companions for Independence**

(760) 901- 4300

[www.cci.org](http://www.cci.org) (click on "regions" button)

**Center for an Accessible Society**

[www.accessiblesociety.org](http://www.accessiblesociety.org)

**City of San Diego Disability Services**

(619) 236-5979

[www.sandiego.gov/disabilityservices](http://www.sandiego.gov/disabilityservices)

**Community Interface Services**

(760) 729-3866

[www.communityinterfaceservices.org](http://www.communityinterfaceservices.org)

**Deaf Community Services**

(619) 398-2441

[www.dcsosd.org](http://www.dcsosd.org)

**Depression & Bipolar Support Alliance**

(858) 444-6776

[www.dbsasandiego.org](http://www.dbsasandiego.org)

**Dyslexia Association of SD**

(619) 685-4413

[www.dyslexiasd.org](http://www.dyslexiasd.org)

**Easter Seals of Southern CA**

(714) 834-1111

[www.southernca.easterseals.com](http://www.southernca.easterseals.com)

**Epilepsy Foundation of SD**

(619) 296-0161

[www.epilepsysandiego.org](http://www.epilepsysandiego.org)

**Exceptional Family Resource Center**

(619) 594-7416

[www.efrconline.org](http://www.efrconline.org)

**Kids Included Together (KIT)**

(858) 225-5680

[www.kitonline.org](http://www.kitonline.org)

**Miracle League of San Diego**

(619) 231-8852

[www.miracleleagueofsandiego.org](http://www.miracleleagueofsandiego.org)

**National Alliance on Mental Illness SD**

(619) 543-1434

[www.namisandiego.org](http://www.namisandiego.org)

**Saint Madeleine Sophie's Center**

(619) 442-5129 ext 3110

[www.stmsc.org/getInvolved.shtml](http://www.stmsc.org/getInvolved.shtml)

**Autism Society of America SD**

(858) 715-0678

[www.sd-autism.org](http://www.sd-autism.org)

**SD Food Allergy Support Group**

[www.sandiegofoodallergy.org](http://www.sandiegofoodallergy.org)

**San Diego Regional Center**

(858) 576-2996

[www.sdrc.org](http://www.sdrc.org)

**San Diego Special Olympics**

(619) 283-6100

[www.specialolympicssandiego.com](http://www.specialolympicssandiego.com)

**Supporting Alternative Solutions**

(619) 670-9500

[www.sassandiego.org](http://www.sassandiego.org)

**Together We Grow**

(858) 751-0209 OR (760) 757-6031

[www.togetherwegrow.net](http://www.togetherwegrow.net)

**Training Education & Research Institute**

(760) 721-1706

[www.teriinc.org](http://www.teriinc.org)

**United Cerebral Palsy of SD**

(858) 571-7803

[www.ucp.org/ucp\\_local.cfm/4](http://www.ucp.org/ucp_local.cfm/4)

# Inclusion Library

Below is a list of the items available for check out from council resource centers. They can help you work toward the earning the patch, but can be checked out and used at any time. **Note: "BPC" means the item is only currently available at the Balboa Program Center.**

TITLE	AUTHOR	AGE	TOPIC	NOTES
Allie the Allergic Elephant	Nicole Smith	5--8	peanut allergies	
Asperger's Huh?	Rosina Schnurr	6--11	child's perspective of Asperger's	BPC
Breaking the Silence ( <b>booklet</b> )	National Alliance on Mental Illness	8+	mental illnesses	
Deaf Child Crossing	Marlee Matlin	8--12	Deaf awareness	
Different But Equal: Teens on Disabilities	Youth Communication	11+	personal teen perspective on disabilities	BPC
Disability is Natural (book)	Kathie Snow	adult	fresh take on disabilities	
Disability is Natural ( <b>DVD</b> )	Kathie Snow	all	ability awareness	BPC
Eating Gluten Free with Emily	Bonnie Kruszka	5--8	gluten-free eating/celiac disease	
Enabled in Words	Landry, Lopez and Pratama	12+	stories from people living with disabilities	
Happy to Be Nappy ( <b>DVD</b> )	HBO Family	5--11	diversity, embracing individuality	
I'm Tyler (Don't be Surprised) ( <b>DVD</b> )	Tyler Greene	8+	ability awareness	
It's Okay to Be Different	Todd Parr	5--11	uniqueness, diversity, pride	
Kissing Doorknobs	Terry Spencer Hesser	12+	obsessive-compulsive disorder	
KIT: Introduction to Inclusion ( <b>DVD</b> )	Kids Included Together (KIT)	adult	why we practice inclusion	BPC
KIT: Positive Behavior Support ( <b>DVD</b> )	Kids Included Together (KIT)	adult	how to offer positive behavior support	BPC
KIT: Respectful Accommodations ( <b>DVD</b> )	Kids Included Together (KIT)	adult	making accommodations for children	BPC
Learn ASL ( <b>flashcards &amp; booklet</b> )	Arlene Rice	all	American Sign Language	
Mama Zooms	Jane Cowen-Fletcher	5--8	woman who uses a wheelchair	BPC
Mirror, Mirror on the Wall	Barry Denenberg	8--11	blind awareness	
Miss Spitfire: Reaching Helen Keller	Sarah Miller	10--12	blind awareness	
Reaching for Sun	Tracie Vaughn Zimmer	11+	cerebral palsy	
Rules	Cynthia Lord	8--11	autism awareness	
Taking A.D.D to School	Ellen Weiner	5--8	ADD	BPC
Taking Hearing Impairment to School	Elaine Ernst Schneider	5--8	hearing impairments	BPC
Taking Seizure Disorders to School	Kim Gosselin	5--8	epilepsy	
Taking Speech Disorders to School	John Bryant	5--8	speech disorders	BPC
That's What Kids Are For	Barbara Roberts	6--11	ADHD awareness	
The Autism Acceptance Book	Ellen Sabin	6--11	autism awareness	
Understanding Girls with AD/HD	Nadeua, Littman and Quinn	adult	AD/HD	
We Sign: Fun Time ( <b>DVD</b> )	Jump Start on Smart	5--11	sign language sing-a-long	
We'll Paint the Octopus Red	Stephanie Stuve-Bodeen	5--8	Down syndrome	
We're People First ( <b>CD &amp; activity book</b> )	Jeff Moyer	all	diversity and dignity of the human spirit	
Whoever You Are	Mem Fox	5--8	diversity and common humanity	
Wintering Well	Lea Wait	8--12	amputation/physical disability	
You Can Learn Sign Language	Jackie Kramer & Tali Ovadia	9--12	American Sign Language	
Zoom!	Robert Munsch	5--8	girl who uses a wheelchair	

## Further Exploration

If you'd like to become even more of an expert, Girl Scouts, San Diego-Imperial Council offers the following patch programs related to ability awareness for all program levels:

\*The **Blind Aware** patch can only be earned after completing the Ability Awareness and Inclusion patch. Requirements are in the resource centers and online at [www.girlscoutssdi.org/forms](http://www.girlscoutssdi.org/forms), keywords: blind aware. Patches are available for purchase in all council stores.



\*The **Be a Pal...Protect a Life: Food Allergies** patch provides troop leaders with tools for menu planning based on food allergies and helps Girl Scouts support their friends who may live with a food allergy. You can access the requirements at [www.girlscoutssdi.org/forms](http://www.girlscoutssdi.org/forms), keywords: be a pal. Patches are available for purchase in all council stores.



## Related Podcasts and Webinars

**KIT**-video and audio podcasts at [www.kitonline.org/ntci/learning-lab/video.html](http://www.kitonline.org/ntci/learning-lab/video.html)

**DBTAC Southwest ADA Center**- podcasts on topics such as education, housing accommodations, and more at [www.dlrp.org](http://www.dlrp.org)

**TASH**- various disability-related web-based programs at [www.tash.org](http://www.tash.org)

# Internet Safety Pledge

Traveling through cyberspace can be fun, but like any trip you take you have to "Be Prepared" for unforeseen things. So, read this before you go any further. Then print this page out and discuss it with your parent or guardian.

I will not give out personal information such as my address, telephone number, parents'/guardians' work address/telephone number, or the name and location of my school without my parents'/guardians' permission.

I will tell an adult right away if I come across any information that makes me feel uncomfortable.

I will never agree to get together with someone I "meet" online without first checking with my parents/guardians. If my parents/guardians agree to the meeting, I will be sure that it is in a public place and bring my parent or guardian along.

I will never send a person my picture or anything else without first checking with my parents/guardians.

I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents/guardians right away so that they can contact the online service.

I will talk with my parents/guardians so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

Girl Name \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

---

Source: National Center for Missing & Exploited Children

# Ability Awareness and Inclusion Evaluation

Thank you for taking the time to share your thoughts about the Ability Awareness and Inclusion patch program. Your evaluation will help GSSDI to better meet the needs of girls and leaders. Please mail this form to: Program Specialist, Leah McFail, 1231 Upas Street, San Diego, CA 92103-5199 or email feedback to [lmcfail@sdgirlscouts.org](mailto:lmcfail@sdgirlscouts.org)

<b>How did you hear about this patch program?</b>						
<input type="checkbox"/> Program News <input type="checkbox"/> Online <input type="checkbox"/> Word of mouth <input type="checkbox"/> Event <input type="checkbox"/> Other						
<b>Number of girls who used the program?    Program level/s:</b>						
<b>D   B   J   C   S   A</b>						
<b>Was this program used by</b>			<b>How did you obtain the materials?</b>			
<input type="checkbox"/> Individual <input type="checkbox"/> Troop <input type="checkbox"/> Service Unit event <input type="checkbox"/> Other _____			<input type="checkbox"/> Picked up at _____ (council location) <input type="checkbox"/> Borrowed from library <input type="checkbox"/> Other _____			
<b>Were materials available when requested?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No						
Comments:						
<b>Please rate each category</b>		<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Clarity of requirements						
Knowledge gained about inclusion						
Condition/completeness of resources						
Appropriateness for level/age of girls						
Program met expectations/needs						
Overall satisfaction with program						
<b>What were your girls' favorite parts of this patch program?</b>						
<b>What could be done to improve the <i>Ability Awareness and Inclusion</i> patch program?</b>						
<b>Additional Comments:</b>						
<b>Optional: Name</b>						
<b>Phone (       )</b>			<b>E-mail</b>			