



Girl Scouts of Southern Alabama
Council's Own Patches

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Africatown/Origins USA



Who

Girl Scout Juniors, Cadettes, Seniors, and Ambassadors

Objective

Girls develop a strong sense of self and advance diversity in a multicultural world by exploring the beginning and ending of two major periods in American history.

Guidelines

Complete four of the following activities and find the answers to the questions. Answers can be researched online or at Africatown, USA.

Cost

\$1.25 per patch

Activities

1.
 - a. Research in an encyclopedia or other reference source: Locate Africa on a map. Learn about Africa's history, climate, people, land regions, religions, and cultures.
 - b. Locate Alabama on a map. Learn about its climate, history, and land regions.
 - c. Collect your information and place it on a scrapbook. Design an African cover for your scrapbook. Display at a Girl Scout troop meeting.
2. Go to the Library to find a book to read about the American Slave System. Bring your book to the troop meeting. Share your information with your Girl Scout troop members at the meeting.
3. Africatown Scavenger Hunt:
 - a. Find all the answers to the questions about Africatown (from the Questions section of the badge requirements.)
 - b. Play "game show" questions and answers such as Jeopardy or Trivial Pursuit.
 - c. Bring newspaper or internet articles about Africatown to your troop meeting.
4. Invite a descendant of Africatown to your troop meeting.
5. Attend and/or participate in an Africatown Folk Festival.
6. Take a ride in the ferryboat and trace the path of the boat Clotilde.
7. Share your learning experience about Africatown with another group such as your Sunday School class, clubs, or school class during Black History Month.

Africatown/Origins USA continued

Questions

1. What is Africatown, USA? Where is it located? What is the purpose of Africatown?

2. Where was the history of Africatown, USA originated?

3. How much were the captured tribesmen sold for at Whydah?

4. What was the name of the schooner to which slaves were taken on board?

5. What night was it that Captain Foster entered Mobile Harbor with the illegal slaves?

6. What does Africatown, USA uniquely represent?

7. Who was the last living descendant of Africatown, USA?

8. When and why was the Africatown Community Mobilization Project formed?

Look up www.loc.gov/folklife/roots/ac-home.html for answers to the questions above.

Special thanks to Constance Thompson for the revisions of the “Africatown/Origins, USA” badge.

Baldwin County



Who

All Girl Scout Age Levels

Objective

By learning about Baldwin County, girls will feel connected to their community and understand the value of contributing their time and effort to the community now and in the future.

Guidelines

Brownies need to complete two requirements. Juniors need to complete four requirements. Girls ages 11-14 need to complete five requirements. Girls ages 14-17 need to complete six requirements. You may choose any of the activities.

Cost

\$1.50 per patch

Activities

1. Name six communities/towns in Central Baldwin County
2. Name ten communities/towns in South Baldwin County.
3. When is hurricane season on the Gulf Coast?
4. What church in Baldwin County was known for many years as "God's Lighthouse"? Where is it located?
5. Name five communities/towns on the Eastern Shore.
6. What does "Ecor Rouge" mean? What language does that come from?
7. What hotel is known as the "Queen of Southern Resorts"? What did it serve as during World War II?
8. Name ten of the communities/towns in North Baldwin County.
9. Who is Baldwin County named after? What college did he help found and serve as its first President?
10. Bay Minette is home to the largest employer in Baldwin County. Name that business.

Beach Awareness

Who

Brownies

Objective

Girls gain practical life skills, which will help them be safe and enjoy the beautiful beaches along the Gulf Coast.

Guidelines

Participants must complete all of the following requirements.

Cost

\$1.50 per patch

Flags

Before you go to the beach, learn the Beach Warning Flags for the particular beach you are going to visit. What does each flag mean?

Double Red Flag:

Single Red Flag:

Yellow Flag:

Green Flag:

Purple Flag:

Water Safety Rules

Practice the following water safety rules when swimming:

1. Never swim alone. Always swim with a buddy.
2. Swim within the designated areas. Don't swim near pilings, piers or platforms. Be cautious in areas between sandbars or near steep drop-offs.
3. Do not swim in areas being used by fishermen. Avoid swimming areas where schools of fish are present.
4. Beware of rip currents and undertows.
5. Avoid being in the water at dusk, night time or in the twilight hours. Avoid wearing shiny jewelry and clothing.

Sun Safety

Practice "Sun" Safety.

1. Drink plenty of water
2. Wear sunscreen and sunglasses to protect your skin and eyes from the sun.
3. Learn about UV Radiation.
4. Visit the website: <http://www.nsc.org/ehc/sunsafer.htm>

Rip Current Safety

Learn about rip currents and what to do if you are caught in a rip current. Check out the following website: <http://www.ripcurrents.noaa.gov/tips.shtml>



Beach Awareness continued

Sand Fun

Build a sand castle or lie on the beach and have a friend cover your legs with sand in the shape of a mermaid tail.

Beach Fun

Take a walk on the beach and collect seashells or sand.

Wildlife

Observe wildlife at the beach and make a list of what you see. Also, note that some of these may be endangered and what you can do to help them. Some examples of endangered animals are:

1. Perdido Key Beach Mouse <http://www.fws.gov/endangered/i/a/saa8f.html>
2. Alabama Sea Turtles <http://www.alabamaseaturtles.com/how-you-can-help/>
3. Some wildlife you may see are pelicans, seagulls, dolphins, sea turtles, hermit crabs, fish, jelly fish, blue crabs, sand fleas, beach mice, minnows, sand dollars, and sea weed.

Respect the Beach

Treat the beach with respect by performing the following:

1. Do not litter. Take your trash with you when you leave.
2. Don't walk on the sand dunes or pick the sea oats. Healthy sand dunes provide protection to the inland as well as a habitat to numerous species.
3. Don't disturb turtle nests.
4. Fill-in and holes you dig at the beach. Holes are dangerous for people walking or running on the beach.

Special thanks to Alicia Spencer for developing this Try-it.

Bit N Bridle

Who

Brownies

Objective

Girls can seek challenges in the world by expanding their knowledge and skills, setting goals for themselves, and taking appropriate risks.

Please consult Safety Activity Checkpoint guidelines when completing requirements for this patch.

Guidelines

Visit a stable. Find out how much and what kind of food the horses eat daily. If possible, help feed the horses at least once.

Cost

\$1.50 per patch

Safety Rules

Learn and practice basic safety rules for the following situations:

1. At the stables
2. During mounting
3. During dismounting
4. While riding

Grooming

Learn the correct way to use a brush and curry comb. If possible, help brush down a horse.

Riding

Watch the correct saddling and bridling of a horse. Assist in this process, if possible. Learn how to:

1. Mount a horse
2. Dismount from a horse
3. Ride at a walk



Bump in the Night



Who

Brownies

Objective

Girls can gain practical life skills by learning about nocturnal animals. This will help them be more comfortable around nature when camping out.

Guidelines

Complete all of the following activities

Cost

\$1.50 per patch

Activities

1. What is a nocturnal animal? Explain how they differ from other animals and when they come out.

2. Name five nocturnal animals. What does each of them eat?

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<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

3. Go outside at night and listen to the sounds at night. What do you hear? Identify the various sounds you recognize. What do you think the other sounds are?


4. Take a cat's eye hike to learn more about nocturnal animals. Make a list of animals to see and hear on the hike.

5. How do nocturnal animals see in the dark? (www.ebiomedia.com/gall/eyes/nocturnal.html)


6. Learn a nocturnal animal song. (See next sheet)

Special thanks to troop 8400 for creating this patch.

Bump in the Night continued




Song of the Month



Nocturnal Animals


Nancy Stewart
copyright 2001 Friends Street Music BMI

Am **C**




On a moon - lit night when the stars come out there are

F **C** **G** **C** **G** **C**

⁴
noc - turn - al an - i - mals all a - bout whoo - whoo what do I see, a

Am **E7** **Am**

⁸
wise old owl - - - - look - ing at me

Civil Rights History



For: Brownies, Juniors, Cadettes, Seniors, Ambassadors

Objective: To promote awareness of and learning about Civil Rights History, and the history that exists in Montgomery Alabama in a fun way, that involves education and hands on learning.

Guidelines: Complete the following number of requirements for each age level, including at least one from each category:

- Brownies complete 5 requirements
- Juniors and Cadettes complete 9 requirements
- Seniors and Ambassadors complete 12 requirements

Discover:

Investigate Civil Rights history. Find a few important facts like:

Name the person responsible for “starting” the Civil Rights Movement. What year did it all begin? Why was Montgomery important in the Civil Rights Movement?

What is the birth date of Martin Luther King, Jr.? When did he die?

Name some of Dr. Martin Luther King, Jr.’s professional accomplishments.

Name the two African American women who were arrested during the 1950’s in Montgomery for refusing to give up their bus seats.

What is the date Rosa Parks refused to give up her bus seat?

Civil Rights History - continued

How did the bus boycott in Montgomery begin and what was the year?

How long did the bus boycott last?

Find out about the Parsonage bombing. How many people were in the Parsonage on the night it was bombed? Was everyone ok?

Connect:

Visit one of these historical civil rights establishments:

- The Rosa Parks Museum
- The Civil Rights Memorial
- Dexter Parsonage Museum
- Dexter Avenue King Memorial Baptist Church

Watch a movie, read a book or magazine article that is about a person or place relating to Civil Rights history.

Look up at least one Civil Rights Museum online and share your findings with your troop.

Take the Civil Rights History audio walking/driving tour available at the Montgomery Area Visitor's Center.

What is the saying inscribed on the Civil Rights Memorial, located in front of the Southern Poverty Law Center in Montgomery, AL? Who is this saying credited to?

Take Action:

Identify a national holiday created to honor a fallen civil rights leader. Do something special on that day to honor the memory of all fallen civil rights participants.

Share what you have learned about Civil Rights history with at least three other people.

Draw a picture or poster showing Civil Rights history and share it with your troop or another group.

Special thanks to Troop 9202 for developing this patch.

Distinguished Young Women's Be Your Best Self Program

Formally America's Junior Miss

Who

Girl Scout Daisies, Brownies, Juniors, Cadettes, Seniors, and Ambassadors.

Objective

To develop an understanding of the Distinguished Young Women Be Your Best Self program while gaining a desire for excellence. To build a self esteem to help one prepare to successfully deal with daily challenges in a way that exemplifies courage, confidence and character.

Guidelines

Daisies and Brownies must complete one activity from each section. Juniors must complete two activities from each section. Cadettes, Seniors, and Ambassadors must complete three activities from each section. The starred (*) activities are required.

Cost

\$2.00 per patch

Be Your Best Self

Girls develop a strong sense of self through involvement in the program.

1. *Invite a DYW or DYW volunteer to do an orientation of the "Be Your Best" program. Visit www.AJM.org/about/state_programs to locate a DYW representative in your area.
2. Adopt a DYW and attend the DYW Program (or DYW's Community Night during the National Finals if you live in the Mobile area).
3. Research DYW on the internet. Why is DYW in Mobile? Who was the first DYW? How did the program start and why? Identify current sponsors of DYW. How do both parties benefit from this sponsorship relationship?
4. Set up a tour or career exploration with a DYW Volunteer.

Be Healthy

Girls gain practical life skills by practicing healthy living.

1. *Make a food pyramid listing foods you like in each food group.
2. Plan and prepare a balanced meal.
3. Identify the different parts of food labels and compare the nutrition on a variety of foods.
4. Discover your recommended daily caloric intake and track your caloric intake for three days.
5. Make a record of how many sit-ups, push-ups, and pull-ups you can do.
6. Research healthy benefits of regular exercise.
7. Organize a neighborhood or community walk.
8. Research anti-drug organizations targeted at youth in your area.
9. Present a drug free presentation to a group in your area.

DYW Be Your Best Self continued

Be Involved

Girls can identify community needs through service in community.

1. Draw or find pictures of people involved in community service.
2. Make a poster using pictures from magazines and newspapers showing five ways of serving in your community.
3. *Help in a community service project.
4. Have someone from a community service organization visit your troop and tell you about what they do.
5. List community service organizations in your community and how each helps your community.
6. Volunteer with the DYW program in your community.

Be Studious

Girls seek challenges in the world.

1. Teaching is one of the best ways to learn. Get involved in an after school tutoring program or find an individual who needs tutoring. Volunteer to help teach math and English skills to younger children.
2. Meet with your guidance counselor at school and discuss potential colleges and majors you might be interested in. Learn about the application process and requirements for the schools you are interested in.
3. Go to your local library. Have a librarian explain to you how the books are organized and show you the reference section. What kind of information can you find there? Check out an age appropriate book to read at home or read at the library.
4. *Research Multiple Intelligences and learning styles on the internet. (<http://www.ldpride.net/learningstyles.MI.htm>) What is a learning style? What are the Multiple Intelligences? What category do you fall into? What can you do with this information to make studying and learning more interesting and successful for yourself? Make a chart of troop members and their learning styles with study habits that help each style of learning and share with your troop.
5. Make a list of professions you would like to be and make an appointment to shadow or mentor a person of those professions in your area.

Be Ambitious

Girls advocate for themselves and others by setting and achieving goals.

1. Select a daily chore at home and agree to do it for a week. Keep a chart of that week's task.
2. Select one subject that you would like to improve by one letter grade before the next grading period. Make a study schedule and stick to it.
3. Make a decision to go to college. Research three colleges that interest you. Find their location, yearly tuition and admission requirements. Create a plan of goals to accomplish getting admitted to your college choices.
4. *Select a book to read for enjoyment. Set a goal to read at least one page or chapter a night.
5. Visit your local recycling center to find out what products can be recycled in your area. Set up a recycling system at your home and recycle for at least one month. The longer the better.
6. Decide to participate in a DYW program. List the five areas of competition and three ways you can prepare for each.

DYW Be Your Best Self continued

Be Responsible

Girls develop positive values by living by moral and ethical principles.

1. Discuss signs and prevention of abuse of all kinds (animal, physical, emotional, etc.) with a professional such as a doctor, counselor, or shelter. Do something to help a women's or animal shelter in your area.
2. Make a list of your personal values and beliefs and rank them in order of most importance to you. Think of why these things are important to you. Share these with your troop, group, or family.
3. *Examine the Girl Scout promise and law. What principals or values does a Girl Scout live by? Describe an example of when you have done something in keeping with these values and principles.
4. Volunteer your time with the DYW Little Sister Program. Always set a good example to younger girls.
5. Think of a time when you were in a situation where your ethics or morals were being compromised. Without naming other individuals, write about: How did this make you feel? What was the situation? What were the values in conflict? Was there anyone else involved who agreed or disagreed with your viewpoint? How did you react to the situation?

Family Emergency Plan

Make copies. Keep one copy near the telephone and one copy in the Family Disaster Supplies kit. Each family member should also keep a copy in purse, wallet, book bag, or bookcase.

Meeting Place

Meeting Place 1 should be outside your home or building. Be specific, such as next to mailbox, under the big tree with the tire swing, or at the neighbor's (indicate which one) front door.

Meeting Place 2 should be outside of your neighborhood in case it is not safe to stay there or you cannot get home. Choose a place everyone known and one with a telephone if possible, such as a school, library, or relative's house.

Telephone Number _____

Out of Town Contact

Choose someone who lives out of your town as your "family check-in contact" person for everyone to call if the family gets separated. It may be easier to call long distance during a local emergency.

Family Emergency Numbers

List each family member and phone numbers where each can be reached when not at home-work, school or phone numbers or babysitter, etc.

Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____
Name _____	Phone # _____

Other Emergency Numbers

911

Adapted from *Facing Fear: Helping young People Deal with Terrorism and Tragic Events*, 2001 by the American National Red Cross, Washington, D.C. For more information, visit www.redcross.org/disaster/masters

Fort Rucker



Who

All Girl Scout Age Levels

Objective

Girl Scouts will discover the role of the military in our lives by exploring Fort Rucker. They will connect with members of the military by meeting and interviewing them.

Guidelines

To earn the Fort Rucker patch, each Girl Scout must complete 6 of the 11 requirements including all the starred (*) activities.

Cost

\$1.50 per patch

Activities

1. *Who is Fort Rucker named after? When was it started? Why? Write a short paragraph explaining who Fort Rucker is named after, when it was established and why.
2. *Visit the US Army Aviation Museum and/or Veteran's Memorial Park. Learn about the different types of memorials and/or aircraft in the museum.
3. *Locate and visit the only Official Post American Flag.
4. Visit the polar bear located near the museum (and find out his name). Describe the clothes he is wearing on the day of your visit.
5. Visit the Main Post Library.
6. Visit the NCO Academy. Learn about who is a student at the Academy and why they are attending there. What is accomplished at the School?
7. Visit the Mobile Police Station and Fire Station. Talk with a Mobile Police Officer or Firefighter and learn about his/her job.
8. Visit the Equestrian Center. Learn about the horses.
9. Visit Lake Tholocco West Beach. Take a lunch and have a picnic or go for a hike.
10. Locate two of the Main post gates.
11. Visit Beaver Lake. Determine an area to clean. {Service Project}
12. Visit the Golf Course, Bowling Alley or Aviator's Landing. Determine two activities you could do at the location you visit.

Created by Morghan McCool and McKenzie Rogers.

Girl Scouts of Southern Alabama Honor Troop

The Honor Troop Program provides leaders with a tool to offer a quality troop program, which will aid in retention of Girl Scouts in troops. Discuss with the girls and adults in your troop the requirements to be an Honor Troop. Set troop goals using the Honor Troop program requirements and make a schedule for completing those goals. Keep in mind the following timeline:



- Turn in completed Honor Troop requirement packet to your Service Unit Manager first and then to GSSA membership staff for endorsement April 1 through June 15.
- Upon notification from council staff that your troop is an Honor Troop, patches/strips may be purchased from the Program Director.
- Your troop is a Girl Scouts of Southern Alabama Honor Troop for one year.

All registered troops of Girl Scouts of Southern Alabama are eligible to participate in the program. Girls may wear the patches/strips on the back of their uniform. Leaders may wear patches/strips on patch jackets, hats, tote bags, etc. Honor Troops may purchase the Honor Troop patch/strip for each girl and adult registered in the troop. The Honor Troop program is an on-going program, beginning each membership year in September.

Cost

\$2.00 per patch

Troop Information

Leader Name _____ Troop # _____ Service Unit _____

Address: Street _____ City/State/Zip _____

Phone: Home # _____ Work # _____ Cell # _____

E-mail _____ Address _____

Grade Level Grade Level Daisy Brownie Junior Cadette Senior Ambassador

Honor Troop # years: 1 2 3 4 5 6 7 8 9 10 11 12 13

Council Endorsement

Service Unit Manager _____ Field Executive _____

Director of Membership _____ Date _____

Program Director _____ Date _____

Requirements

Complete ALL activities and at least four additional activities. Additional activities are noted by a star (*).

- Activities are counted only once on an Honor Troop activity, but may be used on Try-It's, Badges, Interest Projects, Patches, and other Girl Scout recognitions.
- Activities may be completed in any order.

Honor Troop continued

Troop Management Requirements

Registration

1. Continuing troop re-registered by October 1, with a minimum of five girls and two adults.
 A new troop registered within six weeks of being organized, with a minimum of five girls and two adults.
Additional registrations can be added later.
2. Registration/yearly information for each girl included:
 - Parental consent signature on registration form or on girl flyer when initially joining Girl Scout
 - Activity permission slips signed before each activity.
 - Medical history form updated yearly.
 - Individual Girl Record updated throughout the year.
3. Troop Committee Members who are registered and actively supporting the troop
Troop Leader _____
Co-Leader _____
Troop First Aider _____ Training Date _____
Troop Camper* _____ Training Date _____
Troop Emergency Contact** _____
Additional Troop Committee Members/Positions _____

*Troop Camper is only needed when camping overnight.

** Troop Emergency Contact is only needed when going on a trip.

Leader Responsibilities

1. Leader Training

Troop Leader and Co-Leader must have completed the following courses:

Leader	Name
Orientation Date _____	Leadership Essentials Date _____
Co-Leader	Name
Orientation Date _____	Leadership Essentials Date _____

2. Service Unit Meeting Representation

Complete the following Service Unit information:

Service Unit	Manager	Name	(if applicable)
Service Unit Name _____			Service Unit # _____
Meeting Date and Time _____		Meeting Place _____	

Honor Troop continued

3. Troop Funds

- Troop funds must be deposited into the Troop's Bank Account

Troop Name _____ Bank Account # _____
of _____ Bank
City where bank is located _____

- Maintain troop financial records.

4. Troop Reports

Deadline met for:

- Annual financial report to membership staff
Must be turned in before or with Honor Troop Application.
- Product Sales Report
- Camping Application and post camping report
- Extra money earning reports

5. Troop Resources

- Utilized and observed *Safety Activity Checkpoints* and *GSS Policies and Procedures* during troop activities.
- Leader's guides and girl handbooks/badge books were used throughout the year.

Troop Program Requirements

Traditional Ceremony

Troop must participate in two or more of the following; give date:

Investiture/Rededication Ceremony _____ Scouts' Own _____

Court of Awards _____ Fly-Up/Bridging _____

Service Project

Complete two community service projects (one for Daisy Troops)

Description _____ Date _____

Description _____ Date _____

Special Girl Scout Activity

Participate in at least one Girl Scout activity

- Juliette Low's Birthday (October 31)
- Girl Scout Sabbath (March)
- Girl Scout Sunday (March)
- Girl Scout Birthday (March 12)
- Other Special Activity _____ Date _____

Honor Troop continued

Council-Sponsored Product Sales

- Troop participated in both Council-Sponsored Product Sales (one for Daisy troops).

Girl Scout Promise and Law

Troop must complete one of the following:

- All troop members can recite the Girl Scout Promise together.
- Talk about and understand the meaning of each part of the Law.
- All Daisy troop members had the opportunity to earn the Promise center and all Learning petals.

Troop Government

Use system of troop government that encourages girl planning and participation.

- Daisy Circle
- Brownie
- Patrol System
- Town Meeting
- Steering Committee

Troop Advancement

Each girl registered in the troop (prior to February 1) should have had the opportunity to earn:

- Daisy: Bridging to Brownies Award
- Brownies: Three Try-Its
- Junior: Three Badges
- Cadette, Senior and Ambassador: One Interest Project, one Studio 2B Charm and 15 hours service.

*Juliette Low World Friendship Fund (JLWFF)

- Learn about the JLWFF and make a contribution.

Amount of donation \$ _____ Date given to service Unit Council _____

*Patriotism

Honor your country by performing a flag ceremony or taking part in a patriotic program/event.

Do one or more of the following:

- Flag ceremony location
- Patriotic program or event
- Place flags in cemeteries for patriotic holidays
- Participate in a patriotic parade
- Write letter to an elected official thanking them for their support of Girl Scouts

- Create your own troop activity and describe it: _____

Place _____ Date _____

Honor Troop continued

*International Girl Scouting

Participate in at least one of the following international Girl Scout activities:

- Plan or participate in a Thinking Day (Feb 22) celebration with your Service Unit or troop.
Description _____ Date _____
- Learn about Girl Guiding in another country.
- Learn about the World Association Pin.
- Create your own activity and describe it: _____
_____ Date _____

*Outdoor Activity

Troops should participate in at least one outdoor activity during the year. **Council events may not be used to fulfill this requirement.** Examples: Sports, hike, cookout, camping trip, exploring the neighborhood around your meeting place or service project.

Activity _____ Date _____

*Troop Field Trips

Troops should take one Field Trip pertaining to Try-Its, Badges, or Interest Projects away from the regular troop meeting place. **Council events may not be used to fulfill this requirement.**

Field Trip _____ Date _____

Try-Its, Badge, Interest Project _____ Date _____

*Inter-Troop, Sister Troop or Group Activities

Troop should choose at least two activities in which to participate:

- Share a meeting
- Share a career activity
- Share a guest speaker
- Share a service project
- Share a party
- Share a troop outing
- Service Unit or council event, except those already counted on another requirement
- Create your own activity and describe _____

*Troop Opportunity

Troops should have at least one activity per year where Girl Scouts can be shared with family, friends and/or the community.

- Make a troop or individual scrapbook and share it with people outside of a troop meeting.
- Plan and participate in a family event.
Event _____
- Participate in an event to share Girl Scouts with the community (preferably in uniform)
Event _____
- Write thank you notes to everyone helping with the troop.

International Friendship



For

All Girl Scout Age Levels

Objective

Girls advance diversity in a multicultural world by learning to appreciate the international cultures represented in their community.

Guidelines

This badge is divided into five different sections. The first two sections must be completed for Daisies and Brownies to earn the patch. Juniors and ages 11-14 must complete the first three sections. Ages 14-17 must complete the first three sections and two activities from the last section. Complete all sections by planning activities that enable girls to learn more about cultures around the world.

Cost

\$2.00 per patch

WAGGGS (World Association of Girl Guides and Girl Scouts)

1. When did WAGGGS start?
2. Who were the founding members?
3. What countries have Girl Scouts besides the USA?
4. What countries have Girl Guides?
5. How are Girl Guides different than the Girl Scouts?
6. How are they the same?
7. What do Girl Guides call their Daisies? Brownies? Juniors? Cadettes? Seniors? Ambassadors?

Other Nations

Girls must complete three activities below, choose one activity per section.

Food

- Sample food from another country.
- Find a recipe from another country. Could you find the ingredients to make it in this country?
- Prepare an international dish for your troop, friends, or family to enjoy.
- Visit an international restaurant.
- Learn different eating customs from another country.

Games/Activities

- Find a game children play in another country. What are the rules? Do we have a similar game?
- Make a list of countries that participate in the World Olympics.
- Make a craft from another country.

International Friendship continued

Music

- Listen to a song from another country.
- Learn the words to a song in another language.
- Create a dance to music from outside the USA.

Culture

Pick a country and find the following things out about it:

- Their Flag
- What kind of clothes do they wear?
- What kind of jobs do they have there?
- Locate the country on a map.
- How big is the country compared to the USA?

Thinking Day

Participate in a Thinking Day activity by attending an event or helping to plan one.

Personal Experience

- Visit another country and share your experience with another troop,
- Interview someone who has lived in another country.
- Find an organization that helps to meet international needs and participate with them by donating your time and/or resources.
- Discover what career opportunities are available to you in a foreign country.

Optional Activity

Check and see if an international festival is in your community. If so, here are some things to observe and discuss.

- How many countries were represented at the festival?
- What country was your favorite to learn about? Why?
- How were they different from our country?

KARMA- Kids Against Ridicule, Meanness and Aggression



Anti-Bullying Patch

For

Brownies, Juniors, Cadettes, Seniors, and Ambassadors

Objective

To develop an understanding of the different types of bullying, how to prevent bullying and how to build a safe environment. To build self-respect and confidence to help girls overcome a bullying situation.

Guidelines

Brownies and Juniors will complete one activity from each session. Cadettes, Seniors, and Ambassadors will complete two activities from each session, one of these must include the starred (*) activities.

Cost

\$2.00 per patch

Discover

1. Discover new and positive things about each other. Write a compliment to each girl in your group.
2. Write down a time when you said or thought something judgmental or when someone wrongly judged you.
3. Invite an expert on bullying to speak to your group. It could be a school counselor or psychologist.
4. Research the different types of bullying. Here are some web sites to explore:

www.pewinternet.org

This site has excellent information from the Pew Internet and American Life Project. Read their studies focusing on the effect of technology on today's families. Topics include Teens and Technology, Teens and Social Media, Cyber bullying, Social Networking Websites and Teens, Teenage Life Online and many more.

www.hsperson.com

This is Elaine Aron's web site devoted to highly sensitive individuals. This site includes information on bullying.

www.stopbullyingnow.hrsa.gov

This site contains a wealth of information including tips for parents, educators and kids who are bullies, bullied, or bystanders. It also contains pertinent video workshops.

www.challengeday.com

This web site contains an anti-bullying program for high school students.

5. Explore the KARMA web page: <http://thekarma.org>

Karma continued

6. Explore the American Girl website and discover Chrissa's story, <http://www.americangirl.com>
7. Read one or more of the following books about bullying:
 - *Just Kidding* by Trudy Ludwig addresses the topic of mean spirited comments punctuated with "Just Kidding."
 - *My Secret Bully* by Trudy Ludwig is the story of a fair weather friendship between two girls who have been friends since kindergarten.
 - *Sorry!* by Trudy Ludwig tells the story of Charlie who covers up bad behavior with an insincere apology.
8. Research the important issues of Cyber bullying and texting. If possible, find an expert on these issues and interview them. Check out the website, www.rachelsimmons.com Click on the link for Resources for Schools and Parents to download Rachel Simmons' guide for parents on cyber bullying. **Cadettes, Seniors, and Ambassadors.**

Connect

1. *Understand how social network sites, like Facebook, can affect relationships and hurt others. With your friends come up with a set of Social Network Etiquette rules. **Cadettes, Seniors, and Ambassadors.**
2. Write a short story or skit about bullying.
3. Cut out words and images from newspapers and magazines that describe how bullying hurts.
4. Find a newspaper article about bullying. Discuss with your group the outcome of the bullying incident.
5. Role play different types of bullying and how to react to bullying.

Take Action

1. Make a poster about bullying and ask if it could be displayed at your library.
2. Have a poster contest at school about anti-bullying. Find businesses that would donate prizes.
3. Organize a workshop about bullying. Invite parents and kids. Include speakers and a question and answer period.
4. Talk to a younger group about your research on bullying. Help them role play bullying situations and how to react.

Mardi Gras



For

All Girl Scout Age Levels

Objectives

Girls learn about the socio-cultural and historical background of a major annual event in Mobile. This helps them to develop positive attitudes about learning and seek opportunities for expanding their knowledge.

Guidelines

This badge is divided into four sections. Complete all four by planning activities that enable your girls to learn the answers to the given questions. There are suggested activities given under each section. Those starred (*) are required.

Cost

\$1.50 per patch

Resources

Public Libraries

Newspapers

Mardi Gras

Mystic Societies

Mobile Carnival Museum Gift Shop

Doubloon Society

City of Mobile Museum

History

1. What does Mardi Gras mean?
2. Find out when Mardi Gras first began in Mobile.
3. Discuss why stopped for a while, then how and when it resumed. What part did Joe Cain play in this?
4. How is the date of Mardi Gras determined? When is it over?
5. Where else is Mardi Gras celebrated?
6. What is the significance of the baby that is hidden in the King Cake?

Activity

- Visit Church Street Cemetery and see the grave of Joe Cain.
- * Start a scrapbook of articles on the history of Mardi Gras*
- Visit the Mardi Gras display at the City of Mobile Museum
- Read a story about Mardi Gras ("Let the Good Times Roll" by Emily Hearin)
- Take a tour of the Mobile Carnival Museum.

(Call to schedule a tour for your troop with Mrs. Judi Gullede at 251.431.9334)

Parades

1. What parading societies are represented in Mobile? Find out the oldest and newest parading organization.
2. Who builds the floats? Where do the costumes, horses, etc. come from?

Mardi Gras continued

3. How is the parade route set? How long is it?
4. What kind of parades are there?
5. How are the floats constructed? How do they move? Learn some history about the making of floats.
6. Why did floats have flambeaux? How are they currently lighted?
7. What is the significance of the mask?

Activity

- Attend and review parades – watch the start if possible.
- * Make a list of safety rules for watching a parade; later, evaluate this list. *
- * Add clippings related to the parades to your scrapbook. *
- Attend a “call-out” or tableau, visit a “float barn,” or supply center.
- * Design a parade, including floats, around your own theme.

The Court

1. What are the two parent Mardi Gras groups in Mobile?
2. What are some of the societies in each group?
3. How does one get into a Mystic society and into the court of a society?
4. Who is in the Juvenile Court?
5. Who rides in the Floral Parade? How do they get to ride?

Activity

- * Add articles about the organizations, courts and balls to your scrapbook. *
- * Visit the Mardi Gras display at the Mobile Carnival Museum. *
- Make and/or try a King Cake
- Design a queen’s gown and train or design a mask.

Impact on Mobile

1. Who, besides each society, is involved in “rolling a parade?” List groups such as the police department and tell why they are needed.
2. What is the cost of a parade to the societies and to the city?
3. What monies are generated for the city?

Activity

- * Add articles about the cost and economic impact of Mardi Gras to your scrapbook. *
- Watch for people making money during parades.
- Talk with someone at the Chamber of Commerce.
- Have a guest speaker talk to you about the costs involved with parades.

Special Thanks to Evelyn Harbath, Wilda Baker and their troop for developing this program. Also, a special thanks to Judi Gullidge for her great love of Mardi Gras.

Our Community

For

Girl Scout Brownies

Objective

By learning about their community, girls will feel more connected and understand the value of contributing their time and effort to the community now and in the future.

Guidelines

Complete four of the requirements listed below.

Cost

\$1.50 per patch

Activities

- Read or listen to a story about your town or community and the people who live there. Find out some things that make your town unique and special.
- Invite a senior citizen to tell you about the community as they were growing up there.
- Take a field trip to a place that is important to your community's history. Visit a museum, old cemetery, historic building, house, old school, or park. Explore its history.
- Help with a community service project.
- Do something the way it was done 100 years ago. For example, try making butter, milking a cow, ride in a buggy or a horse, carry water from a well, make soap, or wash clothes on a scrub board.
- Play with toys that were used by children 100 years ago, play games from that time, or dress in the clothing they would have worn.
- Make paper dolls and act out skits of events that happened in your community.
- Make a scrapbook about your community or look at one from the library or historical society.
Locate sites that are still seen today.
- Visit City Hall; learn about the history of your community.
- Find out about the family whose name is on a building or park.



Pink Princesses



For

Daisies, Brownies, Juniors, Cadettes, Seniors, and Ambassadors.

Objective

The objective of the Pink Princess Patch Program is to teach girls to be aware, proud and confident of what makes them unique. To give them courage against pressures to behave in ways that contradicts their beliefs or violates their individuality. To encourage girls to become models of character and independence for others.

Guidelines

Daisies and Brownies must complete one activity from each section. Juniors must complete two activities from each section. Cadettes, Seniors, and Ambassadors must complete three activities from each section. The starred (*) activities are required.

Cost

\$2.00 per patch

Girls develop a strong sense of self through involvement in the program.

Stay True: Recognize yourself and everyone else as individuals.

1. Invite the "Pink Princesses" to do an orientation of the program in your area (contact Courtney at whatzupdox@aol.com or 251.450.4367)
2. Get a group of friends together and perform the skit "Staying True Never Goes Out of Style" for your troop.
3. Watch a performance of the skit and discuss the message with your troop.
4. Create your own short story or skit about an individual who is faced with pressures to change or conform.
5. Create our own short story or skit about an individual who is faced with pressures to change or conform.

Girls develop a strong sense of self through discovering their skills/talents.

Stay True: Identify your own unique traits and talents.

1. Using magazines, newspapers and other print media, cut out words and images that you feel describe you in some way and make them into a collage.
2. Perform a talent such as dancing, singing, playing an instrument, or reading a poem in front of your troop.
3. Write an essay, poem, song, etc. about what makes you unique.
4. Make a list of things you can do that no one else can do and share it with your family or friends.

Girls gain practical life skills by practicing healthy living.

Stay true: Seek ways to improve yourself and your talents.

1. If you are involved in a sport or other extracurricular activity, set aside an additional hour each week for one month to devote to practicing that activity.
2. Pick a subject in school in which you wish you could improve, and set a goal to improve that subject by one letter grade.

Pink Princesses continued

3. Make a record of how many sit-ups or push-ups you can do and work towards increasing that amount by ten every week for one month.
4. See how fast you can run a mile and work towards decreasing your time by 10 seconds every week for one month.
5. Set a goal to read one current event article from a newspaper or news magazine every night for three weeks.
6. Attend a class for an activity that you have never done before.
7. Read a book about an unfamiliar subject that has always interested you.

Girls can identify community needs through service in the community.

Stay True: Seek ways in which you can help other people improve themselves.

1. Volunteer to help tutor classmates in a subject in which you excel.
2. Get involved in a tutoring program for younger children.
3. Volunteer in a local community service program.
4. Research the service organizations in your area and tell how each helps the community.
5. Invite someone from a local community service organization to talk to your troop.
6. Using magazines, newspapers and other print media, cut out words and images that show four different ways of serving your school or community.

Be Ambitious: girls advocate for themselves and other by setting goals.

Stay True: Always follow your heart, act responsibly, and do what you know is right.

1. Read a newspaper or magazine and find an example of someone in the news who acted responsibly or who make the right decision.
2. Make a collage of people in the news whose values you admire.
3. Make a list of 10 people in your community and tell how each of their actions has positively impacted the community.
4. Make a list of your personal beliefs and values and share it with your troop. Be prepared to tell the group why you believe the things you do.
5. Leaving out names of individuals, write about a time when you feel that you were pressured into doing the wrong thing, but chose to do the right thing.
6. With a group of friends, brainstorm hypothetical situations where people could be pressured by others into doing the wrong thing. Then, by role play or by discussion, give examples of how to respond to the situations in an appropriate manner.
7. Organize as a troop an activity to help out a woman's shelter or animal shelter, such as holding a canned food drive or collecting dog/cat food for the shelters.

Ronald McDonald House



For

All Girl Scout Age Levels

Objective

Girls feel connected to their communities by learning about the Ronald McDonald House and contributing to the House through tab collection and service projects.

Troops earn the Ronald McDonald House patch for the first year of participation. Those who participate a second year will earn a "tab top" to accompany the original patch.

Cost

\$2.00 per patch

\$1.00 for each Tab Top

Guidelines

1. Collect tab tops from any brand aluminum can. Tab tops can be dropped off at the Ronald McDonald House or taken to Wise Recycling Outlets. Set your own troop goal of how many tabs you want to collect.
2. Complete at least five of the requirements listed below.
 - Learn how Ronald McDonald House helps sick children.
 - Visit the Ronald McDonald House web site at www.rmhc.org to look for The Ronald McDonald House near you.
 - Donate one item from their published "wish list" or by calling The Ronald McDonald House.
 - Research the history of The Ronald McDonald House.
 - Tell at least five other people about collecting tab tops.
 - Make an encouragement card for the family of a sick child staying at The House.
 - Make a gift basket for a family at The Ronald McDonald House including items such as personal size toiletries, candy, gum, stationary, etc.
 - Donate a new toy or book to The Ronald McDonald House.
 - Volunteer to keep The House beautiful by helping to maintain the flowerbeds.
 - Help to keep The Ronald McDonald House Cookie Jar full by donating cookies.
 - Your troop can ask to bake the cookies at The House if you would like to!
3. Submit a final report with patch order form report that includes the number of tabs collected and a summary of the completed requirements.

