



**GIRL SCOUT HERITAGE PATCH
PROGRAM**
Girl Scouts of Northern California

HERITAGE PATCH PROGRAM

Purpose: To increase understanding and awareness of the founding and history of Girl Scouts in the USA. This program may be used in preparation for Juliette Low's birthday, Thinking Day, Girl Scout Birthday, or special anniversaries of the Girl Scout movement.

REQUIREMENTS FOR THE GIRL SCOUT DAISY LEVEL
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Please complete 5 of the following activities.

You must choose from the sections as follows: pick 3 from the Discover section, 1 from the Connect section, and 1 from the Take Action section.

DISCOVER - Do THREE activities. One from Part A, and Two from Part B.

A. Learn about Juliette Low and how she started Girl Scouting in America in 1912. Was Girl Scouting her own idea, or did someone else inspire her? You can learn about Juliette Low by doing ONE of the following:

1. Borrow the Juliette's Box from your Service Unit to help tell her story. This box contains over 20 small items (example: a daisy, pumpkin, horse, paper doll) that tell the story of Juliette Low's life. An explanation for each item is included.
2. Read about Juliette Low's family, hobbies, pets, and her meeting with Lord Robert Baden-Powell.
3. Visit an online site listed in Resources to learn about our founder. (Get an adult's permission.)

B. Learn about Girl Scouting in its early years by doing TWO of the following:

1. View "The Golden Eaglet" either on DVD or on You Tube (get an adult's permission to use the computer). This was originally a silent movie made in 1919 to use in recruiting girls to Girl Scouts. It is the story of two girls who join a Girl Scout troop in New York state and their adventures using their Girl Scout skills. How has Girl Scouting changed since its early days? How has it remained the same?

Hint: Silent movies had no spoken dialog. Information/dialog is provided by written phrases in boxes. It may help to have an adult read them as the girls watch the movie, or pause on the boxes until all the girls have finished reading.

2. Play Kim's Game (a good observation game). Collect 10-20 objects (you may use the ones in Juliette's Box) and place them on a table. Cover them so they cannot be seen. Girls may play individually or in teams. Give everyone a piece of paper and pencil. Remove the cover and let the girls study the objects for 1-2 minutes, then cover them again. Each girl/team then makes a list of all the objects they can remember. The girl or team with the most correct items wins.

Note: If the girls' writing skills are not adequate, they may draw pictures of the items they remember or ask an adult to record their list.

This game appeared in the 1913 Girl Scout Handbook. It is from the story *Kim* by Rudyard Kipling. Why do you think Juliette Low thought it was important?

3. Visit the Girl Scout virtual museum on the GSUSA website (get an adult's permission to use the computer).
4. Look at a handbook from an earlier time that would have been used by girls your age. Try an activity from it.
5. Using old handbooks, the Cedar Hill paperdoll handout, uniform drawings online (get an adult's permission), or coloring pages on the Resource CD as a guide, compare uniforms to what girls wear today. Since the Girl Scout Daisy level was not formed until 1984 but now includes first grade Girl Scout Brownies, look at old Girl Scout Brownie uniforms. What kind of hats did they wear? Where did they put their membership pins? Did they have a tie?

CONNECT - Do ONE activity.

1. Talk to someone who was a Girl Scout 20 or more years ago. Ask her what she liked doing best; whether she sold cookies, if she went to camp, what her uniform looked like, songs she liked to sing, service projects, trips, favorite memories?
2. Visit a museum where historic things are displayed. For example: Girl Scout Museums at the Oakland Council Office or at Camp Bothin (contact dot.brown@aol.com to arrange a visit), or a local historical museum or historic home. Find out how things are labeled to provide visitors with information. Learn why people who work with historic objects wear gloves when handling the objects. What other precautions do they take?
Which Girl Scout possessions would you display? How could you show what you do as a Girl Scout?
3. Learn a song or game from early Girl Scout days. Songs found on the Resource CD or the *Pax Lodge CD* or *Still Singing* CDs. (see Resources)
4. Sample a Girl Scout cookie made from an early Girl Scout cookie recipe (see Resource CD) by helping an adult bake them.
5. The Guide Badge (England's name for their membership pin) was the very first Girl Guide pin. Look at the Guide Badge online (ask an adult's permission) or on the Resource CD. Now look at the World Trefoil Pin that all Girl Guides and Girl Scouts all over the world wear. (There is an old style and a new style.) Learn the symbolism for each part of the World Trefoil Pin by coloring in the parts on the CD handout.

TAKE ACTION/GIVE SERVICE - Do ONE activity.

Do ONE of the following:

1. Make a display to share what you have learned about Girl Scout history. Share your display at your school, local library, community center, store window, or museum.
2. Put on a simple fashion show of vintage uniforms for other Girl Scouts, parents, residents of a retirement community, historical society.
If you cannot get actual uniforms, you may use a paperdoll display. Put your paper dolls on sticks.
3. Preserve your own Girl Scout history. Record important information - when you joined Girl Scouts, your troop number, your leaders' names, where your troop meets, trips you have taken with Girl Scouts, events you have attended, activities you have done, awards and recognitions you have earned. Draw pictures of your favorite Girl Scout activities. Ask an adult to take pictures of events in your troop for a troop album.

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REQUIREMENTS FOR THE GIRL SCOUT BROWNIE LEVEL

Please complete 6 of the following activities.

You must choose from the sections as follows: pick 3 from the Discover section, 2 from the Connect section, and 1 from the Take Action section.

DISCOVER - Do THREE activities. One from Part A, and Two from Part B.

A. Learn about Juliette Low and how she started Girl Scouting in America in 1912. Was Girl Scouting her own idea, or did someone else inspire her? Where was her very *first* troop? You can learn about Juliette Low by doing ONE of the following::

1. Borrow the Juliette's Box from your Service Unit to help tell her story. This box contains over 20 small items (example: a daisy, pumpkin, horse, paper doll) that tell the story of Juliette Low's life. An explanation for each item is included.
2. Read about Juliette Low's family, hobbies, pets, and her meeting with Lord Robert Baden-Powell.
3. Visit an online site listed in Resources to learn about our founder. (Get an adult's permission.)
4. Read about Juliette Low's life and take a virtual tour of her birthplace online. (Get an adult's permission)

B. Learn about Girl Scouting in its early years by doing TWO of the following.

1. View "The Golden Eaglet" either on DVD or on You Tube (get an adult's permission to use the computer). This was originally a silent movie made in 1919 to use in recruiting girls to Girl Scouts. It is the story of two girls who join a Girl Scout troop in New York state and their adventures using their Girl Scout skills.
How has Girl Scouting changed since its early days? How has it remained the same?
Hint: Silent movies had no spoken dialog. Information/dialog is provided by written phrases in boxes. It may help to have an adult read them as the girls watch the movie, or pause on the boxes until all the girls have finished reading.
2. Visit the Girl Scout virtual museum on the GSUSA website (get an adult's permission to use the computer).
3. Play Kim's Game (a good observation game). Collect 10-20 objects (you may use the ones in Juliette's Box) and place them on a table. Cover them so they cannot be seen. Girls may play individually or in teams. Give everyone a piece of paper and pencil. Remove the cover and let the girls study the objects for 1-2 minutes, then cover them again. Each girl/team then makes a list of all the objects they can remember. The girl or team with the most correct items wins.
Note: If the girls' writing skills are not adequate, they may draw pictures of the items they remember or ask an adult to record their list.
This game appeared in the 1913 Girl Scout Handbook. It is from the story *Kim* by Rudyard Kipling. Why do you think Juliette Low thought it was important?
4. Look at a handbook which would have been used by girls your age in an earlier time period. Do an activity from it.
5. Using old handbooks, the Cedar Hill paperdoll handout, uniform drawings online (get an adult's permission), or the coloring pages on the Resource CD as a guide, compare uniforms to what girls wear today. What kind of hats did they wear? Where did they put their membership pins? Did they have a tie?

CONNECT - Do TWO activities.

1. Talk to someone who was a Girl Scout 20 or more years ago. Ask her what she liked doing best; whether she sold cookies, if she went to camp, what her uniform looked like, songs she liked to sing, service projects, trips, favorite memories?
2. Visit a museum where historic things are displayed. For example: Girl Scout Museums at the Oakland Council Office or at Camp Bothin (contact dot.brown@aol.com to arrange a visit), or a local historical museum or historic home. Find out how things are labeled to provide visitors with information. Learn why people who work with historic objects wear gloves when handling the objects. What other precautions do they take?
Which Girl Scout possessions would you display? How could you show what you do as a Girl Scout?
3. Learn a song or game from early Girl Scout days. Teach it at a troop meeting. Songs found on the resource CD or the *Pax Lodge* or *Still Singing* CDs. (see Resources)
4. Sample a Girl Scout cookie made from an early Girl Scout cookie recipe (see Resource CD) by helping an adult bake them.
5. The Guide Badge (England's name for their membership pin) was the very first Girl Guide pin. Look at the Guide Badge online (ask an adult's permission) or on the Resource CD. Now look at the World Trefoil Pin that all Girl Guides and Girl Scouts all over the world wear. (There is an old style and a new style.) How are all the pins the same? How are they different?
 - a) Learn the symbolism for each part of the World Trefoil Pin by coloring in the parts on the CD handout. OR
 - b) Learn the symbolism for each part of the Brownie Trefoil Pin by coloring in the parts on the CD handout.
6. There is a commemorative stamp for Girl Scouts (3 cent, 4 cent, and 22 cent) that celebrated earlier anniversaries. For the centennial there will be a commemorative coin. Design a commemorative stamp for the 100th birthday of Girl Scouts.

TAKE ACTION/GIVE SERVICE - Do ONE activity.

Do ONE of the following:

1. Make a display to share what you have learned about Girl Scout history. Share your display at your school, local library, community center, store window, or museum.
2. Put on a simple fashion show of vintage uniforms for other Girl Scouts, parents, residents of a retirement community, historical society.
If you cannot get actual uniforms, you may use a paperdoll display.
3. Preserve your own Girl Scout history. Record important information - when you joined Girl Scouts, your troop number, your leaders' names, where your troop meets, trips you have taken with Girl Scouts, events you have attended, activities you have done, awards and recognitions you have earned. Draw pictures of your favorite Girl Scout activities. Ask an adult to take pictures of events in your troop for a troop album.

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REQUIREMENTS FOR THE GIRL SCOUT JUNIOR LEVEL

Please complete 7 of the following activities.

You must choose from the sections as follows: pick 3 from the Discover section, 2 from the Connect section, and 2 from the Take Action section.

DISCOVER - Do THREE activities. One from Part A, and Two from Part B.

A. Learn about Juliette Low and how she started Girl Scouting in America in 1912. Was Girl Scouting her own idea, or did someone else inspire her? Where was her very *first* troop? You can learn about Juliette Low by doing ONE of the following::

1. Borrow the Juliette's Box from your Service Unit to help tell her story. This box contains over 20 small items (example: a daisy, pumpkin, horse, paper doll) that tell the story of Juliette Low's life. An explanation for each item is included.
2. Read about Juliette Low's family, hobbies, pets, and her meeting with Lord Robert Baden-Powell.
3. Visit an online site listed in Resources to learn about our founder. (Get an adult's permission.)
4. Read about Juliette Low's life online and take a virtual tour of her birthplace (get an adult's permission to use the computer)

B. Learn about Girl Scouting in its early years by doing TWO of the following.

1. View "The Golden Eaglet" either on DVD or on You Tube (get an adult's permission to use the computer). This was originally a silent movie made in 1919 to use in recruiting girls to Girl Scouts. It is the story of two girls who join a Girl Scout troop in New York state and their adventures using their Girl Scout skills.
How has Girl Scouting changed since its early days? How has it remained the same?
Hint: Silent movies had no spoken dialog. Information/dialog is provided by written phrases in boxes. It may help to have an adult read them as the girls watch the movie, or pause on the boxes until all the girls have finished reading.
2. Visit the Girl Scout virtual museum on the GSUSA website (get an adult's permission to use the computer).
3. Play Kim's Game (a good observation game). Collect 10-20 objects (you may use the ones in Juliette's Box) and place them on a table. Cover them so they cannot be seen. Girls may play individually or in teams. Give everyone a piece of paper and pencil. Remove the cover and let the girls study the objects for 1-2 minutes, then cover them again. Each girl/team then makes a list of all the objects they can remember. The girl or team with the most correct items wins.
Note: If the girls' writing skills are not adequate, they may draw pictures of the items they remember or ask an adult to record their list.
This game appeared in the 1913 Girl Scout Handbook. It is from the story *Kim* by Rudyard Kipling. Why do you think Juliette Low thought it was important?
4. Look at a handbook which would have been used by girls your age in an earlier time period. Do an activity from it.
5. Using old handbooks, the Cedar Hill paperdoll handout, uniform drawings online (get an adult's permission), or the coloring pages on the Resource CD as a guide, compare uniforms to what girls wear today. What kind of hats did they wear? Where did they put their membership pins? Did they have a tie?

CONNECT - Do TWO activities.

1. Talk to someone who was a Girl Scout 20 or more years ago. Ask her what she liked doing best; whether she sold cookies, if she went to camp, what her uniform looked like, songs she liked to sing, service projects, trips, favorite memories?
2. Visit a museum where historic things are displayed. For example: Girl Scout Museums at the Oakland Council Office or at Camp Bothin (contact dot.brown@aol.com to arrange a visit), or a local historical museum or historic home. Find out how things are labeled to provide visitors with information. Learn why people who work with historic objects wear gloves when handling the objects. What other precautions do they take?
Which Girl Scout possessions would you display? How could you show what you do as a Girl Scout?
3. Learn a song or game from early Girl Scout days. Teach it at a troop meeting. Songs found on the Resource CD or the *Pax Lodge CD* or *Still Singing CD*. (see Resources)
4. Sample a Girl Scout cookie made from an early Girl Scout cookie recipe (see Resource CD) by baking the cookies.
5. The Guide Badge (England's name for their membership pin) was the very first Girl Guide pin. Look at the Guide Badge online (ask an adult's permission) or on the Resource CD. Now look at the World Trefoil Pin that all Girl Guides and Girl Scouts all over the world wear. (There is an old style and a new style.) How are all the pins the same? How are they different?
 - a) Learn the symbolism for each part of the World Trefoil Pin by using old handbooks or the Resource CD OR
 - b) Learn the symbolism for each part of the Traditional Trefoil Pin or the Contemporary Trefoil Pin by using old handbooks or the Resource CD.
6. There is a commemorative stamp for Girl Scouts (3 cent, 4 cent, and 22 cent) that celebrated earlier anniversaries. For the centennial there will be a commemorative coin. Design a commemorative stamp for the 100th birthday of Girl Scouts.

TAKE ACTION/GIVE SERVICE - Do TWO activities.

1. Make a display to share what you have learned about Girl Scout history. Share your display at your school, local library, community center, store window, or museum.
2. Put on a simple fashion show of vintage uniforms for other Girl Scouts, parents, residents of a retirement community, historical society.
If you cannot get actual uniforms, you may use a paperdoll display. Put your paper dolls on sticks.
3. Preserve your own Girl Scout history. Record important information - when you joined Girl Scouts, your troop number, your leaders' names, where your troop meets, trips you have taken with Girl Scouts, events you have attended, activities you have done, awards and recognitions you have earned. Draw pictures of your favorite Girl Scout activities. Ask an adult to take pictures of events in your troop for a troop album.
4. Take something you have learned from the patch program and teach it to another group of Girl Scouts/troop.

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REQUIREMENTS FOR THE GIRL SCOUT CADETTE LEVEL

Please complete 8 of the following activities.

You must choose from the sections as follows: pick 4 from the Discover section, 2 from the Connect section, and 2 from the Take Action section.

DISCOVER - Do ONE activity from Part A and THREE activities from Part B.

A. Learn about Juliette Low and how she started Girl Scouting in America in 1912. What was her disability? Learn about her meeting with Lord Baden-Powell and her experiences with Girl Guides. Where was her very *first* troop? What aspects of scouting did she bring to the USA, what changes did she make? What honors and acclaim have been awarded to her? You can learn about Juliette Low by doing ONE of the following:

1. Borrow Juliette's Box from your Service Unit. Use it to tell her story to a group of younger Girl Scouts.
2. Read a biographical book about Juliette Low and her life. Find out about her family, pets, hobbies, her meeting with Lord Baden-Powell.
3. Visit the Girl Scout virtual museum on the GSUSA website (get an adult's permission to use the computer) to read the Juliette Low biography.
4. Visit an online site listed in Resources to learn about our founder and take a virtual tour of her birthplace. (Get an adult's permission.)

B. Learn about early Girl Scouting by doing THREE of the following:

1. View "The Golden Eaglet" either on DVD or on You Tube (get an adult's permission to use the computer). This was originally a silent movie made in 1919 to use in recruiting girls to Girl Scouts. It is the story of two girls who join a Girl Scout troop in New York state and their adventures using their Girl Scout skills.
How has Girl Scouting changed since its early days? How has it remained the same?
2. Visit the Girl Scout virtual museum on the GSUSA website (get an adult's permission to use the computer) to read the *Girl Scout Timeline: Decade by Decade*. List one fact that is new to you from each decade.
3. Learn more about early Girl Scout history - where it came from, how it was organized, how it was funded, and some of the influential people who gave it momentum. Early Girl Guide days (get permission to go online) and Agnes Baden-Powell, Lord Robert and Lady Olave Baden-Powell. What is the foundation of this organization (GSUSA)? Read the preamble to the Constitution of the Girl Scouts of the U.S.A. in the *Blue Book of Documents* or on the Resource CD.
4. Look at a handbook which would have been used by girls your age in an earlier time period. Do either a) b) or c).
 - a) List ten things that would still be useful to know today.
 - b) Complete the requirements of a badge that would have been earned by a scout using that handbook.
 - c) Find out about either the Golden Eaglet, the Curved Bar, or the First Class award.
Correlate your own achievements in Girl Scouting with those that would qualify you for awards in years past. How do your achievements compare?

5. Girl Scout uniforms have changed over the years. Examine the uniforms through the decades in the GSUSA virtual museum vintage uniform exhibit, color drawings online (get an adult's permission), the *Helping Hands* collection, or the *Cedar Hills* paper doll collection. How have they changed over the years? Why did Juliette Low think that uniforms were important?
6. If possible, find out when Girl Scouting started in your town. Also, find out what kind of coverage newspapers used to give to Girl Scout activities. Your local newspaper or historical society may have archives to help your search.

CONNECT - Do TWO activities.

1. Talk to someone who was a Girl Scout 20 or more years ago. Ask her what she liked doing best; whether she sold cookies, if she went to camp, what her uniform looked like, songs she liked to sing, service projects, trips, favorite memories?
2. Visit a museum where historic things are displayed. For example: Girl Scout Museums at the Oakland Council Office or at Camp Bothin (contact dot.brown@aol.com to arrange a visit), or a local historical museum or historic home.
 - a) Find out how things are labeled to provide visitors with information.
 - b) Learn how to care for and preserve historic items - papers, photos, books, clothing, etc. How are these materials stored and filed?
 - c) Find out why people wear gloves when handling historic items.
 - d) What career opportunities are there in historic preservation; what qualifications must you have?
 - e) Which Girl Scout possessions would you display? How could you show what you do as a Girl Scout?
3. Learn two songs or games from early Girl Scout days and teach them to another troop. Song samples found on the Resource CD or the *Pax Lodge CD* or *Still Singing CD*.
4. Sample a Girl Scout cookie made from an early Girl Scout cookie recipe (see Resource CD) by baking the cookies.
5. The Guide Badge (England's name for their membership pin) was the very first Girl Guide pin. Examine the Guide Badge online (ask an adult's permission) or on the Resource CD. Now look at the World Trefoil Pin that all Girl Guides and Girl Scouts all over the world wear. (There is an old style and a new style.) How are they all the same, and how are they different? Learn the symbolism for each part of the World Trefoil Pin or the USA Trefoil pins (traditional and contemporary) using old handbooks or the Resource CD. Then design a World Trefoil Pin or a USA Trefoil Pin that a Girl Scout would wear at the 2112 bicentennial. Explain the symbolism or meaning of the elements you chose to use in the design. *World Badge from Christina Edwards free online clipart, Trefoil pins illustrated by A. Farley.*



TAKE ACTION/GIVE SERVICE - Do TWO activities.

Do two of the following:

1. Make a display to share what you have learned about Girl Scout history. Share your display at your school, local library, community center, store window, or museum.
2. Put on a simple fashion show of vintage uniforms for other Girl Scouts, parents, residents of a retirement community, historical society. OR Re-create the 1912 uniform and display it at your school, library, community center, store window, or museum. (Folkwear's *Walking Skirt* pattern is a good place to start.)
3. Preserve your own Girl Scout history. Record important information - when you joined Girl Scouts, your troop number, your leaders' names, where your troop meets, trips you have taken with Girl Scouts, events you have attended, activities you have done, awards and recognitions you have earned. Take pictures of events in your troop for a troop photo album. Make a video/DVD/power point that shows why you like being a Girl Scout.
4. Learn an early Girl Scout skill (semaphore, Morse Code, first aid, map reading, lashing, etc.) and teach it to a troop.

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REQUIREMENTS FOR THE GIRL SCOUT SENIOR AND GIRL SCOUT AMBASSADOR LEVELS
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Please complete 9 of the following activities.

You must choose from the sections as follows: pick 5 from the Discover section, 2 from the Connect section, and 2 from the Take Action section.

DISCOVER - Do TWO activities from Part A and THREE activities from Part B.

A. Learn about Juliette Low and how she started Girl Scouting in America in 1912. What was her disability? Learn about her meeting with Lord Baden-Powell and her experiences with Girl Guides. Where was her very *first* troop? What aspects of scouting did she bring to the USA, what changes did she make? What honors and acclaim have been awarded to her? You can learn about Juliette Low by doing TWO of the following:

1. Borrow Juliette's Box from your Service Unit. Use it to tell her story to a group of younger Girl Scouts.
2. Read a biographical book about Juliette Low and her life. Find out about her family, pets, hobbies, her meeting with Lord Baden-Powell.
3. Visit the Girl Scout virtual museum on the GSUSA website (get an adult's permission to use the computer) to read the Juliette Low biography.
4. Visit the online site of Juliette Low's birthplace (get an adult's permission to use the computer) to learn about Juliette Low's life and take a virtual tour of her birthplace.

B. Learn about early Girl Scouting by doing THREE of the following:

1. View "The Golden Eaglet" either on DVD or on You Tube (get an adult's permission to use the computer). This was originally a silent movie made in 1919 to use in recruiting girls to Girl Scouts. It is the story of two girls who join a Girl Scout troop in New York state and their adventures using their Girl Scout skills.
How has Girl Scouting changed since its early days? How has it remained the same?
2. Visit the Girl Scout virtual museum on the GSUSA website (get an adult's permission to use the computer) to read the *Girl Scout Timeline: Decade by Decade*. List one fact that is new to you from each decade.
3. Learn more about early Girl Scout history - where it came from, how it was organized, how it was funded, and some of the influential people who gave it momentum. Early Girl Guide days (get permission to go online) and Agnes Baden-Powell, Lord Robert and Lady Olave Baden-Powell. What is the foundation of this organization (GSUSA)? Read the preamble to the Constitution of the Girl Scouts of the U.S.A. in the *Blue Book of Documents* or on the Resource CD.
4. Look at a handbook which would have been used by girls your age in an earlier time period. Do either a) b) or c).
 - a) List ten things that would still be useful to know today.
 - b) Complete the requirements of a badge that would have been earned by a scout using that handbook.
 - c) Find out about either the Golden Eaglet, the Curved Bar, or the First Class award.
Correlate your own achievements in Girl Scouting with those that would qualify you for awards in years past. How do your achievements compare?

5. Girl Scout uniforms have changed over the years. Examine the uniforms through the decades in the GSUSA virtual museum vintage uniform exhibit, color drawings online (get an adult's permission), the Helping Hands collection, or the Cedar Hills paper doll collection. How have they changed over the years? Why did Juliette Low think that uniforms were important?
6. If possible, find out when Girl Scouting started in your town. Also, find out what kind of coverage newspapers used to give to Girl Scout activities. Your local newspaper or historical society may have archives to help your search.

CONNECT - Do TWO activities.

1. Talk to someone who was a Girl Scout 20 or more years ago. Ask her what she liked doing best; whether she sold cookies, if she went to camp, what her uniform looked like, songs she liked to sing, service projects, trips, favorite memories?
2. Visit a museum where historic things are displayed. For example: Girl Scout Museums at the Oakland Council Office or at Camp Bothin (contact dot.brown@aol.com to arrange a visit), or a local historical museum or historic home.
 - a) Find out how things are labeled to provide visitors with information.
 - b) Learn how to care for and preserve historic items - papers, photos, books, clothing, etc. How are these materials stored and filed?
 - c) Find out why people wear gloves when handling historic items.
 - d) What career opportunities are there in historic preservation; what qualifications must you have?
 - e) Which Girl Scout possessions would you display? How could you show what you do as a Girl Scout?
3. Learn two songs or games from early Girl Scout days and teach them to another troop. Song samples found on the Resource CD or the *Pax Lodge CD* or *Still Singing CD*.
4. Sample a Girl Scout cookie made from an early Girl Scout cookie recipe (see Resource CD) by baking the cookies.
5. The Guide Badge (England's name for their membership pin) was the very first Girl Guide pin. Examine the Girl Guide Badge online (ask an adult's permission) or on the Resource CD. Now look at the World Trefoil Pin. (There is an old style and a new style.) How are they all the same, and how are they different? Learn the symbolism for each part of the World Trefoil Pin or the USA Trefoil pins (traditional and contemporary) using old handbooks or the resource CD. Then design a World Trefoil Pin or a USA Trefoil pin that a Girl Scout would wear at the 2112 bicentennial. Explain the symbolism or meaning of the elements you chose to use in the design. *World Badge from Christina Edwards free online clipart, Trefoil pins illustrated by A. Farley.*



TAKE ACTION/GIVE SERVICE - Do TWO activities.

Do two of the following:

1. Make a display to share what you have learned about Girl Scout history. Share your display at your school, local library, community center, store window, or museum.
2. Put on a simple fashion show of vintage uniforms for other Girl Scouts, parents, residents of a retirement community, historical society. OR Re-create the 1912 uniform and display it at your school, library, community center, store window, or museum. (Folkwear's *Walking Skirt* pattern is a good place to start.)
3. Preserve your own Girl Scout history. Record important information - when you joined Girl Scouts, your troop number, your leaders' names, where your troop meets, trips you have taken with Girl Scouts, events you have attended, activities you have done, awards and recognitions you have earned. Take pictures of events in your troop for a troop photo album. Make a video/DVD/power point that shows why you like being a Girl Scout.
4. Learn an early Girl Scout skill (semaphore, Morse Code, first aid, map reading, lashing, etc.) and teach it to a troop. See an old handbook or the Resource CD.

RECOGNITIONS - Frequently Asked Questions

Pins and Badges and Patches, Oh My!

Question: *The girls in my troop received a patch at Camporee. How is this patch different?*

Answer: Patches come in two types - *participation patches* and *earned recognitions*. Participation patches are given just for attending. *Earned recognitions* is the term Girl Scouts have used for badges or patches that must be *earned* by girls before they are worn on their vest or sash.

Question: *Where on their uniform do the girls wear this patch?*

Answer: On the back. Only national (GSUSA) earned recognitions (badges) and insignia go on the front of the uniform, all other insignia (participation patches, council earned patches) go on the back.

Question: *The Girl Scout/Girl Guide organization is a service organization. Its motto is: be prepared. So how do badges and earned patches fit into the philosophy?*

Answer: I cannot state it any better than our founder, Juliette Low:

Every badge you earn is tied up to your motto. This badge is not a reward for something you have done once or for an examination you have passed. Badges are not medals to wear on your sleeve or to show what a smart girl you are. A badge is a symbol that you have done the thing it stands for often enough, thoroughly enough, and well enough to be prepared to give service in it.

-- Juliette Low, Junior Girl Scout Handbook ©1963

Question: *What is "Double-dipping"*

Answer: Double-dipping is counting one activity for more than one badge or patch. If three badges require a hike, you must go on three hikes. Each badge requires its own hike.

Online Research

Before doing any research on the internet, be sure to read and sign the *Online Safety Pledge*, found at www.girlscouts.org under *Volunteer Essentials* if you have not already done so.



MY ONLINE SAFETY PLEDGE

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

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 or guardian. If my parents or guardian agree to the meeting, I will arrange it in a public place and bring a parent or guardian along.

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

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

I will talk with my parents or guardians so that we can set up rules for going online. We will decide on 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.

Signed: _____

Suzy Safety graphic from Christina Edwards online free clipart.

HERITAGE PATCH PROGRAM

Resources by Subject

Always check with your local Girl Scout resource center to see if the items are available for loan as in the Juliette's Box resource. Items may also be available from:

other troops or scouts
local Heritage Committee
local Lifetime Girl Scouts

local libraries
used bookstores
yard sales

GSUSA catalog
other Girl Scout councils
online vendors

Online Resources: Before using any online resources be sure you read and sign the *Online Safety Pledge* at www.girlscouts.org under the *Volunteer Essentials* heading. Always get an adult's permission before going online.

LIFE OF JULIETTE LOW

Books

Juliette Low biography: *Juliette Low*, Young Patriots Series, by Helen Boyd Higgins
(recommended for Br/Jr level)

The Lady from Savannah, GSUSA

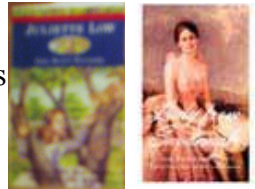
Online

Juliette Low Biography - GSUSA www.girlscouts.org
click *Who We Are* then click on *History*

Juliette Low's home and biography information www.juliettegordonlowbirthplace.org - virtual tour

Juliette Low 3 part biography narrated by Fran Harold on *You Tube* at www.youtube.com/user/girlscout
click historical videos (recommended for older girls due to length)

Juliette Low biography and Girl Scout facts <http://cheesecakeandfriends.com/troop1440/history.htm>
GSUSA does not recommend this site due to unapproved graphics and links not affiliated with, so only look at the information on this one page.



HISTORY OF GIRL SCOUTS

Books

Trefoil Around the World, no longer available through the GSUSA catalog. Book or DVD

The Blue Book of Documents, Girl Scout Constitution (preamble) also on Resource CD

Online

"*The Golden Eaglet*" either on DVD or on *You Tube* at www.youtube.com/user/girlscout
click historical videos

GSUSA www.girlscouts.org virtual museum and vintage uniform exhibit
click *Who We Are* then click on *History*

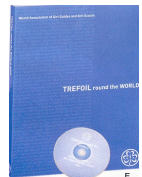
Early Girl Guides http://en.scoutwiki.org/Olave_Baden-Powell

or Agnes Baden-Powell http://guidezone.e-guiding.com/lh_agnesbp.htm

http://www.absoluteastronomy.com/topics/Agnes_Baden-Powell

http://en.scoutwiki.org/Agnes_Baden-Powell

in Spanish <http://www.guiasscoutscolombia.org> then search Agnes Baden-Powell



UNIFORM HISTORY

Books

Cedar Hill paperdoll handouts available on the Resource CD from the council.

Helping Hands paperdoll series depicting Girl Scout uniforms through the decades.
by Kathryn McMurty Hunt in 4 volumes (3 published).

Previously available through GSUSA catalog, now try online- Amazon.com or another vendor.

Volume 1 *On My Honor* - 1912-1928

Volume 2 *Whene'er You Make a Promise* 1929-1941



UNIFORM HISTORY - continued

Online

GSUSA www.girlscouts.org vintage uniform exhibit

click *Who We Are* then click on *History*

Uniform drawings in color from equipment catalogs and magazines -

www.gscatalogs.dns2go.com/catalogs/

Resource CD - Uniform Coloring Pages for use by Girl Scout Daisy and Girl Scout Brownie levels

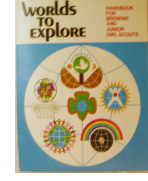
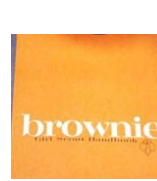
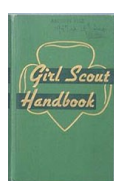
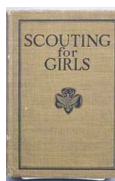
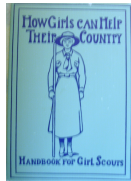
EARLY ACTIVITIES AND SKILLS

Handbooks

How Girls Can Help Their Country

GSUSA Handbooks

Resource CD for this patch program



Music CDs

Pax Lodge Songbook CD available through the GSUSA catalog.

Still Singing After All These Years CD available through:

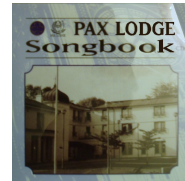
Girl Scout Council of the Nations Capitol

4301 Connecticut Ave NW

Washington DC 20008

phone 202/237-1670.

Resource CD for this patch program



Online Music Samples

Sample clips of Girl Scout songs available for listening: www.tuneguide.e-guiding.com/

Or ask a Senior Scout, Ambassador, or Lifetime Girl Scout to come teach songs!