
GIRL SCOUTS OF CENTRAL
MARYLAND

PEOPLE JUST LIKE YOU



Girl Scouts of Central Maryland
4806 Seton Drive
Baltimore, Maryland 21215
410.358.9711, 800.492.2521
www.gscm.org

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PEOPLE JUST LIKE YOU

Introduction

People Just Like You is a patch program designed to help girls understand that people with disabilities are just like them. It is intended to broaden a girl's knowledge about different kinds of disabilities, and help her become more sensitive to others. The more we know about others, the more confidence we have in relating openly and naturally to them.

One of the most effective ways of tearing down barriers between people is through understanding, so take advantage of the flexibility of this program. Adapt it to your troop's age, interest, and resources. With each age level, group discussion will vary greatly. Blend your troop's interests with the activities for earning the patch.

Find out about programs for the disabled in your community through a field trip or arrange for a guest who has a disability to come and speak to your troop . . . the possibilities are endless.

Requirements for earning the **People Just Like You** patch:

Section 1 - Awareness: Do three (3) activities in this section (Please note: In Section 1, the activity "Do All People Have?" is designed for Brownie Girl Scouts, and "Alike . . . But How?" is designed for Junior Girl Scouts and up.)

Section 2 - Activities: Complete six (6) activities.

Upon fulfillment of the requirements, order your patch from the Program Department at the Girl Scout Council Center by completing the form at the end of the program.

AWARENESS

COMMON HANDICAPS

DO ALL PEOPLE HAVE?

TROOP SURVEY

HANDICAPISM IN BOOKS

ALIKE . . . BUT HOW?

LANGUAGE

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COMMON HANDICAPS

DISCOVER: We all have handicaps or disabilities. They may be for just a short period of time. Adjustments are sometimes necessary.

MATERIALS: Paper and pens or pencils.

ACTIVITY: Point out that everyone has a "handicap" or "disability". Read the list of "Common Handicaps or Disabilities". See if the girls can think of any others. Have each girl write down her handicaps without putting her name on the paper. Collect the papers and discuss them one at a time. Talk about what adjustments you can make to overcome your "handicap" or "disability". Discuss how you might have a handicap for a short period of time; cast for a broken arm or leg, crutches for a sprained ankle, etc...

COMMON "HANDICAPS" OR "DISABILITIES"

| | |
|-----------------------------|---------------------------------|
| wear eye glasses | afraid of elevators, escalators |
| teeth need braces | have allergies |
| wear corrective shoes | have claustrophobia |
| pigeon-toed | lose temper easily |
| flat feet | can't sing on key |
| math or spelling difficulty | can't whistle |
| uncoordinated | can't tell right from left |
| afraid of heights | |

DO ALL PEOPLE HAVE?

(This activity should be used with Brownie Girl Scouts)

DISCOVER: Everyone you meet is going to be different from you. Everyone is unique.

ACTIVITY: Have all the girls sit in a circle and respond to the following questions:

Do all people have the same color eyes, hair, skin? WHY? WHY NOT?

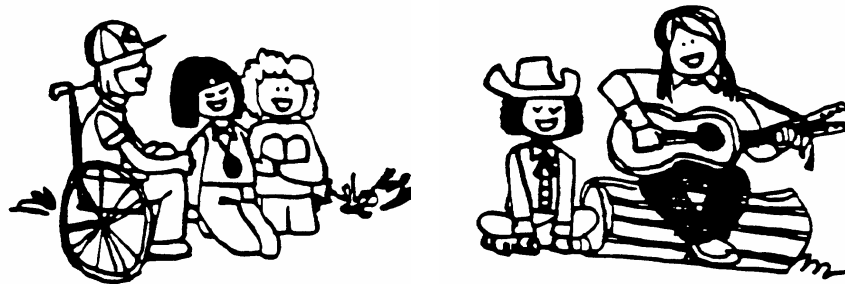
Do all people have two arms? WHY? WHY NOT?

Do all people have two legs? WHY? WHY NOT?

Are all Brownie Girl Scouts the same size? If they are the same age, are they the same size? WHY? WHY NOT?

Do all people talk, hear? WHY? WHY NOT?

Do all people see? WHY? WHY NOT?



* Activity taken from "No Two Alike, A Handbook for Brownie Leaders" by Marlene Cummings.

TROOP SURVEY

DISCOVER: Each one of us is unique. This makes us interesting. We are more alike than different.

MATERIALS: Pencils, paper, yardsticks, stamp pad, troop survey form, and discussion guide on back of survey.

ACTIVITY: Divide girls into groups of equal size (no more than 6 to a group).

Have each girl fill in the survey form and make a thumbprint. Allow time to compare thumb prints.

After each group has filled in the form, have them answer the questions on the discussion guide.

Share the ideas developed in the groups, especially the ways handicapped or disabled people are more like us than different from us.



* Activity taken from "Walk A Mile In Another Girl's Shoes, More Alike Than Different", San Francisco Bay Girl Scouts, Inc.

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TROOP SURVEY

| | | | | | |
|----------------------|--|--|--|--|--|
| NAME OF GIRL | | | | | |
| HAIR COLOR | | | | | |
| HEIGHT | | | | | |
| PETS | | | | | |
| NUMBER OF BOYFRIENDS | | | | | |
| NUMBER OF FRECKLES | | | | | |
| FAVORITE TV SHOW | | | | | |
| PET PEEVE | | | | | |
| FAVORITE BOOK | | | | | |
| A FEAR YOU HAVE | | | | | |
| WORST CHORE | | | | | |
| FAVORITE SPORT | | | | | |
| WHAT MAKES YOU HAPPY | | | | | |

TROOP SURVEY

ALL ALIKE OR DIFFERENT?

In your group talk about the following:

1. How many different "pet peeves" were there?
2. Are any of you the same height?
3. Do all of you hate the same chore?
4. How many girls had the exact same answers?
5. Are you all different?

Find out ways you are alike.

1. Did you all have finger prints?
2. Do you all hate some chore?
3. You may not all like stew, but do you all like food?
4. You may not love or fear the same things, but do you all love and fear something?

What if all people were identical? Think of funny problems we would have. For instance, if we were all the same age, who would be the Girl Scout and who would be the leader? List three funny problems we would have.

- 1.
- 2.
- 3.

Are disabled people different from you? Are they like you? List three ways they are like you.

- 1.
- 2.
- 3.

HANDICAPISM IN BOOKS

DISCOVER: How people treat disabled characters in books.

HANDICAPISM is unfair treatment of people who have disabilities. Lots of stories make disabled characters into bad or evil people; some story writers make all retarded people happy-go-lucky smiling people; other stories make it seem as if people who are missing an arm or leg are crooks and wrong doers. The truth is that all people with disabilities have the same feelings of love and friendship and anger as anybody else. And people with disabilities, like anyone else, can be good or bad. It is unfair to make people with disabilities into fools or villains or extra loving people all of the time.*

MATERIALS: Children's books from the library that portray disabled persons.

See resources list below. Some of these are good in how they treat disabled people. Some are not so good.

ACTIVITIES:

1. Discuss with the girls the statement on handicapism.
2. Have the girls look at the books from the library. Discuss whether the characters are described realistically and in a positive manner. If not, how would they change the stories to make them fairer and more realistic.
3. You might wish to do the same thing with movies the girls have seen that have characters with disabilities in them.

RESOURCE BOOKS

These books work well with the activity "Handicapism in Books". The girls may be familiar with some of these and may be able to discuss the characters without rereading the story. Additional books are listed in the Resource section.

Amy Maura by Jane Grealish

A Christmas Carol by Stephen Casgrove

Heidi by Johanna Spyre

Leo, The Late Bloomer by Robert Krause

The Little Mermaid by Hans Christian Anderson

The Little Lame Prince by Dinah Marie Mulock

By the Shores of Sliver Lake by Laura Wilder

Peter Pan by James Barrie

Pinocchio by Carlo Lorenzini

The Secret Garden by Francis Burnett

The Sneely-Mouthed Snerdes and the Wonder Octopus by Charles Grealish

ALIKE . . . BUT HOW? *

DISCOVER: Examine the generally assumed ways that people are alike. There are differences in obvious or commonly accepted similarities. Everyone has the same basic needs, but these needs are met in different ways.

MATERIALS: Paper and pencils.

ACTIVITY: Have the girls first write down as quickly as possible all the ways they view people as being alike. Next, ask them to respond to the following questions:

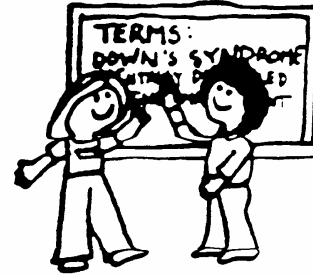
- Do all people have 2 arms? . . . Wait for a response. . . Are there people who have only one arm? No arms?
- Do all people have 2 hands, ten fingers? . . . Response. . . (repeat as above using legs, feet, and toes instead of arms, hands, and fingers)
- Do all people have a heart? . . . Response. . . Do all people have the same size heart and so they beat at the same rate of speed?
- Do all people have eyes? . . . Response. . . Are there people with no eyes? Do all people see?
- Do all people have the same feelings? . . . Response. . . Do all people feel sad in the same way for the same reasons? Happy? Angry?
- Do all people need air, food, water, and shelter? . . . Response. . . Do all people breathe air in the same way? Are there people who need to use masks to breathe? Do all people eat the same foods in the same way? Are shelters alike?
- Do all people belong to the same species (human family) homosapiens? . . . Response. . . Describe a homosapien.
- Are all people alike in that each one is different and each one, with all their differences, belongs to the human family? . . . Response. . . Discussion.

* Activity taken from "No Two Alike, A Handbook for Trainers" by Marlene Cummings.

LANGUAGE

DISCOVER: When referring to handicapped or disabled persons, there are some terms that are better to use than others.

ACTIVITY: Discuss language used to talk about disabled persons. Use the list below. Talk about why the column on the left is considered unacceptable. You may wish to use this activity towards the end of the patch program.



| OFFENSIVE | PREFERRED |
|---|---|
| Note: Some disabled people dislike the term "handicapped" although both terms, disabled and handicapped, are in common use. | Disabled Handicapped Handicapping condition |
| Deaf and dumb | Deaf |
| Deaf-mute | Hearing disability |
| The Deaf | Deaf person, hearing impairment |
| Mongoloid | Down's Syndrome |
| Cripple | Orthopedic disability |
| Crippled | Mobility impaired, disabled person |
| The Blind | Blind person, sight disability, visual impairment |
| Retard | Retarded |
| Retardate | Mental impairment |
| Idiot | Mentally disabled |
| Imbecile | Mentally disabled |
| Feeble-minded | Mentally disabled |
| Crazy | Emotional disability |
| Maniac | Emotional impairment |
| Insane | Developmentally disabled |
| Mentally ill | Developmentally disabled |

ACTIVITIES

I THINK, SHE THINKS

LIP READING

FINGER SPELLING AND SIGNING

SEEING AS SHE SEES

BARRIERS

INVITE A SPEAKER

TROOP INTERACTION

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I THINK, SHE THINKS

DISCOVER: Differences in peoples abilities to learn.

MATERIALS: Slips of paper and pencils for each girl; a sack or envelope.

ACTIVITY:

1. Discuss the following with the girls in the troop:

Causes of Mental Retardation:

- Injury before, during, or after birth
- Infection before birth, during infancy, or childhood
- Mother having had Rubella (measles) during first 3 months of pregnancy
- Pre-maturity
- Genetic problem such as Down's Syndrome
- Reactions to drugs taken by the mother during pregnancy
- Infant's body not being able to use and/or eliminate chemicals
- Malnutrition in infancy and early childhood
- Being deprived of intellectual stimulation during early years

Mental Retardation Can Be Prevented or Minimized By:

- Proper medical care and nutrition during pregnancy
- Vaccinations to prevent Rubella
- Genetic testing when there are possible problems
- Proper care at delivery
- Testing infant for chemical imbalance
- Good nutrition in infancy and early childhood
- preschool programs, especially in disadvantaged areas

Mentally Disabled People Should Have:

- An early diagnosis of their problem
- Respect; they should be treated fairly; shouldn't be laughed at or ridiculed
- Special education programs to meet their needs
- Recreation programs to meet their needs
- Recreation programs where mentally retarded people will have the chance to socialize, develop interests and friendships
- Good medical care
- A home that will provide proper nutrition, attention, love and social and intellectual stimulation.
- The opportunity to function at their highest possible level - hold jobs, develop friendship, be involved in their communities, develop interests and hobbies, etc.

2. Play "A Friend Is". Have each girl, without consulting her friend, write down the one quality she thinks is most important in a friend. Have girls put their papers in the envelop or sack. Read the qualities of a friend that the girls wrote down. Point out the ones that could be qualities for mentally retarded person. (Hopefully, you will have answers like "cheerful", "friendly", "a good sport", "nice", "kind", etc.)

Discuss what are the things that make for friendship? How many of these things could apply to a mentally retarded girl and a girl who is not mentally retarded?

LIP READING

DISCOVER: Lip reading and the importance of conversation and sound.

It takes practice and skill to understand words from the movement of lips. People are more likely to be able to read your lips if you:

- look at the person who is trying to understand you
- keep everything away from your face
- speak normally, don't shout or over enunciate, and
- don't stand with your back to a light source.

MATERIALS: Words to lip read; TV set at home

ACTIVITY:

1. Have the girls try to understand each other when they just mouth words. The following are especially hard to understand without sound.

| | | | | | | |
|------|-------|------|------|-----|-------|------|
| mill | right | seed | time | lay | baby | read |
| pill | ripe | seat | dime | lee | maybe | reap |
| bill | write | sake | type | lie | bobby | ripe |

2. Select two half-hour TV shows for the girls to watch before the next meeting. Divide the troop into two groups. Group A should watch and listen to one show while Group B turns down the sound on that show. For the second program, Group B should watch and listen while Group A watches without sound.

At the next meeting, have the groups who watched without sound tell what happened, what were the best parts, and what they couldn't figure out. Let the other group "fill them in".

FINGER SPELLING AND SIGNING

DISCOVER: How to communicate with a deaf person through finger spelling and sign language.

MATERIALS: Manual alphabet.

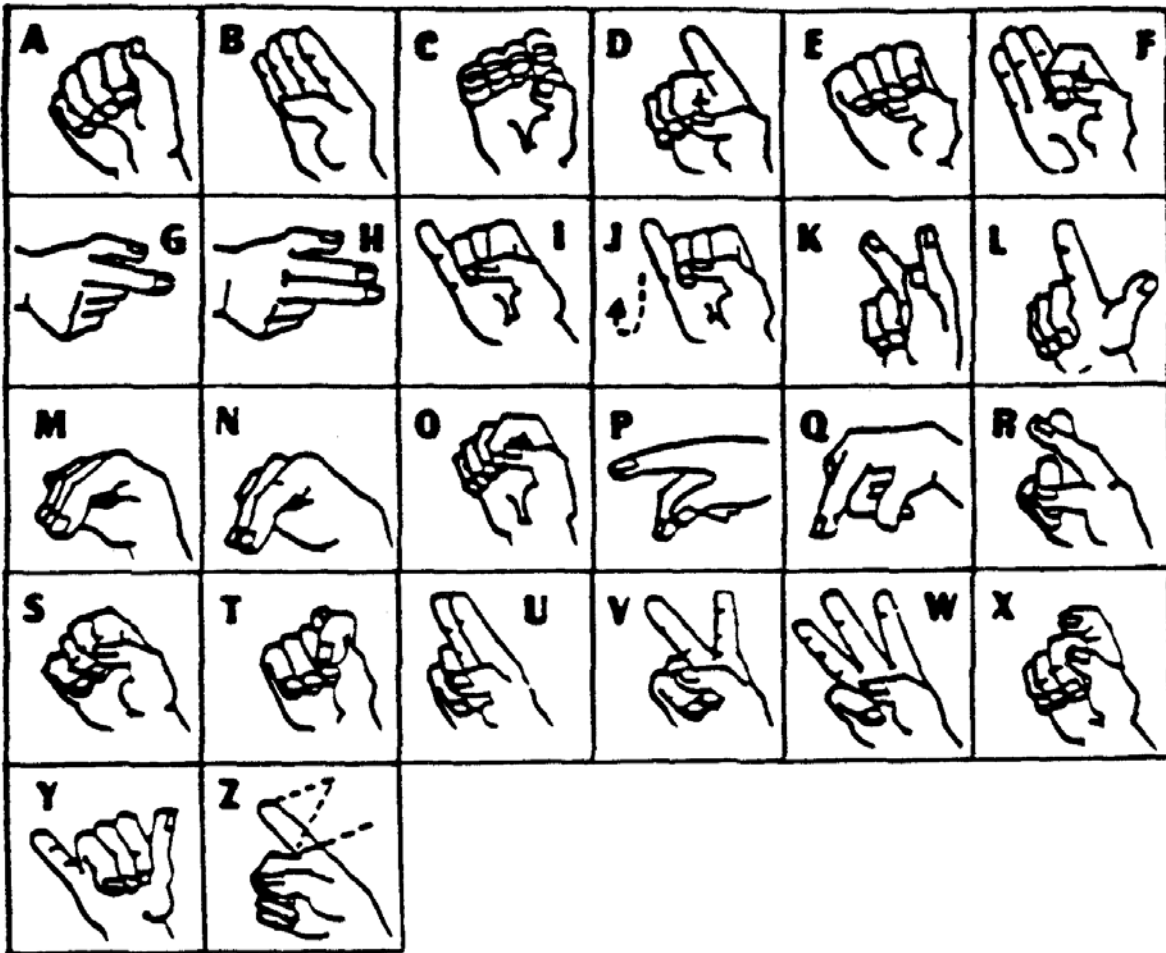
ACTIVITY:

1. Practice making the different letters of the manual alphabet. Learn how to form the letters and also how to read them when someone else forms them.
2. After you have learned the manual alphabet, practice it with the following game:

Sit in a circle and have the leader spell out a three letter word. The person next to her must tell what word she spelled. When she has identified the word, she spells out another word to the person next to her. Her word should begin with the last letter in the preceding word. Continue around the circle. As you become skilled, try longer words, foods, names of animals, etc.
3. Most deaf people do some finger spelling, but use sign language more extensively. Sign language is faster since a position of the body and hands say a whole word or phrases. Learn a few sign language words or phrases.

MANUAL ALPHABET

Many deaf people know and use some finger spelling along with sign language. If you can finger spell, you will have a way to communicate with people who do not hear.



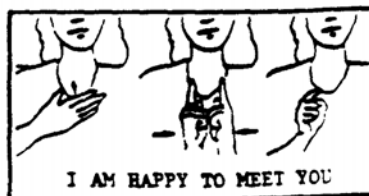
SIGN LANGUAGE

Most deaf people do some finger spelling, but use sign language more extensively. Sign language is faster since a position of the body and hands say a whole word or phrase.

Signed English is English words in English sentences, translated.

American Sign Language (ASL) is a separate language. It is not English communicated by hands. ASL is a finger/hand system of communication. It has its own grammar and idioms. When a deaf person and a hearing person communicated, they are using two different languages which can add to the problem of communication.

Learn a few sign language words or phrases. Invite someone who knows sign language to come to your troop meeting. To find someone who signs, contact sign language classes or refer to the Resource section in this booklet. Also, ask your friends, parents of girls in the troop, and teachers from your school.



SEEING AS SHE SEES

DISCOVER: How a blind person can read and write. Also how people with visual impairments "read" books that have not been transcribed into Braille (tape recorded books, people read to them, large type book for partial sighted are some examples). Learn how a blind person uses a cane to get around. Also, learn about some other equipment used by visually impaired people.

MATERIALS: Copies of "A Smooth Braille Alphabet" and coded message are included in this booklet.

ACTIVITY:

1. Share the Braille alphabet with the girls. Decipher the Braille message following the alphabet. You may wish to make up other messages or have some of the girls in the troop make up some for the others to decipher.
2. Using a yardstick, demonstrate how a blind person uses a cane in walking. Let everyone try it.
Note: To use a cane (yardstick) move the cane in a quarter circle in front of your right foot as you move your left foot forward. Move the cane in front of your left foot as you move your right foot forward.
3. Talk to the girls about some other equipment that is used by visually impaired people. You might wish to have the girls find out about the equipment and report back to the troop.

RELATING TO THE EXPERIENCES OF OTHERS (An optional exercise)

BLIND WALK - Find a partner. Pretend you are blind by either closing your eyes tight or wearing a blindfold. Now your partner will take your hand and lead you on a walk. How do you feel? After about five minutes, change roles with your partner.

After completing this exercise, discuss your experience with others who participated. How did it feel to be blind? How do you think blind people learn about colors? Could you explain the color RED to someone who has not seen it?

Leader: It is not necessary to have answers for all the questions which the girls ask. The important thing is to stimulate their curiosity and help them relate to the experiences of people different from themselves.

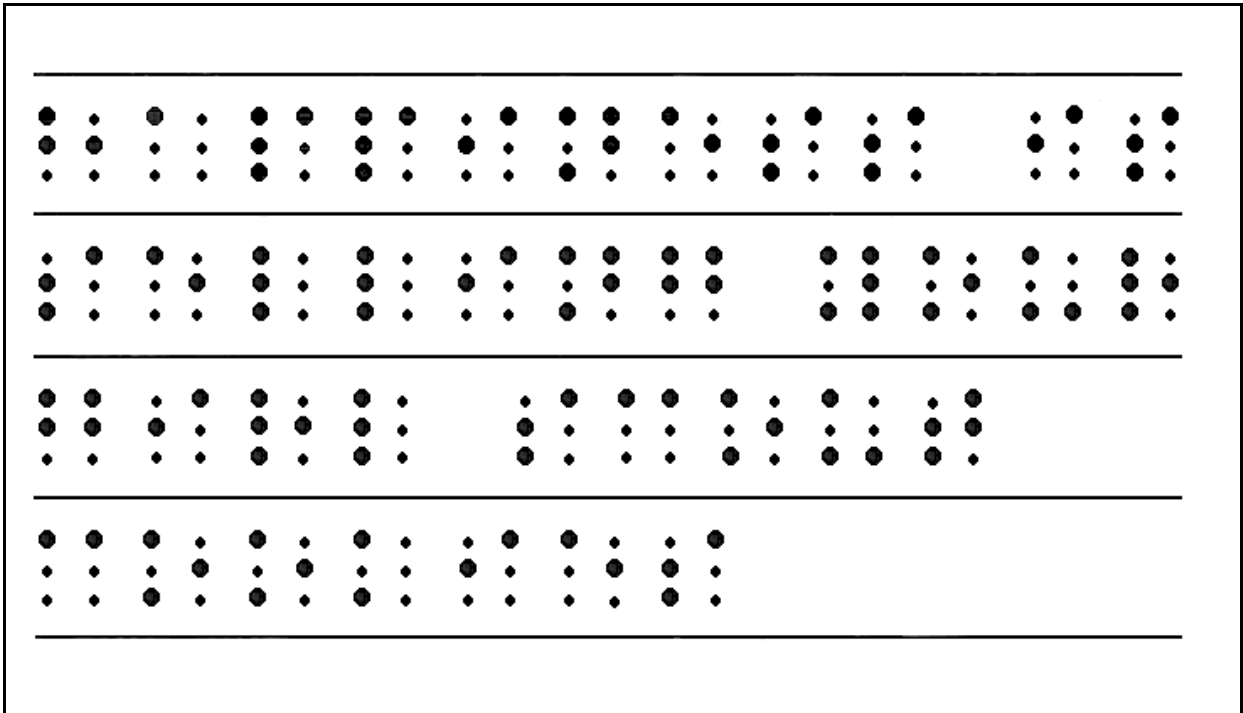
THE BRAILLE ALPHABET

(A smooth copy of the Braille alphabet for girls who can see to be used with **Seeing As She Sees**)

| | | | | | |
|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| A ● ● ● ● ● ● | B ● ● ● ● ● ● | C ● ● ● ● ● ● | D ● ● ● ● ● ● | E ● ● ● ● ● ● | F ● ● ● ● ● ● |
| G ● ● ● ● ● ● | H ● ● ● ● ● ● | I ● ● ● ● ● ● | J ● ● ● ● ● ● | K ● ● ● ● ● ● | L ● ● ● ● ● ● |
| M ● ● ● ● ● ● | N ● ● ● ● ● ● | O ● ● ● ● ● ● | P ● ● ● ● ● ● | Q ● ● ● ● ● ● | R ● ● ● ● ● ● |
| S ● ● ● ● ● ● | T ● ● ● ● ● ● | U ● ● ● ● ● ● | V ● ● ● ● ● ● | W ● ● ● ● ● ● | X ● ● ● ● ● ● |
| Y ● ● ● ● ● ● | Z ● ● ● ● ● ● | | | | |

A CODED MESSAGE

(To be used with **Seeing As She Sees**)



SEEING AS SHE SEES * (continued)

EQUIPMENT USED BY VISUALLY IMPAIRED PEOPLE

Braille - A system of reading and writing using raised dots.

Stylus and Slate - A small portable device, can be tucked in a pocket, for writing Braille.

Braille Writer - A sort of typewriter for writing Braille.

Large Print Books and Magazine

Optacon - A machine that allows visually impaired persons to read a regular print book. One type projects print on a TV screen, making it 60 times larger than normal.

Talking Books - Books recorded on record or tape that are available to legally blind people.

Abacus - Chinese math board used by some visually impaired people as a sort of calculator. Also available are calculators and computer that speak.

Glasses - Improves vision or protects eyes from light.

White Cane - Used to give greater mobility. The person feels the ground in front of him/her for obstacles. Prescription canes are made to the exact length needed. Some can fold up.

Guide Dog - A dog that is especially trained to lead a blind person.

Beep Balls - A ball with a bell in it that rings when thrown. Using beep balls, visually impaired people can play baseball, dodge ball, etc.

Miscellaneous - There are many devices modified so they can be used by people who have visual impairments. Some examples are clocks, compasses, measuring devices, games, etc.

* Taken from "Walk A Mile In Another Girl's Shoes; Seeing As She Sees", San Francisco Bay Girl Scouts, Inc.

BARRIERS

DISCOVER: There are many obstacles or barriers, (stairs, curbs, etc) that prevent people from using a building.

MATERIALS:List of barriers, pencils, tape measure or yardstick, wheelchair, if possible.

ACTIVITY:

1. Make the survey on the following page of a building to see if it is barrier-free.
2. Determine possible buildings to survey - schools, churches, municipal buildings, etc.
3. Ask permission of the building manager. Explain how many girls are involved, what your ate looking for and why you are doing the survey. Pick a time and a building when you will not disturb customers or clients.
4. Fill out the survey form. If you have a wheelchair, try getting into the building, the bathroom; try getting a drink from the fountain, using the telephone, etc. If you do not have a wheelchair, try to imagine how it would feel to move around in a wheelchair in the building you are surveying.
5. After the survey, discuss what the barriers are. How could they be changed? How much effort and money would the changes take? Are there any changes that could be made easily and inexpensively? Explain to the girls that there are many people and groups that would like to remove barriers from their buildings. Unfortunately, some of these changes may be too difficult and expensive. Hopefully, buildings that have gone up in the last couple of years and any being built in the future will allow barrier-free access to everyone. Architects and the general public are becoming more conscientious about providing good access for the disabled.

Leader: You may wish to have the girls conduct this survey on their own and report back to the troop at a later date.



BARRIERS SURVEY

A barrier is something that makes it very difficult or impossible for a disabled person to get into or around a building.

Use this checklist to see if the building you pick to complete **The Barrier** activity is barrier-free. If the building you choose does not do very well on the checklist, don't be too surprised. Most buildings have barriers, and barriers can be changed.

| BARRIERS SURVEY | YES | NO |
|---|-----|----|
| If the main entrance to the building has a ramp, it is barrier-free. If it has stairs, and no ramp it has a barrier. | | |
| Are the door knobs of all main doors 3 feet from the ground so that people in wheelchairs can reach them? | | |
| Do the hallways have handrails to help people walk? | | |
| Parking spaces: Are there parking spaces reserved for disabled people? Are they near the entrance of the building? Are they 12 feet wide? Are there at least two out of every 100 spaces reserved for people who have disabilities? | | |
| Are there curb cuts so that people in wheelchairs, or with baby carriages, shipping carts, or skateboards can pass easily? | | |
| Are there tactile markings (marks that can be felt by touch) cut in the sidewalk in front of curbs to warn people who are blind? | | |
| If the building has more than one floor, does it have an elevator? (Skip this question if the building is one floor.) | | |
| Does the elevator have light and bell signals to help people who are blind or deaf to know when the elevator is ready? (Skip this question if the building is one floor.) | | |
| Are the elevator buttons no more than 4 feet from the floor of the elevator so that a person in a wheelchair could reach them. (Skip this question if the building is one floor.) | | |
| Are the doorways to all bathrooms at least 33 inches wide? | | |
| Are the sinks low enough? Get a chair and see if you can reach the sink while you're sitting in the chair. If not, then the sinks will probably be unusable for people in wheelchairs. | | |
| Are the telephones in the building accessible? Use the same test as for the sinks. How many inches should they be lowered? | | |

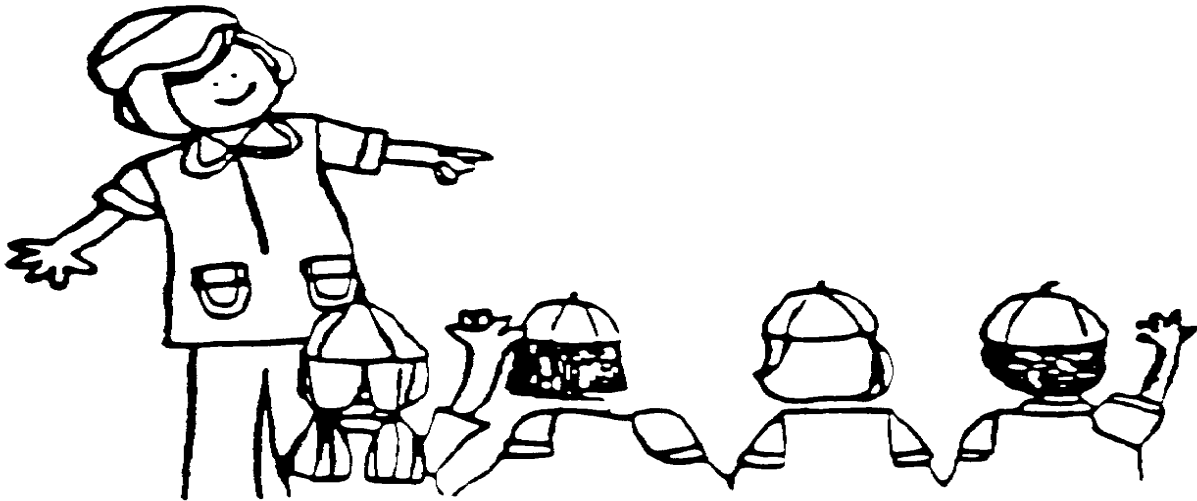
| BARRIERS SURVEY | YES | NO |
|--|-----|----|
| Are the water fountains okay for people in wheelchairs? How many inches should they be lowered? | | |
| Are the fire alarms low enough for people in wheelchairs? | | |
| Are the mailboxes low enough for people in wheelchairs? | | |
| Are there grab bars in the bathroom stalls so that people can lift themselves from a wheelchair to the toilet and back again? | | |
| Are the windows 24 inches or 28 inches from the floor so that short people and people in wheelchairs can see out? | | |
| Are the aisles in the room at least 33 inches wide so that people in wheelchairs, on crutches, or with canes or walkers can get around easily? | | |
| Are there flashing light for fire alarms so that deaf people will know if there's a fire? | | |
| Are there picture signs to show the purpose of each room so that people who cannot read will know where to go? | | |



* Taken from "You Don't Have to Hear to Cook Pancakes", Doug Biklen and Ellen Barnes

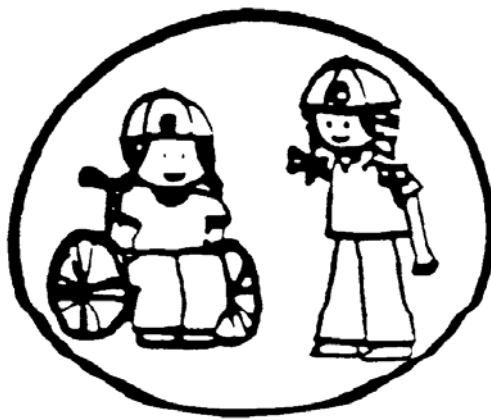
INVITE A SPEAKER

Arrange for a speaker to come to a meeting who can present information and answer questions. Choices might include adults with disabilities, parents of children with disabilities, disabled children who are comfortable talking about themselves, or people who are knowledgeable in the fields of special education, rehabilitation, and physical therapy. For some ideas on where to go to arrange for speakers, see the Resources Section.



SHARING

Encourage the mutual sharing of skills, talents and needs by becoming acquainted with children or adults who are disabled; planning regularly scheduled group activities with a special group; visiting a residential facility or a center which serves a special population. For some ideas on where to go to arrange for these activities, see the Resources Section.



COMMUNITY AGENCIES

The following is a partial list of resources for your troop. Some of the following may be able to give you information on disabilities, demonstrate equipment, help you find speakers, or explain what services are available for disabled people. Others may know of service projects your troop might undertake.

Anne Arundel County Association for Retarded Citizens, Inc.
1818 New York Ave Ne
Washington, DC 20002
(410) 255-3806

Baltimore Association for Retarded Citizens
7215 York Road
Baltimore, Maryland 21212
410-296-2272

The Hearing and Speech Agency
5900 Metro Drive
Baltimore, Maryland 21215
410-318-6780

Howard County Association for Retarded Citizens, Inc.
10480 Little Patuxent Parkway
Columbia, Maryland 21044
410-995-0308

The League for the Handicapped, Inc.
1111 East Cold Spring Lane
Baltimore, Maryland 21239
410-323-6500

Maryland Society for the Prevention of Blindness
1313 West old Cold Spring Lane
Baltimore, Maryland 21209
410-243-2201

United Cerebral Palsy of Central Maryland
1700 Reisterstown Road, Suite 226
Baltimore, Maryland 21208
410-484-4540

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Cystic Fibrosis Foundation, Maryland Chapter, Inc.
10155 York Road, Suite 101
Cockeysville, Maryland 21030
410-628-0795

Mental Health Association of Metropolitan Baltimore
711 W. 40th Street, Suite 460
Baltimore, Maryland 21211
410-235-1178

Maryland School for the Blind
3501 Taylor Avenue
Baltimore, Maryland
410-444-5000

Maryland School for the Def-Columbia Campus
Route 108 and Montgomery Road
Columbia, Maryland
410-596-3190

LOCAL RESOURCES

Libraries - Often have a file on various disabilities as well as books.

Medical - medical centers such as the Kennedy Institute, Johns Hopkins, etc. Local doctors and nurses.

Recreation - Departments may have a special program or know of special programs.

Local School District - Special Education Department is one of your best resources. See local directories.

Medical Equipment Rental Stores - See your local directories.

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SUGGESTED READING

The following books portray people with disabilities in realistic ways. They are especially good for Brownie and Junior Girl Scouts, although older girls would also enjoy them. Some of these could also be used for the activity "Handicapism in Books", or simply read as good stories.

PHYSICALLY DISABLED

Mine for Keeps, Jean Little
Don't Feel Sorry for Paul, Bernard Wolf
Rachel, Elizabeth Fanshawe
At the Mouth of the Luckiest River, Arnold Griese
Let the Balloon Go, Ivan Southall
The Great Brain, John Fitzgerald
About Handicaps: An Open Family Book for Parents and Children Together, Sara Bonnet Stein
Deenie, Judy Blum
Tracy, Nancy Mack
Turn the Next Corner, Gudrum Alcock

VISUAL IMPAIRMENTS

Sally Can't See, Polle Peterson
Connie's New Eyes, Bernard Wolf
Apt #3, Ezra Keates
The Boy Who WOuldn't Talk, Nina Bawden
Sound of Sunshine, Sound of Rain, Florence Perry Heide
Jennifer Jean, the Cross-eyed Queen, Bernard Wolf
The Witches Daughter, Nina Bawden
Follow My Leader, James Garfield
Katie's Magic Glasses, Jane Goodshell
The Cay, Theodore Taylor
From Anna, Jean Little

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HEARING IMPAIRMENTS

- Anna's Silent World, Bernard Wolf
- Claire and Emma, Diana Peter
- Lisa and Her Soundless World, Edna S. Levine
- The Nothing Place, Eleanor Spence
- The Mystery of the Boy Next Door, Elizabeth Montgomery
- The Sand Bird, Margaret Baker
- Martin Rides the Moor, Vian Smith
- David in Silence, Veronica Robinson
- Child of the Selent Night, Edith Hunter
- I Have a Sister, My Sister is Deaf, Jeanne Peterson
- A Button in Her Ear, Ada B. Litchfield
- Handbook: An ABC of Finger Spelling and Sign Language, Remy Charlip and Mary Beth Miller

MENTAL RETARDATION

- My Brother Steven is Retarded, Harriet Langsam Sobol
- Me Too, Vera and Bill Cleaver
- Don't Take Teddy, Baastad Babbis Friis
- Our Jimmy, Ruth Doorly
- Don't Forget Tom, Hanna Larsen
- The Hayburners, Gene Smith
- Hills End, Ivan Southall
- Summer of the Swans, Betsy Byars
- A Race Course for Andy, Patricia Wrightson
- More Time to Grow, Sharon Hya Grollman
- Take Wings, Jean Little

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EVALUATION - PEOPLE JUST LIKE YOU

Complete and return to: Girl Scouts of Central Maryland, 4806 Seton Drive, Baltimore, Maryland 21215, Attention: Program Department.

1. Do you feel this packet has been helpful in delivering a Girl Scout program?

Yes No - Please explain

Somewhat

2. Which pieces were most helpful to you? Please list.

3. Which ones could you live without? Why? Please list.

4. What topics would you add in the future?

5. Any additional comments:

*You may buy "People Just Like You" patches from the
Girl Scouts of Central Maryland Council Store:
4806 Seton drive
Baltimore, Maryland 21215
410.358.9711, ext. 202*
