

Checklist for Completing IPs

Have you...

Completed the IP's one REQUIRED activity?

Completed one activity of your choice from the LEARN category?

Completed one activity of your choice from the DO category?

Completed one activity of your choice from the SHARE category?

Designed an activity of your own to satisfy the YOUR OWN requirement?

Created a REFLECTION?

The Next 'Steps'

What does it take to earn one of the new IPs?

There are six steps, described below, for completing each of the new IPs:

1. BUILD: Build a skill foundation by doing the IP's REQUIRED activity (each IP has one REQUIRED activity separate from the LEARN, DO, SHARE activities).
2. LEARN: Do ONE activity of your choice from the LEARN category.
3. DO: Do ONE activity of your choice from the DO category.
4. SHARE: Do ONE activity of your choice from the SHARE category.
5. DESIGN and do an activity of YOUR OWN (based on a SMART goal you'll plan with the help of an adult advisor). Designing a goal and activity of YOUR OWN is a great way to build and flex your leadership skills! See [How do I design a SMART goal?](#)
6. REFLECT: Prepare a short REFLECTION describing what part(s) of the Promise and Law relates to what you did while earning the IP. Think about how this IP has given you skills or greater understanding to help you live out that part(s) of the Promise and Law in your own life and then prepare a REFLECTION that best expresses your experiences and personality, such as a:
 - 1-2 paragraph description
 - Poem
 - Song/rap
 - Drawing/painting/photograph
 - Short movie

How do I keep a record of my REFLECTION?

If you'd like, use the MY REFLECTION form for recording your REFLECTION and what part of the Promise and Law applies to it. You may want to keep forms in a binder you design to create a journal of your experiences and personal growth. Of course, you always have the option of creating your own format for recording your own REFLECTION.

Build and Flex Leadership Skills: Design a Goal of YOUR OWN

How do I design a SMART goal?

Earning one of these 10 new IPs requires you to exercise the freedom to design a goal of YOUR OWN. While your own imagination is the best resource, you're free to use activities you find in other sources, too.

Ask SMART Questions

Before starting work on it, discuss your goal with your adult advisor. They'll be able to coach you on creating a goal that is SMART (Specific, Measurable, Attainable, Realistic, Timely) by:

- Asking if you're stretching your skills enough or too much
- Assisting you to define what you'll learn and how you'll benefit
- Helping you think of new ideas you've never considered before.

In addition to our suggestions, there are many other resources in your library or on the Web that can help you with writing SMART goals.

Three steps to make YOUR OWN goal a SMART one

1. Write one paragraph or so explaining what the goal of YOUR OWN activity is. When writing the goal, take time to consider questions like:

- What interests you most about this topic?
- What would you most like to learn, do, or share?
- What do you hope to accomplish?
- What do you want to come away with from this experience?
- When you have completed your activity, what will you have learned, done, or shared?
- How will you measure your success?

2. Once you've written the explanation, list the steps you'll take to achieve this goal.

3. Review what you've written with your adult advisor before beginning work on YOUR OWN goal's activity. Discuss how the chosen steps will enable you to reach your goal.

A Form of YOUR OWN

If you'd like, use this form MY OWN GOAL for recording what your goal is and the steps you'll take to achieve it. You may want to keep forms in a binder you design to create a journal of your experiences and personal growth.

Of course, you always have the option of creating your own format for recording what YOUR OWN goal will be.

Home Is Where the Heart Is



Breakin' It Down

The number of homeless people on the streets of the United States grows every year despite our country's wealth. Officials estimate that about 3.5 million people, 1.35 million of them children, are likely to experience homelessness in a given year (Urban Institute 2000). It's hard to face these statistics — and even harder to face the people they represent. What can be done?

Helpful Links

There are several organizations that would be helpful for researching and doing the activities in this IP:

National Alliance to End Homelessness (www.naeh.org)
National Coalition for the Homeless (www.nationalhomeless.org)
National Low Income Housing Coalition (www.nlihc.org)
U.S. Department of Housing and Urban Development (www.hud.gov)

Important!

First complete the REQUIRED activity and one LEARN activity before moving on to the DO and SHARE activities. If you feel uncomfortable, you have the option of doing the background work and not doing the personal interaction. If you decide to engage in personal interaction at a homeless shelter, make sure that when visiting, you are always with an adult.

Some things to keep in mind when visiting a homeless shelter are:

- Smile
- Make eye contact
- Bring something for the residents
- Talk to them as you would anyone else

Some suggestions for items ("icebreakers") to bring with you may be:

Homemade treats
Girls Scout Cookies
Candy,
Stationary with stamps
Homemade holiday cards
Anything you have collected such as clothing, food, etc.

When talking to residents, know the difference between questioning and probing (investigators, scientists, and lawyers "probe"). Don't ask questions you aren't prepared to hear the answer to, including questions about abuse (drug, physical, or otherwise)—unlike social workers, you are not trained to handle sensitive topics. Consider questions like those suggested in activity No. 2 of the "DO" category.

Home Is Where the Heart Is

Required: Social agencies like the United Way and the Salvation Army provide assistance to the homeless. Interview a social worker at one of these agencies or a local shelter to find out about homelessness in your community. Ask them:

- What is the population like (how many, ages, background, history, reasons)?
- What services are available for homeless families?
- What does the shelter provide and what is their rate of success in helping people get back on their feet?
- Is there a limitation for a resident's stay at the shelter?
- What are some obstacles the staff faces?
- What does the staff see as the main reasons for homelessness in the area?
- What can be done to impact a change at the local, state, or national level to address the causes of homelessness?
- What can Girl Scouts do to help the shelter?

LEARN

1. What if your family experienced a crisis that caused you to become homeless? Make a list of the things you would bring with you to a homeless shelter (assuming everything you bring has to fit in a backpack). Remember that you still have to go to school. Call a local homeless shelter to see what things are provided and allowed. What things would be in your backpack now? Next, imagine that your family can't get to a shelter and make a list of places in your community that you would sleep. What things would be in your backpack now? Discuss the list you made with your family. What would happen to the stuff you can't take (like your bike, pets, etc.)?
2. What does it take to work with the homeless? Interview a member of a homeless shelter or emergency shelter's staff. Find out what careers are involved in working at a homeless shelter. What made them want to work in their field? What kind of training, education, and experience is required? What is the salary range for the position? Are there other personal rewards for working in a profession that helps other people?
3. What are the underlying causes of homelessness? For adults, it's often a problem of losing jobs and then trying to find new ones. For kids, many homeless youth are runaways and/or in foster care. In fact, each year, federally funded runaway and homeless youth programs provide street outreach, emergency shelter, and transitional living services to an estimated 600,000 youth. What kinds of services and counseling are provided for youth like these in your area? What are some factors that hold homeless people back from moving out of shelters and getting jobs? What are the unemployment rates in your city or state? What specific economic factors have contributed to the homeless problem in your city or state? What skills are most often required by employers? Do homeless shelters provide these skills or job training? What job training services are provided by your community? A local homeless shelter, department of job and family services, or department of rehabilitation are good sources of information.
4. Women with homes and jobs currently earn 76 cents for every dollar that men make. Imagine how hard life is for women without homes and jobs. Are there more women in shelters than men? If so, why? Why would it be harder for a woman than a man to be in a homeless shelter? What are the dangers women face in shelters? What happens with their children? Interview a staff member from a local homeless shelter to find these answers. A community liaison with the local police department would also be a good source of information.

DO

1. Celebrate a holiday with a homeless shelter. You can make Valentine or holiday cards, give holiday gifts, pass out candy at Halloween, hand out flags at Fourth of July, or cook a special meal or treats. Keep in mind that during the Christmas and Thanksgiving holidays, many homeless programs have more volunteers than needed so sign up early.
2. Talk to a woman, man, or youth in a program/residence who is willing to share, who lives or has lived in a shelter (coordinate this conversation with the director of a local homeless shelter or program). Spend time with this person and interview them about their daily life. Empathize by asking questions and listening. Ask if they have children. Find out what their life was like before going to a shelter. Talk to them about what they normally do each day. For example, do they have a job? How do they get what they need? Find out what life was like before going to a shelter. Ask about their income vs. average cost for a modest apartment. What was the reason they became homeless? Remember: Make sure that when visiting, you are always with an adult in a supervised residence (not in the streets!).
3. What does a social/case worker who is involved with a homeless shelter do? What education, training, and experience do they need in order to help others? Contact a local college or university and talk to someone in the advisement office about learning to become a social/case worker. What are their degree requirements; what classes would you take? What is the difference between applicable degrees (like MSW, BSW, psychology, family counseling, etc.)? What classes should you take in high school to prepare for majoring in social work in college? If you can, shadow a social/case worker for a day.
4. What if you became homeless tomorrow? With the help of your guidance counselor or a representative from your local department of job and family services, make a list of the jobs you could do based on your current level of skills. Ask about the starting salaries these jobs pay. Research the costs of affordable housing in your area. Do the jobs you're now qualified for pay enough money to get an apartment? What about food and clothing? Commit to signing up for one class at school that will help expand your skill set (like typing, shorthand, auto mechanics, graphic design, and agriculture).

SHARE

1. Talk to the director or volunteer coordinator of a family shelter in your community. The children there will have more social and emotional needs than the adults. Ask what you can do to help and how you can volunteer your time to work with the kids.
2. Share what you have learned about homelessness in your community with a group in or outside of Girl Scouts. You can share the story of a homeless man, woman, or kid you spoke with, or why a social worker you met chose their career. You can also share a personal story about your experiences while earning this IP. Include possible reasons why homelessness is a problem in your area and some things others can do to help. Sharing what you have learned can be spoken, written, or illustrated in a group setting as a presentation or as a submission for your school or local newspaper.
3. Start a food, clothing, school supplies, or toiletries drive for a local shelter. You may also want to consider an art supply drive to get craft items for the children living in a homeless or women's shelter. Before doing a drive, contact the shelter to find out what their needs are. If their needs can be met by doing a food drive, learn about the food pyramid (www.mypyramid.gov), dietary requirements for people who are of different religions or are diabetic, and what your local shelter needs. If a clothing drive would be most helpful (many shelters do not have sufficient storage), ask what kind of clothing is needed (size, style, etc.) and base your drive on their needs. Launder, sort, and package the clothing to take to the shelter. Offer to help pick out clothes to fit their needs (like clothes for job interviews, work, and school).
4. Go to a homeless shelter and spend a day with the residents doing anything they require such as cleaning, cooking, repairs, etc. You could also volunteer at a soup kitchen.

REFLECTION

The Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
friendly and helpful,
considerate and caring, courageous and strong, and
responsible for what I say and do, and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

IP Name: _____

Part of the Promise and Law that relates to what I did in this IP:

My Reflection:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

I want to come away from this experience with....

Steps I'll take to achieve this goal:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

B Xtreme!



Breakin' It Down

Ever feel like "venturing" out and doing something extreme? Maybe something like rock climbing, white water rafting, caving/spelunking, dirt bike racing, Taekwando, kayaking, skateboarding, surfing, or snowboarding? For those about to rock, Girl Scouts salutes you!

Helpful Links

There are several organizations that would be helpful for researching and doing the activities in this IP, such as:

- United States Ski and Snowboard Association (www.ussa.org)
- United Professional Skateboarder's Association (www.sk8upsa.com)
- American Alpine Club (www.americanalpineclub.org)
- American Bicycle Association (www.ababmx.com)
- National Speleological Society (www.caves.org)

Important!

Work closely with your adult advisor to make sure you're within *Safety-Wise* guidelines when participating in any adventure or sport. You may even want to ask your advisor and/or Girl Scout council to connect you with adults who have more expertise in these areas.

B Xtreme!

Required: Where you live determines the kinds of sports you can play and the adventures you can have. If you want to try white-water rafting but don't live anywhere near white water, it might be a challenge. You could plan a trip—or you can make the best of what's around you. Based on your area's geography, make a detailed list of all the extreme sports and adventures available to you *outdoors*. Include other extreme sports and adventures that could take place *indoors*. Review your list with a local camp director, gym teacher, or parks department director to make sure you haven't missed anything.

LEARN

1. Check out Exploratorium's Skateboard Science page (www.exploratorium.edu/skateboarding/) to find out the "trickscience" behind an "ollie." Consider Newton's First Law of Motion, which states that an object in motion will stay in motion and an object at rest will stay at rest unless the object is acted upon by an outside force. What outside forces are at play while doing an "ollie"? Prepare a presentation that explains how Newton's laws apply to an extreme sport of your choice, (skateboarding, for example).
2. If you have an interest in a sport, chances are others do, too! Make a list of books, magazines, websites, and organizations dedicated to your sport (limit the list to 10).
3. Imagine your group is going on the extreme adventure of your dreams. Prepare a first-aid kit to take on an overnight extreme adventure. Make a list of common injuries that might occur on this trip and what the remedy is for each.
4. Choose an extreme or uncommon sport you'd like to participate in (one activity—not an entire season). Before participating, make a list of "the basics", including:
 - o WHAT (basic sport skills)
 - o WHERE you participate in this sport
 - o GEAR and PRICES for equipment
 - o KNOW the LINGO (any "slang" used in the sport)
 - o TIPS and SAFETY (rules to follow, warm-up or conditioning routines)
 - o HOW TO HANDLE (describing proper attire, care for equipment, and injury prevention)
 - o GAME ON (competitions, rules, and the history of the sport)

Try to identify an adult in your area who is an expert in the sport and willing to give pointers and advice to you.

DO

1. Interview a female athlete in your area (collegiate or professional) about opportunities for women in sports beyond high school. What is their educational and athletic background? Do they have another job besides competing in sports? What is their training regimen like? If possible, watch them practice or compete in their sport. Observe their discipline and training techniques in action.
2. Go to a park in your neighborhood and sketch its layout on a pad. Design where you would build an area for extreme activities like a skateboard ramp, dirt bike course, or rock-climbing wall.
3. Plan an overnight trip for the extreme adventure of your dreams that includes one extreme sport! Include plans for the number, age, and ability of the trip's participants. What are the trips' costs and required equipment? Who will join you (Girl Scouts, family)?
4. Participate in an extreme sport (one activity—not an entire season). Consider taking your game to the next level, if possible. Enter a competition for your Xtreme sport. Keep a diary of your training and preparation for the competition as well as your feelings and fears about it—and how you feel after the competition.

SHARE

1. Discuss the effects of Newton's Law in skateboarding and other extreme sports in a presentation to a group in or outside of Girl Scouts. (Consider an assignment you may already have at school—could this satisfy it?)
2. Help your community "B Xtreme!" Present your ideas and design sketch to your city council (or a local newspaper) about where you would build an area for extreme activities like a skateboard ramp, dirt bike course, or rock-climbing wall in a local park. Or, create a safety poster for younger children about equipment they should wear, rules they should observe, and injuries they might suffer if they don't. Or, design a public service announcement or ad that describes why people should give your extreme sport or adventure a try. Include how the extreme activity you chose helps promote healthy living. Provide a list of careers one could have that are a part of or dependent upon this extreme activity. Consider including a list of books, magazines, websites, and organizations dedicated to your sport. Submit your design to your school newspaper or local newspaper/radio station.
3. Make your dream extreme adventure a reality! Partner with your adult advisor to organize an extreme event for your group (a day at the skate ramps or in the caves).
4. Partner with a community center and help another kids experience your sport as a participant or spectator. If possible, organize an event that will enable a group of disabled people to experience the sport as participants. Be sure to have someone from the community center with you at the event.

REFLECTION

The Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
friendly and helpful,
considerate and caring, courageous and strong, and
responsible for what I say and do, and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

IP Name: _____

Part of the Promise and Law that relates to what I did in this IP:

My Reflection:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

I want to come away from this experience with....

Steps I'll take to achieve this goal:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

Global Girls



Breakin' It Down

When we say, "Girl Scouting builds girls of confidence, character, and courage who help make the world a better place," we mean it. It's *your* genuine concern for and willingness to help others that makes being a Girl Scout unique. The "Global Girls" Interest Project channels your efforts toward the good of women worldwide.

Helpful Links

There are several organizations and online resources that would be helpful for researching and doing the activities in this IP, such as:

- The Girl Scouts of Santa Clara County (www.gssccpatches.org/binfo.asp)
- Youth Philanthropy Worldwide (www.yeworldwide.org)
- The Global Fund for Women (www.globalfundforwomen.org)
- Habitat for Humanity (www.habitat.org)
- The International Committee of the Red Cross (www.icrc.org/eng)
- Amnesty International (www.amnesty.org)
- The Peace Corps (www.peacecorps.gov)
- Cross-Cultural Solutions (www.crossculturalsolutions.org)

Important!

There are a lot of helpful articles on the Girl Scouts of Santa Clara County's (GSSCC) website that would benefit your work on this IP. The activities below are based on those developed by GSSCC; their IP is available in an excellent, interactive format online where you can "Build a Patch" by selecting which activities you'd like to do to complete the IP. There are also many helpful links provided as well as information for your adult advisor. **IT IS STRONGLY RECOMMENDED THAT YOU USE GSSCC'S SITE TO COMPLEMENT THE ACTIVITIES YOU SELECT FROM THOSE OFFERED BELOW.**

Global Girls

Required: Consider these sobering statistics about our sisters overseas:

- More than 700 million women in the world have to find a way to live on less than \$1 a day.
- Women make up 70% of people this poor.
- Of the more than 1 billion people in the world who cannot read or write, two-thirds are women.
- 73 million school-aged girls around the globe do not have an opportunity for basic schooling.
- Every year, about 515,000 women die from pregnancy-related causes. That's one every minute! Many of these deaths could be prevented through better medical care.
- Women farmers produce half of the world's food—but they own only 1% of the world's farmland.

With so many women in need of help, what kind of assistance would you provide if you could? For this required activity, assume the role of a "Girl Grantmaker" at the Global Fund for Women (a foundation that focuses on helping women's groups all over the world do projects to help women and girls in their communities).

What would you do if you had \$45,000 to give away to international women's groups? Conduct a workshop (1+ hours long) to decide which of six organizations will receive a grant based on their proposal ("Be a Girl Grantmaker" instructions located on the Girl Scouts of Santa Clara County's [GSSCC] site under "For Leaders"). A group of 6-12 people (preferably girls) is necessary for completing this activity; consider a Girl Scout group or a classroom setting (with a teacher's permission). Request that your adult advisor (or teacher) facilitate the discussion based on the "leader tips for specific activities" provided by GSSCC. Each workshop participant should receive a packet that includes a copy of the "Grant Review Worksheet" and six proposals (located on GSSCC's site as a resource for "Be a Girl Grantmaker").

LEARN

1. Nonprofit organizations (or NGOs—non-governmental organizations—as they are called in most of the world) use logos to send their messages. Some of these are well known (think of the Red Cross's red cross, or the sheltering hands logo of the United Way). How would you put your creativity to use to help an NGO in another country get its message out? Research NGOs that work in other countries to improve the lives of women and children. Pick a group whose mission you believe in, and design a logo that will communicate what they do. Write a short explanation about the message it sends.
2. Did you know that the World Association of Girl Guides and Girl Scouts (WAGGGS) is the combined voice for 10 million girls worldwide? Check out the WAGGGS website (www.wagggsworld.org) to see how that organization is an advocate for girls' issues globally such as HIV, AIDS, human trafficking, education, and health issues. Laws are an important way to ensure the rights of girls and women but different countries can have very different laws regarding women's rights. Take the "Equality Rules" online quiz on GSSCC's site (www.ypworldwide.org/YPW_Badge/equality_rules.asp). Check how you did in the "Answers" section. Were you surprised by what you did or didn't know? Prepare a presentation about at least three laws around the world that either protect women or make their lives more difficult. Include information about an international women's and girls' group that interests you based on the resources provided in "The Power of Many" section (Skill Builders). Use the worksheet for this activity to note and compare the work the groups do.
3. Women in action! For some women, sisterhood is not just an ideal, it's a personal mission. They devote their energies and their careers to helping other women live better lives. They are incredible models of all that women can accomplish. Read about one of the women listed as a resource for GSSCC's "[Women in Action](#)" section (Career Exploration) and prepare a presentation that addresses questions such as:
 - o What is she doing to help women and girls?
 - o Why does she focus her work this way?
 - o What inspired her to do this kind of work?
4. Great guys! It's not just women who appreciate women. Around the world, many men also devote their energies to improving women's rights. And for good reason: Research shows that when women are fully involved in development programs, the benefits can be seen immediately. "Their children are better educated; they are healthier and better fed; their families' income and economy improve." (from a speech by Kofi Annan, Secretary General of the UN, March 8, 2002; see www.un.org/News/Press/docs/2002/sqsm8157.doc.htm).

Read about one of the men listed as a resource in GSSCC's "Great Guys" section (Skill Builders) and prepare a presentation that addresses questions such as:

- o What is he doing to help women and girls?
- o Why does he focus his work this way?
- o Are his work and point of view about women unusual for his culture?

DO

1. When you think about the kind of career you might like to have, do you ever think of working for a nonprofit organization or NGO? Working for an NGO can be a very meaningful and rewarding job. And there are all kinds of jobs in NGOs. In addition to the ones you might think of first—like pediatricians and nurses working for Doctors Without Borders, or farming specialists working for Oxfam, which helps people during famines—there are many others. Accountants, computer technicians, writers, and office managers all play important roles in nonprofit organizations. So do graphic designers and truck drivers. Look at some NGO websites and make a list of jobs that people are doing to help. List your skills and interests and match yourself with one of the jobs you researched. What are the pros and cons of such a job?
2. Performing a skit for a group of people is not only fun, but also a great way to inform people about a particular situation or issue that they may not know about. For example, the Ajoka Theatre Group in Pakistan travels around the country doing plays about the injustices that people face in Pakistani society—most of their plays are about issues that affect women and girls. Create a skit about international women's and girls' rights. For this activity, go to the Ajoka Theatre Group website (www.brain.net.pk/~designer/ajoka/theatre/theatre.html) to see the kinds of plays the group performs. Consider what you want to know more about regarding women's and girls' lives in other countries and then make a skit of your own that addresses this concern.
3. Write a poem or short story OR draw/paint a picture about what women's lives are like outside the United States, in developing countries. Scan the sites listed in GSSCC's "The Power of Many" section (Skill Builders) for help with this activity.
4. Interview someone in your community who has worked in a developing country. Here are some questions to get you started:
 - o What country did they work in?
 - o When were they there?
 - o What was life like for women in that country? Is it different now?
 - o How did their work relate to the lives of women in that society?
 - o Why did they choose to work in a developing country?
 - o How did they feel when they were there?

What else would you like to ask them? Report what you learned back to your group and friends.

TIPS FOR FINDING PEOPLE TO INTERVIEW:

- Peace Corps alumni
- Religious service organizations
- Local colleges and universities (students who are from other countries or have studied abroad as well as faculty)

SHARE

1. A number of organizations are doing excellent work for women and girls—each of them could use your help. Research and identify one that you would like to help. Plan and carry out a project, with your group or as an individual, that will contribute to the lives of girls in the developing world. Be sure that the organization you choose to help really needs what you are providing (so you don't cause them unnecessary work and expense). Or, maybe they need help educating others about some of the issues women and girls face?
IMPORTANT: Check in with your council about guidelines and possibilities for making donations.
2. Organize and host a "Global Girls" event and perform a skit about an issue that concerns you most about women and girls' lives across the world. Your skit can involve other "actors" and should be performed in front of an audience of six or more.
3. Since beginning work on this IP, what have you learned about the lives of girls in developing countries? How do you think the problems and challenges they face compare to those you and your peers face? How could young people like you help girls in other countries improve their lives? Lead a discussion in a group setting (in or outside of Girl Scouts) about women's rights internationally with specific emphasis on the work that women are doing to help advance women's rights in the world. (Consider an assignment you may already have at school—social studies, geography, current events or history, for example—could this satisfy it, too?)
4. Locate an organization in your community that is part of a global network which provides help to women and/or girls. Volunteer to help support their work abroad by donating your time or skills locally for as little as a day or as long as a week. Consider the Red Cross, Salvation Army, or missionaries established by a local faith organization. Where you live may be part of the "Sister Cities" network (U.S. cities with "sisters" overseas).
IMPORTANT: Check in with your council about guidelines and possibilities for making donations.

NOTE: This activity differs from No. 1 in the "SHARE" category because your work is for a local organization with global connections; the work in No. 1 should directly impact a cause located outside the United States.

REFLECTION

The Girl Scout Promise

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To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
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use resources wisely,
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MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

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Steps I'll take to achieve this goal:

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On Your Own



Breakin' It Down

It's funny how "reality TV" is usually the farthest thing from reality. It's not often that someone lives in a penthouse without having to work or pay rent. For some, "real life" happens sooner than others; you may already be paying for your own necessities. The "On Your Own" Interest Project will prepare you to build and stretch your "real life" skills.

Helpful Links

There are several organizations and online resources that would be helpful for researching and doing the activities in this IP such as:

- Girl Scouts of the USA's Money\$mart (www.girlscouts.org/moneysmarts)
- The JumpStart Coalition (www.jumpstart.org)
- Consumer Reports (www.consumerreports.org)
- The U.S. Department of Health and Human Services (www.os.dhhs.gov and www.healthfinder.gov)
- National Institutes of Health (www.nih.gov)
- The Centers for Disease Control and Prevention (www.cdc.gov)
- The Agency for Healthcare Research and Quality (www.ahrq.gov)
- The March of Dimes (www.marchofdimes.com)

Important!

Applying for college and student loans may be the next major steps you take in life—check out *STUDIO 2B Focus: College 101* for excellent activities related to college preparation.

On Your Own

Required: Eventually you will leave home and live on your own. Perhaps this will be directly after high school, perhaps you will want to live off campus for part of your college experience. To prepare for this, go apartment hunting in your community. Start by visiting or calling a real estate business that also handles rental properties. Ask them what features you should look for when renting an apartment and the average rental costs in your area. Ask the agent to explain the various parts and responsibilities of a lease. Ask about the cost and value of rental insurance. Next, search for an apartment in the local listings. Pick an apartment you really like and estimate how much money you'd have to make per year in order to afford the monthly rent (don't forget to include utilities such as cable, electricity, phone, etc.—ask an adult how much they budget for these to help with your estimate). What kind of job and education would this salary require? Share your findings with your group or family.

LEARN

1. One of the first steps toward living well on your own is to buy insurance. Being insured is a great way to say, "I'm responsible 'cause I'm prepared, 'just in case!'" Research insurance quotes for:
 - Homeowners/rental insurance
 - Car insurance
 - Life insurance
 - Health insurance

The U.S. Department of Health and Human Services' Agency for Healthcare Research and Quality (www.ahrq.gov) is a good source of information on health insurance. Ask an adult in your family about how much of their paycheck goes to health insurance coverage each month. Compare this cost with the price estimates of individual health insurance (not provided by an employer). Why do you think nearly 42 million Americans are uninsured (without health insurance)? Check out the Center for Disease Control's "Health

Insurance Coverage: Estimates from the National Health Interview Survey, 2004" at www.cdc.gov/nchs/data/nhis/earlyrelease/insur200506.pdf.

2. The estimated costs of raising a baby to the age of 18 are between \$125,000-\$250,000 (not including college tuition). Even if you're not planning to start a family until much later, it's good to know what to expect. Prepare a budget listing all of the expenses related to having a baby to find out what the costs are in the first year alone. In addition to using a childcare cost calculator at helpful sites like Consumer Reports (www.consumerreports.org—search "Babies & Kids"), talk to mothers (yours and others), call a pediatric doctor's office, your local hospital's community liaison or other community organizations about these costs. Ask how much it costs to have a baby (pre-natal doctor visits, vitamins, labor, and delivery) with or without insurance. How much does it cost for childcare, formula, furniture, car seat, toys, food, clothes, diapers, doctor's visits, etc., every month?
3. Go to Girl Scouts of the USA's "Money\$mart" website (www.girlscouts.org/moneysmarts) and read through each section, taking quizzes and polls as you go: Earn, Save, Spend, Invest (each section is made up of five to six short pages). When you're finished going through the site's content, go to STUDIO 2B's BFGF (By Girls, For Girls) Lounge to play the "Making Cents of Her Life" game (www.studio2b.org/lounge/games). In this fun, interactive game, you pick a girl character and then help her with making financial decisions (like how to save for a cool pair of shoes, affording college on a tight budget, etc.).
4. With the advent of cell phones and cable Internet connections, the home phone line is fast becoming optional and even obsolete for many young adults. Check out your local phone company charges monthly for set up and services (local/long distance calling, call waiting, etc.). Make a list of at least three different cell phone and Internet providers (six total), including their monthly rates and services offered. Evaluate which one is the best for your current high school needs and/or college usage. Prepare a cost analysis of how much you'll spend to have both a cell phone *and* a home phone *and* a dial-up or cable Internet connection. With the assumption that your budget for communications is only \$130 per month, make a list of your options (no cell phone? no home phone? no Internet?) and prepare a detailed explanation of your ideal set up (costs and usefulness).

DO

1. Clothes and dry cleaning costs add up very quickly. Take care of your wardrobe and minimize costs by finding out how to remove 10 of these common stains from your clothing: ballpoint ink, blood, candle wax, chewing gum, chocolate, coffee, grass, grease, juice, lipstick, makeup, nail polish, tea, wine. On a garment that you no longer wear, test your stain removal skills with two stains of your choice.
2. Teenage birth rates in the U.S. have declined steadily since 1991. While this is good news, teen birth rates in the U.S. remain high, exceeding those in most developed countries. In addition to other difficulties, teen mothers are more likely to give birth prematurely. Participate in a Premature Birth Awareness event in your area like "Mothers March," "WalkAmerica," and "RIDE." Volunteer your time by assisting with registration, refreshments, set-up, and clean-up. (You can't raise money for a cause as a Girl Scout, but you can lend your services to events as a concerned young woman.). If an event is not possible, you can help raise awareness in other ways, too; the March of Dimes has a list of great ideas for "Pink & Blue Activities." (www.marchofdimes.com/pad/). Note: November is Prematurity Awareness Month.
3. Many young adults get into serious financial trouble with credit cards when they get to college. Visit or call a credit counselor or credit union to better understand credit card debt. Then, with the help of a knowledgeable adult, fill out a credit-card application (for activity's purposes only—do NOT apply). Make a list of the kinds of items that you'd purchase with the credit card and how much interest you'd pay on each purchase (assuming you pay the entire bill each month). What items would you avoid buying with it? Include a paragraph explanation as to why you chose/didn't choose these items. Share your list with a young adult (ages 25-35) to see if she/he agrees with your list—ask why or why not and ask about their experience with credit cards.
4. With the help of your parent or guardian, pay your household's monthly bills. This may involve writing out checks or paying online. Enter your payments into their checkbook ledger and balance the checkbook. Have a discussion with your parent or guardian about the importance of paying bills on time and having a savings plan. Discuss their strategies for saving money and what they're doing now to save for retirement later.

SHARE

1. Go food shopping—without putting anything in your basket. With pen and paper, write down all of the items you would buy if you were living on your own including the name and cost of each item. Assume that you're making \$350 per week (after taxes) and your expenses per month are:
 - o Rent \$500
 - o Utilities \$150
 - o Car payment \$230
 - o Car insurance \$80
 - o Savings \$50
 - o Clothes \$100
 - o Gas \$60
 - o Cell phone \$70
 - o Spending \$50

The groceries you buy should assume that you're packing a lunch for work. How much were you able to buy on this budget? Is that enough to feed you for a month? List ways you could have saved money. Next, make a recipe book or card file of five easy recipes. The recipes should be based on the FDA's recommended food pyramid guidelines (www.mypyramid.gov). Cook at least one recipe and share it with a group in or outside of Girl Scouts.

2. Volunteer your time at a local day care, summer camp, or after-school program to help take care of younger children. Volunteer as little as a day or as much as two weeks of your time.
--OR--
Contact your school's guidance counselor about volunteering to babysit for a teen mother. Ask that your name and an hour or so of your time is offered for childcare services. A teen mother who is still attending school will probably appreciate the chance to take a break.
3. Create "public service announcement" (ad for newspaper or poster) about the dangers of credit-card debt. Include some facts about the amount of debt young people now carry and tips for avoiding these dangers (check out the "Money Smartz" section of www.youngbiz.com and www.responsiblecredit.com/kids/resources.php for this info). Submit your ad to your high school or local newspaper for publication consideration.
4. Host a "Real Deal" party where you and a group watch a TV show or movie/documentary that's based on a true life story or event (not a reality show that's staged by producers where people are picked to live on a set). Examples: "True Life" on MTV; "Women Docs" on Lifetime Real Women; "60 Minutes" on CBS; "Primetime" on ABC; "Untold Stories of the ER" on TLC. The show or movie you watch should relate to some aspect of this IP's activities. In other words, you can't watch shows like "What Not to Wear" or "The Real World." After the show or movie ends, lead a discussion about the issues or problems it dealt with. What can you learn from the show to help you in your own life?

REFLECTION

The Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
friendly and helpful,
considerate and caring, courageous and strong, and
responsible for what I say and do, and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

IP Name: _____

Part of the Promise and Law that relates to what I did in this IP:

My Reflection:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

I want to come away from this experience with....

Steps I'll take to achieve this goal:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

G.O. Girl! (Get Organized!)



Breakin' It Down

Life is so busy...so much to plan...so much to do! Why not make things easier? Being organized is the first step—starting with your own space. The "G.O. Girl!" Interest Project will help you get organized. If your environment is organized, then *you're* organized—and organized people tend to be less stressed, which means they lead healthier lives.

Helpful Links

There are several organizations and online resources that would be helpful for researching and doing the activities in this IP like:

- International Association of Professional Organizers (www.organizingtheworld.org)
- National Association of Professional Organizers (www.napo.net)
- www.organized-living.com
- www.onlineorganizing.com
- www.fastfengshui.com

G.O. Girl!

Required: Clutter occurs naturally (fall leaves are a good example of nature's clutter); our ability to manage clutter doesn't usually come as naturally—it takes practice. Cluttered space often means a cluttered mind: lack of focus and clarity; feelings of being academically, creatively, spiritually, and/or romantically stuck; insufficient time and attention for self and family; increased stress, irritability, and depression. Wouldn't it be great to be free of all these?

Your first step toward being organized is to clear your space of clutter. Assess yourself: Identify one section of your personal space that's cluttered (a desk, a closet, a bureau, backpack, etc.); next, think about how that space can be better used. Make three piles: keep, recycle or trash, and donate. Sort clutter into the piles and remove piles 2 and 3 (be sure to follow up on the "donate" pile by giving items to charity). Rearrange the original space with the "keep" pile items. If you've been realistic about which items are truly worth keeping, you should now have a significantly better, more organized, and functional space. It's hard to clear clutter sometimes because we're afraid of parting with sentimental things or throwing away something we end up needing—but the benefits of clutter clearing are infinitely more valuable.

LEARN

1. Being organized is half the battle for being prepared; planning ahead is the other half. Plan and organize what you'd bring with you if you were going to two of the following places: 1) one week at the beach in summer; 2) one week in the mountains in winter; 3) two weeks at camp; 4) five days at your family's house for the holidays; 5) a one-day school trip to a theme park; or 6) a one-night sleepover at a friend's house. Make a list of what you'd bring to each. What helps you determine what you'll bring? Some of these factors might include: how much room is available to transport and store the items; any weight restrictions; the weather; how long you'll be there; whether or not you'll have access to laundry facilities, etc.
2. Create a tip sheet of "5 Ways to G.O." (Get Organized) and share the sheet with friends, family, and your Girl Scout group. For example, "Keep only the supplies you need on a daily basis on your desktop or dresser." Use books or the Internet (http://tlc.discovery.com/fansites/cleansweep/tips/tips_index.html or www.napo.net) to find out ways that people can organize their lives.

- The ancient Chinese art *feng shui* (pronounced "fung shway") is often called "the art of placement," or "the art of flow." Feng shui (feng=wind; shui=water in Chinese) aims to maximize the flow of energy, or chi (pronounced "chee"), through an environment. Chi can be blocked or weakened by clutter and poor placement of things. In your bedroom, use basic feng shui principles to improve the flow of chi and kun gua (love and relationships energy) by drawing a bagua grid (ba= eight; gua=area), a map of the energetic world. First, draw a square outline of your bedroom on a piece of paper. The wall that has the main entrance to your room should be at the bottom of the square. Divide the square into nine equal squares (three rows by three columns). Now, compare your bagua with the bagua chart below. Make notes about where the layout of your room matches the chart and where it is lacking.
- Professional Organizers assist with many areas of organization including residential, business, time management, paper management, event planning, clutter control, space planning, filing, coaching, wardrobes, closet systems, errands, personal shopping, financial management, memorabilia/photographs, packing/moving, records management, training, computers, kitchens, public speaking/seminars/training, home offices, corporate offices, and working with special needs clients (such as children, people with ADHD or chronic hoarders, etc).



Interview or invite a professional organizer to your group meeting to answer questions about getting and staying organized. What education or training do you need to be a professional organizer? What are the average salaries? What other requirements or skills are needed? As a group, you might prepare a few questions in advance about areas in your life, family, or community where implementing organizing systems might help you achieve your goals, build more self-confidence, or help you take action on things that are important to you.

NOTE: Check the costs, if any, for having a professional organizer speak at your meeting. If costs are involved, you may want to consider inviting an event planner from your Girl Scout council, community center, or place of worship instead.

DO

- Organize items you use for a specific activity (hobby, craft project, sports activity, putting on make-up) or all items in a collection (CDs, DVDs, videos, stuffed animals). Gather all of the items together and create an organizing system that helps you use, find, or replace items more easily. Organizing strategies might include: putting similar items together; arranging items in the order in which you would use them; or storing items by color, alphabetically, or by size.
- Room makeover! Rearrange your bedroom to your space and the way you use it (or make it possible to do new things). Create a list of all the things you would like to do in your room. Use measuring tape to find out your room's dimensions. Use a pencil and graph paper and pencil to make a drawing of your room where one inch equals one foot. Measure your furniture and then create paper cut-outs of it that are to size (one inch equals one foot). Using the paper cut-outs, rearrange the "furniture" in your room to see how many different ways you could set up your space. Make a list of what is most useful about each layout and what causes problems. Then, rearrange your real room using the layout that was most useful to you.
- Room makeover! Arrange your bedroom according to feng shui principles to improve the flow of chi. Use a bagua (map of your bedroom's nine energy areas) to rearrange objects.

Here are some objects that will help you attract more of what you need in each area of your bedroom:

- o Knowledge: Bookcase, books, tools for self-development.
- o Career: Mirrors or water-related items. Images to support your career goals.
- o Helpful People/Travel: Pictures of your helpers.
- o Family/Health: Family photos, heirlooms, plants.
- o Creativity/Children: Art supplies, artwork, computer.
- o Prosperity: Money, jewelry, fish, fountains, anything red, purple, or gold.
- o Fame/Reputation: Candles, awards, plants, anything red, orange, or purple.
- o Relationships: Round or oval mirrors, anything pink, pictures of loved ones, paired objects (like two candlesticks or two flowers).

4. Have you ever thought about the person who designed your backpack? Careers in design and engineering include the everyday realm of organizational products. Design an organizing product for yourself or someone else. The product should answer a need (for example: a purse that holds both school books and personal items). Complete a sketch of your product and list or show what different types of fabrics or materials your product can be made from. Who would use it and how would it answer their need? "Sell" your product by writing or designing an advertisement (radio, print, or TV) highlighting the benefits of your product to those you think would buy your product. (Need help with the advertisement? Check out different types of organizing products in magazines, catalogs, newspapers, or online that are similar to yours).

SHARE

1. Lead an effort to help a service in your community, school, place of worship, etc., get more organized. Ideas might include: helping to create a new system at the local food bank, animal shelter, or recycling program at school. Invite a professional organizer to help organize the volunteer project and teach you basic organizing skills to use in your own life!
2. Prepare and present a "public service announcement" about the hazards of having too much clutter in your house. Your presentation should identify how clutter can cause or exacerbate fires, accidents, diseases, and allergies. Find out if your community has any laws or programs in place to help people who "hoard" (have homes full of clutter). Create a poster, presentation, or video highlighting hazards and prevention tips and share them with others in your group and/or community.
3. Develop a list of personal organizing strategies you can use to reduce your family's level of stress. Include actions that could help you save time, conserve space, eliminate waste, reduce the number of activities needed to accomplish a task, eliminate clutter, make cleanup simpler or help everyone put things in a specific place, so you can locate things more easily. For example, use colors or symbols to create and implement an organizing system for a younger child's toys or clothes.
4. Event planning is just one of the many careers you could have one day as a professional organizer. Be an event planner for someone's celebration—it could be a friend or family member's (real or pretend) birthday party, anniversary celebration, wedding, Sweet Sixteen, bat mizvah, Quinceanera, graduation, whatever! Watch "Party Planner" on the Discovery Channel for ideas and tips or check out www.party411.com and www.party411.com. Research costs of dresses, flowers, photographers, banquet halls, invitations, decorations, and ceremonies. Set a date for the event and develop a budget for saving enough money to cover all costs. Keep all of your records in a folder or scrapbook. When you're done planning her event, share the plan with the lucky recipient of all your careful planning and excellent organization skills!

REFLECTION

The Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
friendly and helpful,
considerate and caring, courageous and strong, and
responsible for what I say and do, and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

IP Name: _____

Part of the Promise and Law that relates to what I did in this IP:

My Reflection:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

I want to come away from this experience with....

Steps I'll take to achieve this goal:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

In the Pink



Breakin' It Down

In 2005, an estimated 211,240 women will be diagnosed with new invasive cases of breast cancer. Tragically, breast cancer will claim the lives of 40,000 women, leaving behind grieving families and young children. While millions of dollars are raised each year to fund the research effort for finding a cure, awareness and early detection are our best defense against breast cancer.

Helpful Links

The Susan G. Komen Breast Cancer Foundation for Breast Cancer Research is an excellent and helpful source of information for most of the activities for In the Pink (www.komen.org). The Komen Foundation has affiliates at the local level who often work with Girl Scouts to promote breast cancer awareness.

There are several other organizations and online resources to help you "LEARN" and "DO" the activities in this IP, such as:

- The National Breast Cancer Foundation (www.nationalbreastcancer.org).
- www.breastcancer.org.
- The Y-ME National Breast Cancer Organization (www.y-me.org).
- The American Cancer Society (www.cancer.org).

This Interest Project is dedicated to Marilyn Mathews, an amazing woman, mother, co-worker, and friend who lost her brave, long fight to breast cancer in December 2005. Her expertise helped shape this IP. Marilyn will be deeply missed by her friends, co-workers, and members of the Girl Scout community. To read more about Marilyn's work in Girl Scouting, see ["Sing Along With Us"](#) from LEADER magazine.

In the Pink

Required: While studies have not been able to show a clear link between diet and cancer risk, it certainly doesn't hurt to practice healthy living habits like diet and exercise. For general overall health, eating a balanced diet to maintain a healthy weight while making good lifestyle choices is important. Keep a log of the foods you eat on a daily basis for one week. Share your log with a medical professional (like your family doctor or school nurse/dietician) to find out what they suggest for a healthy diet and cancer prevention.

Based on your findings, create a new menu that includes foods that promote good health. Check out the food pyramid at www.mypyramid.gov for personalized nutrition information made to fit you. View recommended foods, design your own food pyramid, and print sheets to track your daily food intake alongside the suggested intake for your body type. Consider sharing your findings and menu with female members of your family.

LEARN

1. Juliette Low, the founder of Girl Scouting, died of breast cancer in 1927. Create a chart comparing what preventative care and breast cancer treatment options were available to women in the early 1900s and the options that are available today.
2. Make a list of the female members of your immediate family who are over 40 and the date of their most recent mammogram. Talk to a medical professional (like your school's nurse or a family doctor) about recommended breast examinations, what a mammogram test includes, and ages for mammograms. Prepare a "self-exam and mammogram" chart for the female members of your family that explains what they should do and when. Consider sharing it with them.
3. The study of DNA has become critical to breast cancer research. Discover how specific genetics and family history can affect a women's risk for developing breast cancer. Do a "family health history" chart of your own

family. What percentage has had breast cancer? With the help of your family's doctor, make a list of what you're at risk for genetically. What preventative measures can you take?

4. Create a presentation (PowerPoint or otherwise) that will educate a group in or outside of Girl Scouts about prevention and health choices that can affect the risks of getting breast cancer. Choose a theme like "The Importance of Self-Examination" or "Breast Cancer's Impact on the Family." It may be helpful to include information about the many different types of breast cancer, breast cancer warning signs, facts, and statistics.

DO

1. Participate in a breast cancer community event in your area such as "Making Strides Against Breast Cancer Walkathon," "Race for the Cure," and "Relay for Life." Volunteer your time by assisting with registrations, refreshments, set up, and clean up. (You can't raise money for a cause as a Girl Scout, but you can lend your services to events as a concerned young woman.)
2. There is an important link between exercise and overall health. With the help of a fitness professional (like a physical education teacher, school coach, or doctor), design an exercise program based on your fitness level and family's history that promotes an active lifestyle. Incorporate it into your weekly schedule.
3. Do you know a breast cancer patient or survivor? If she is willing to talk, interview her to find out about her experience with the disease.
4. Interview a health professional who is involved in the treatment of breast cancer. This could be a nurse, specialist, pathologist, genetics counselor, oncologist, plastic surgeon, technician, therapist, physical therapist, scientist, or medical reporter. Discuss their educational background, why they chose this field and what their responsibilities are.

SHARE

1. Design and present a breast cancer awareness educational program for your school or a Girl Scout group. Contact local organizations for materials and information. The Susan G. Komen Breast Cancer Foundation has local affiliates across the country that may be able to help you.
2. Design an informational flyer or brochure that describes the link between exercise and a healthy body. List suggested activities busy girls and women can do throughout the day to promote a healthy body. With permission, post your design at places where your peers and women of all ages shop or meet (like in your Girl Scout council, school, places of worship, gym, mall, supermarket, etc.)
3. For generations, quilts have told women's stories. Lead the creation of a quilt to be donated to a local breast cancer clinic, hospital, organization, patient, or survivor. Contact a local hospital or breast cancer organization to check out what quilting activities may already be planned (talk with your advisor to see if it's appropriate to collaborate). Organize a team of quilters (your own Girl Scout group, an art class, or family members) who will create quilt squares expressing a breast cancer awareness theme (like healthy living, Juliette Low, medical careers, inspirational thoughts, or symbols). With the help of your team, piece the quilt tops and finish the quilt for presentation and display.
4. October is Breast Cancer Awareness Month. Raise awareness of breast cancer in your community by sharing what you've learned with them. Consider activities like these:
 - o Design and display posters in local businesses or community buildings.
 - o Write an editorial, letter to the editor, or public service ad for your school or community's newspapers.
 - o Deliver a presentation to one of your classes, a faith-based organization, library, or community center.
 - o Share a health professional's story with a group in or outside of Girl Scouts and include suggestions for healthy living and breast cancer prevention.
 - o With their permission, write and submit an article about a breast cancer survivor or health professional's work to your school or local newspaper.
 - o Share a breast cancer survivor's anonymous story with a group in or outside of Girl Scouts and include suggestions for healthy living and breast cancer prevention.

REFLECTION

The Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
friendly and helpful,
considerate and caring, courageous and strong, and
responsible for what I say and do, and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

IP Name: _____

Part of the Promise and Law that relates to what I did in this IP:

My Reflection:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

I want to come away from this experience with....

Steps I'll take to achieve this goal:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

Uncovering the Evidence



Breakin' It Down

If some of your favorite TV shows and movies involve crime-scene tape, dusting for fingerprints, and analyzing blood splatter—then this Interest Project is for you!

Helpful Links

There are several organizations and online resources to help you "LEARN" and "DO" the activities in this IP, like:

- The Federal Bureau of Investigation (www.fbi.gov)
- Your local police department
- The American Academy of Forensic Scientists (www.aafs.org)
- The National Center for Forensic Science (www.ncfs.org)
- Discovery Channel's "On the Case" (www.discoverychannel.com)

Important!

Work with an adult when conducting experiments with chemicals and take necessary safety precautions.

Uncovering the Evidence

Required: Identify yourself! DNA (deoxyribonucleic acid) is the genetic material that identifies all of us as unique...unless you're an identical twin. Even between identical twins, fingerprints are unique. Research the three types of fingerprints that police and the FBI use to identify people (www.fbi.gov/hq/cjisid/takingfps.html). Which type do you have? Find out by using clear tape, a No. 2 pencil, two pieces of paper and a magnifying glass. Rub the pencil on a piece of paper until a dark smudge appears (this is graphite). Beginning with the little finger, rub it on the smudge until the fingertip is covered with graphite. Then place a small piece of tape over your fingertip. Press the tape down gently. Carefully remove the tape and stick it on a clean, white piece of paper. Record which finger it came from. Repeat the process for the other four fingers. Examine the prints closely. Based on the three types of fingerprints, which kind do you have?

LEARN

1. Be a forensic scientist...online! Do three of the following six activities:
 - Take the "Hair" quiz at <http://dsc.discovery.com/fansites/onthecase/photo/photo.html>
 - Participate in solving a crime at www.crimescene.com
 - Crack "The Case" at www.planet-science.com/whodunit/go/TheCase/Default.html
 - Follow a case called "A Strange Flashlight" through the FBI at www.fbi.gov/kids/6th12th/investigates/investigates.htm
 - Solve a gruesome murder mystery at www.virtualmuseum.ca/Exhibitions/Myst/en/game/index.phtml
 - Create a DNA fingerprint and solve "It Takes a Lickin'" at www.pbs.org/wgbh/nova/sheppard/analyze.html
2. Interview someone in forensics about her/his job. Consider talking to someone (either in person or on the phone) in the coroner's office, medical examiner's office, or the forensics office of your local police department. In addition to questions about their educational background, consider asking what they like about their job and the strangest thing they've encountered so far. For a complete list of careers in forensic science, check out the "Resources" section of the American Association of Forensic Scientists' site (www.aafs.org).
3. Fingerprints, hair, fibers, soil, tire tracks, footprints, bite marks, and blood are all examples of physical evidence. There isn't much that can't be analyzed to find out who left what behind. Prepare a presentation about a specific kind of evidence examination and present your findings to a group. Your presentation should help explain how a particular kind of evidence is examined (tools used, science applied) and include a brief history of how forensic scientists discovered the examination method. Consider including an example of a crime that was solved using it (famous or local).

4. Forensic science has become one of the hottest genres on television today. Make a list of the shows now on TV that involve some element of forensic science. Watch an episode of one show. Write a scene (or a script) for a forensic science drama of your own. What is the crime, how will it be solved, and who will solve it?

DO

1. Forensic fruit files: Perform DNA extraction in your kitchen. Why would you want to extract DNA from a fruit? Besides being a cool experiment, it could be useful for solving a crime scene in your refrigerator. You'll need:
1 strawberry or kiwi
 - o Salt
 - o Tap water
 - o 1 Ziploc™ bag
 - o Paper towel
 - o 1 small glass
 - o Cold 91% or 100% isopropyl alcohol
 - o Plastic wrap
 - o 1 coffee filter
 - o A toothpick or coffee stirrer

Place a strawberry or kiwi in a Ziploc™ bag. Add one drop of soap to the fruit. Add a pinch of salt. Pour in a little water (no more than four teaspoons). Mash the mixture in the bag to a pulp. Pour the mixture through a wet paper towel into a small glass. Once the mixture has finished draining into the glass, remove the towel. Slowly pour the cold alcohol down the sides of the glass so that it forms a separate layer on top of the mixture (don't stir these contents). Watch for a few minutes until a white glob forms at the interface of the two liquids. This "glob" is DNA! Use the toothpick or coffee stirrer to remove the DNA strands. Place them on plastic wrap for examination. If you have a microscope, examine the strands more closely. Check out how and why this process works at www.life.uiuc.edu/hughes/footlocker click on "Biotech lab ideas for your classroom" and then the "DNA in a Lunchbox: Isolate DNA from Fruit and Make a DNA Smoothie!" link.

2. Make arrangements for your group (or a class at your school) to visit your local police department's forensics office and learn about different positions or jobs within a forensic department. If a group visit isn't possible, arrange for them to come speak to your group about what they do.
3. Having a career in forensics doesn't always involve chemistry, biology, mathematics, or physics. Your artistic talents could translate into a career as a forensics photographer, artist, or sculptor. Test your ability to be any one of these by 1) staging a crime scene and photographing it in detail; or 2) having someone describe a person you've never met and then sketch or sculpt what that person looks like. Refer to the FBI's Handbook of Forensic Services for descriptions of how to photograph and sketch for forensic purposes (www.fbi.gov/hq/lab/handbook/intro16.htm).
4. Being a crime-scene investigator requires heightened powers of observation. Test your own powers by drawing a diagram of your first period or homeroom classroom from memory (no peeking). Include as many objects as you can remember, along with their correct location and orientation (this includes seating arrangements, people's names and physical appearance). The next day, compare your diagram with the actual classroom—how accurate are you?

SHARE

1. The tibia of a 22-year-old female measured 31.5 cm. How tall was she? If you know basic algebra, you can help police identify how tall the victim was by using the formula below. Scientists discovered the relationships between height and the length of each bone after much study and data collection. The bones that are used are the femur (F), tibia (T), humerus (H), and radius (R).

Bone Formula for Females

(P represents the person's height. The last letter of each formula stands for the unknown length of the bone)

Femur

$$P = 61.412 + 2.317F$$

Tibia

$$P = 72.572 + 2.533T$$

Humerus

$$P = 64.977 + 3.144H$$

Radius

$$P = 73.502 + 3.876R$$

Impress your teachers by challenging a class to solve CSI problems like the one you just solved. The challenges you come up with can be trickier if the age of the victim is known. After the age of 30, a person's height decreases at the rate of about 0.06 cm per year.

2. Host an "Identity Crisis" party for a group. The party's main activity should be the REQUIRED activity (above) in a *group* setting. After everyone has been "printed," explain the three types of fingerprints and review the group's fingerprints to determine which type each person has. Keep a tally in order to discuss the findings: is one type more common than another type? Is one type rare? Create a collage or catalog of your group's fingerprints. Consider playing games like "Clue" and serving "finger food." NOTE: the REQUIRED activity is to be completed as an individual whereas this SHARE activity is to be completed a group (the same activity but in different settings). The first time, you learn the skill for yourself; the second time, you share the skill with others.
3. Design and present a forensic science lesson for your school or a Girl Scout group. Use resources on the Web or your local police department for ideas. The lesson should include an introduction to what forensic science is and an activity/experiment that the entire group does. (Consider an assignment you may already have at school—could this satisfy it?)
4. Organize a "CSI" night for your group, friends, or family. Watch a TV show like "CSI," "Forensic Files," "The New Detectives," and "FBI Files." Play a game along with the show like tracking the number or kinds of forensic tools and techniques used (microscopes, Luminol, profiling, etc.), careers portrayed, or make up a game of your own.

REFLECTION

The Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
friendly and helpful,
considerate and caring, courageous and strong, and
responsible for what I say and do, and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

IP Name: _____

Part of the Promise and Law that relates to what I did in this IP:

My Reflection:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

I want to come away from this experience with....

Steps I'll take to achieve this goal:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

Couch Potato



Breakin' It Down

Watching TV can be a fun, educational activity, a way to de-stress and relax sometimes. Or it can be a very unhealthy way to pass the time. It all depends on how and what you watch. The "Couch Potato" Interest Project is a cool way to improve your TV viewing habits so your potato chip is "baked," not "fried."

Helpful Links

There are several organizations and online resources that would be helpful for researching and doing the activities in this IP, like:

- Mind on the Media's "Turn Beauty Inside Out" campaign (www.tbio.org)
- The TV-Turnoff Network (www.tvturnoff.org)
- The Kaiser Family Foundation (www.kff.org)
- The National Institute on Media and the Family (www.mediafamily.org)
- www.media-awareness.ca.

Important!

According to Riki Cavanaugh, the advisor of one of the troops who created this IP, "Couch Potato should be evaluated in the fun teenage manner in which it was written." Absolutely! Girl Scouts of the USA wants girls to have fun, too!

Couch Potato

Required: How much of a couch potato are you? Evaluate how much of your life is spent in front of a television by keeping a log for one week, recording every time you watch TV. At the end of the week, calculate what percentage of your life is spent watching TV. Come up with a list of five things you could do instead of watching TV and try those things for one week. Continue keeping a log of when you watch TV that also records how you feel at the end of each day. At the end of the second week, re-calculate your TV-watching percentage, review the log, and evaluate how you feel. Do you feel better, healthier, happier?

LEARN

1. Watch two hours of TV on a channel of your choice (not a movie). Take notes about the women and girls you observe in shows and commercials. What do they look like? What are some words that best describe them? How does seeing them make you feel? Consider sharing what you have learned by writing an editorial/letter to a newspaper, TV station, network, or production company.
2. It can be hard to not eat while watching TV. Make a list of the foods you like to eat while watching TV. Now, evaluate how healthy these snacks are (or aren't). Find healthy snacks that you can eat while watching television. Stick to eating these snacks for one week. Check out the food pyramid at www.mypyramid.gov for personalized nutrition information made to fit you. View recommended foods, design your own food pyramid, and print sheets to track your daily food intake alongside the suggested intake for your body type.
3. Ever feel like there are more commercials on TV than shows? Are the commercials sometimes more interesting to watch than the shows? Watch TV for one hour and survey the commercials shown. Record how many commercials you see, the amount of time each commercial is, what the products are in each, who they are being sold to, and how effective the commercial is (do you want to go out and buy the product now?). Which were your favorites and least favorites? Share your findings with a group. Check out www.adbusters.org and www.commercialalert.org to see what others are doing to change the culture of commercialism and the nature of commercials in TV viewing.

4. Many TV networks and production companies target youth in their programming and movies because advertisers crave your disposable income and influence. Did you know you have such a powerful influence? Make a list of the shows now on TV that are directed at your market. Watch an episode of one show. Write a review of the show that addresses the "real" factor of the characters, plot lines, and dialogue. Are stereotypes perpetuated? Do the actors "look" real (age, appearance)? What kinds of products are being sold during commercial breaks? What did the show do well? What could it improve on? Consider sending your review to TV networks and/or to a newspaper (school, local) as an editorial or letter to the editor.

DO

1. Watch a cooking show and make one of the healthy recipes that they talk about. Share the dish with family and friends.
2. What's it like to be a television producer, director, or broadcast journalist? Partner with your advisor to organize a trip to a local TV station for your group. Ask questions about their educational background and job training. Find out if the TV station offers internships. If so, consider applying for one.
3. What's it like to be a couch potato without watching TV? <gasp!> Don't watch TV for one week. Keep a diary ("Day 1: starting to feel itchy...must...watch...TV!") of your feelings, observations, and activities. For an example, check out Dana's journal (www.media-awareness.ca/english/resources/articles/television/turning_off_tube.cfm) for an idea of what one teen experienced.
4. With the help of a fitness professional (gym teacher, personal trainer), create an exercise program (of at least three physical activities) you can do in your living room. Lead a "couch aerobics" class with your family, friends, or at your next group meeting.

SHARE

1. Watch two hours of educational television, such as a biography or a documentary ("Sesame Street" and "Blues Clues" don't count). Share what you learned with an audience of three or more people (e.g. Girl Scouts, classmates, family, friends).
2. Host a "TV Dinner" party for a group in or outside of Girl Scouts. The party's main activity is: watch and discuss a favorite show. Plan the "TV Dinner" based on the food pyramid at www.mypyramid.gov. In honor of the "Couch Potato" IP, the dinner will include one recipe that uses potatoes (keep it real; your potatoes can't be instant or microwavable).
3. "TV Turnoff Week" is an annual event that traditionally takes place in late April. Each year people from around the world make a conscious decision to turn off their television sets for the week. Organize a "Turn the TV Off Week" in your community (it's okay if it doesn't happen in late April). Consider making a contract and award for participants as well as a calendar containing events, ideas, and reading suggestions as alternatives to TV viewing. Your school, local community center, Girl Scout council, city hall, museums, and libraries might be helpful for coordinating this. Hint: remember to check out www.tvturnoff.org for activity ideas.
4. Many studies have connected the amount of time spent watching TV with weight gain, poor academic performance, violent behavior, drug abuse, and sexual misconduct. What do you think about the connection between TV and these things? Do you have any personal experience with or knowledge of these connections? Support your opinions with at least one research source (readily available in your library, local newspaper, or sites like www.kff.org/entmedia/index.cfm). Prepare a presentation based on your opinions and present it to a group in or outside of Girl Scouts. The American Academy of Pediatrics offers many excellent PowerPoint slides for general use by the public (www.aap.org/mm/2001slides.htm).

REFLECTION

The Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
friendly and helpful,
considerate and caring, courageous and strong, and
responsible for what I say and do, and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

IP Name: _____

Part of the Promise and Law that relates to what I did in this IP:

My Reflection:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

I want to come away from this experience with....

Steps I'll take to achieve this goal:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

Sew Glam



Breakin' It Down

You don't have to be a celebrity to have your own line of cool clothes or custom-designed accessories and bedroom décor! The "Sew Glam" Interest Project will take your sewing and knitting skills to superstar status.

Helpful Links

There are several organizations and online resources that would be helpful for researching and doing the activities in this IP, such as:

- The Home Sewing Association (www.sewing.org) and their Sew Trendy site (www.sewtrendy.com)
- The Craft Yarn Council of America (www.craftyarncouncil.com)
- American Sewing Guild (www.asg.org)
- The Professional Association of Custom Clothiers (www.paccprofessionals.org)
- www.craftster.org
- www.craftPOP.com

And definitely connect with adults who have sewing and knitting skills—if your advisor doesn't, ask around at your local Girl Scout council for help connecting with an adult who does.

Important!

Because some activities require instructions beyond the scope of our available space, we've included helpful links to related DIY projects. These links are only suggestions for you to consider—you can use any instructional resource to help create what the activities below call for.

While a sewing machine is definitely a useful tool to have, it's possible to complete all of the activities in the Sew Glam IP by hand. If you're interested in learning how to use a sewing machine, check with your Girl Scout council, school, community organization, and friends to see about machine availability and classes. When working with needles (sewing, knitting, or otherwise), exercise caution and common sense.

Sew Glam

Required: Sewing has been an art form since the Stone Age (30,000 B.C.). Beyond the basic stitches we sew to repair clothes, sewing has evolved into a decorative art that can be divided into three kinds: needlepoint, cross-stitch, and embroidery. Because embroidery is the art of embellishing fabric with freestyle stitches for decorative purposes, it's the logical choice of style for an IP called "Sew Glam." For instance, pairs of destroyed, embroidered jeans have been spotted on red carpets—that's glam; however, they can cost you \$150 in the store—that's 150 reasons to learn how to make your own distressed jeans! Start off with a pair of jeans you already own (or pick up a pair from a thrift shop). It's easy enough to use a cheese grater, bleach pen, and/or pinking shears to create the "vintage jeans" look. Add your choice of embellishments like embroidery or sew-on appliques, sequins, cord, paint, felt patches...whatever! NO iron-ons allowed. Got a "sisterhood" of friends? Invite them over to help create designs you can add to the "traveling pants."

LEARN

1. Invite a local clothier, dressmaker, tailor, or fashion design student to advise you (and your group) on stitching. While creating a personalized pillow for your room, learn and practice four different kinds of sewing stitches: back stitch; blanket (also known as "buttonhole"); cross stitch; and running stitch. See www.sewing.org/enthusiast/html/ehd_funky_fun_felt_pillow.html for instructions; however, pillows can be

made with any fabric, color, and design you like.

Hint: a good source for stitch "how-to" descriptions is Susan B.'s online dictionary (www.inaminuteago.com).

2. Learn how to sew from a pattern. Purchase a simple, beginner's pattern from a fabric store or find a pattern online. Consider making a cozy for your cell phone (www.craftster.org/forum/index.php?topic=20816.0). To make the cell phone cozy, you'll need:
 - o Fabric of your choice
 - o Paper
 - o Pencil
 - o Embroidery needle
 - o Assorted embroidery thread
 - o Small button or Velcro™
 - o Embellishments of your choice (like beads, sequins, charms, gems, fabric flowers, etc.)
 - o Scissors
 - o Zigzag shears (optional)
3. Take your stitching to the next level by translating a picture into a piece of stitched art. Use an image like the cover of your favorite band's album, a magazine cover, a photograph of you and your BFF, etc. Check out www.ehow.com/how_5968_transfer-embroidery-design.html for tips on how to transfer an image to fabric. Use the fabric of your choice (felt, denim, calico, satin, etc.). When you're finished, it'll make a really cool personalized wall decoration. This piece could also serve as part of a design portfolio, if you decide to attend a fashion design school. Make a list of fashion design schools you'd like to go to and their entrance requirements.

Hint*: To transfer the pattern to your fabric for embroidering, draw the design on paper and firmly pin the paper in place on the fabric. Using running stitch, stitch the outlines of the design onto the fabric. Soak the design in water to soften the paper and then tear the paper off.

Another hint*: You can enlarge or reduce the image you want to embroider by 1) tracing the image, 2) drawing a grid (like graph paper) to mark squares across it, 3) drawing a second (larger or smaller) grid, making the squares as many times smaller/larger as the amount by which you want to reduce or enlarge the picture; 4) square by square, copy the image by drawing it on the second grid.

4. Learn how to knit by joining a knitting group, taking a knitting class, asking a friend/relative, or teaching yourself. Organize a "Knit Wits" group (in or outside of Girl Scouts) of people who are interested in learning how to knit, too. Beware: Once you start knitting; it's hard to stop!

DO

1. Pick a season*. Are you ready for a spring fling? Make over one of your skirts by adding an embellishment to it (like a "flounce" or lining along the bottom) to it (www.sewing.org/enthusiast/html/et_flounce.html). Are things heating up for summer? Make a pair of flip flops all your own by embellishing them with hot glue and your imagination. Are fall leaves, um, falling? Make a tote bag out of corduroy or denim. Are you walking in a winter wonderland? Knit a scarf, hat, arm warmers, or legwarmers.
(*pick only one season)
2. It seems that no matter where we're going, we've got stuff to take with us. Make a handy tote bag for yourself or as a gift. Consider making a cool beach carry-all (www.sewtrendy.com/beach_towel_carryall.pdf), a school tote (www.sewing.org/enthusiast/html/et_shouldersatchel.html), or an overnight bag. For cute tote bag design ideas, see www.lulubelles.com/handbags.html and www.fashioncompassion.com/bagmenu.htm.
NOTE: If you make a tote bag in No. 2 of LEARN, you can't do No. 2 in DO; if you want to do No. 2 in both, you can but you can't make a tote bag for your LEARN activity. Why not make a cell phone cozy (No. 2 LEARN) for your tote (No. 2 DO)?
3. Back-to-school can be a stressful and expensive time of year. Save the trip to the store and dive into what you've already got at home. Re-make one complete outfit—T-shirt, jeans, bag—by adding or subtracting (making an existing shirt into a graphic tee with your very own witty saying on it or a pair of jeans into a jean skirt, for example). Design and/or make an accessory for your "new" outfit, such as a belt (www.sewing.org/enthusiast/html/efs_chain_ribbon_belt.html), pin (search "flower pin" at www.diynetwork.com), scarf (www.lumana.com/DIY/scarf_pancho/scarf_pancho.htm), or bag (www.hiraeth.com/youngembroiderers/projects/bags/bag1.htm).
Check out "Trends & Tips" in the "Style" section of www.studio2b.org for cool DIY accessory ideas.
4. As a money-earning activity, come up with a marketable product to sew or knit. Come up with a catchy name for your "signature product line" and design a logo for it. Work with your advisor and/or group to sell the product at a community event or location. Advertise your products to the community prior to the sale.
NOTE: If you're earning money for your Girl Scout group, be sure to get the "okay" from your council first.

SHARE

1. Bounce a ball across the land (or ocean)! The goal is to design and make a fabric ball and see how far and wide you can "bounce" it by having it sent to no less than five people. Start by picking a pattern of your choice for a fabric ball. Next, make the ball—be sure to sign the ball with your first name, location, age, and a message to your "friends far and wide." Include instructions about how to send your ball to others (and how to return it to you), for example:
 - A. Brief intro about yourself and this project
 - B. Space for five "friends" to write their information (first name, age, location, date)
 - C. Ask that everyone who receives the ball signs it like you did and then forwards it to one of their friends in another part of the state/country/world.
 - D. Include a request that the fifth person to sign it returns it to you (if you want, you can always send it back out for more signatures).
 - E. Your mailing address for the fifth person to return the ball to you. (Consider getting a P.O. Box for this to ensure your safety and privacy.)

Finally, send the ball to one of your Girl Scout, Girl Guide, or non-Girl Scout friends who lives in a different part of the state, country, or world. Where did your ball go? We'd love to know! Tell us where your ball went at info@studio2b.org!

TIPS! Check out www.sewing.org/enthusiast/html/e_fabric_ball.html for pattern ideas. A cool twist to this activity is to ask that "ballers" e-mail you a picture of the ball from everywhere it bounces!

Hints*: Use just enough stuffing to make a ball that can flatten to fit in a large envelope. Your Girl Scout friends can include USA Girl Scouts Overseas or WAGGGS members.

2. Pamper a pet by making a toy, blanket, bed, outfit, or embellished collar for your community's animal shelter or a friend. If possible, visit the shelter to present your gift. It's up to you to pamper your own "Tinkerbell" or "Lola" with a creation, too, (but first make something for the animal shelter or someone else's pet).
3. Donate your time to sew for charity. Contact a women's shelter, homeless shelter, or assisted-living home and offer your sewing skills to help make alterations for a resident. Shelters often have clothes that are donated which may need to be repaired, altered, or hemmed so that residents can wear them to job interviews. Residents of assisted-living homes may have clothes that need similar attention. Or, create a quilt or panel for an organization to raise breast cancer awareness (see [In the Pink IP](#)) or AIDS awareness. The NAMES Project Foundation's AIDS Memorial Quilt (www.aidsquilt.org) is the largest ongoing community arts project in the world with more than 44,000 colorful panels. If you make a quilt or panel for charity, do so with a group in the tradition of sewing and quilting bees amongst friends and family.
4. Knit (or crochet) for a cause or charity of your choice (see www.craftPOP.com (search on "charity") for an idea of available craft charities). Consider making hand-knit caps for cancer patients in hospital oncology units or hospice care; knitting blankets for the homeless, infants, or abandoned animals—your heart is in your hands.

REFLECTION

The Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
friendly and helpful,
considerate and caring, courageous and strong, and
responsible for what I say and do, and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

IP Name: _____

Part of the Promise and Law that relates to what I did in this IP:

My Reflection:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

I want to come away from this experience with....

Steps I'll take to achieve this goal:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

Hi-Tech Hide & Seek



Breakin' It Down

"Hide and Seek" is one of the first games we play as kids. Growing up doesn't mean we have to stop playing—it's just a matter of stepping up the game. The "Hi-Tech Hide & Seek" Interest Project does just that with the help of skill-based activities like letterboxing and geocaching!

Helpful Links

There are several organizations and online resources that would be helpful for researching and doing the activities in this IP, like:

- The Letterboxing North America (LbNA) website (www.letterboxing.org)
- www.geocaching.com
- The Geological Society of America (www.geosociety.org)
- The National Park Service (www.nps.gov)
- The U.S. Geological Survey (www.usgs.gov)
- Local electronics stores
- Outdoor retailers and clubs
- www.groundspeak.com.

Important!

Always have someone with you when "hunting" for clues and "treasure." Your safety is more important than any game. Remember: You're not looking for buried treasure. Clues should lead you to a letterbox or cache without requiring you to conduct an archeological dig.

The hardest part of "Hi-Tech Hide & Seek" should be trying to figure out the clues. When finding a letterbox or cache, use routes that don't require you to infringe on the natural habitat or someone's property rights.

One of the most important aspects of these sports is being careful and respectful of the environment and animals. Be mindful of historical landmarks and the law. If you can't find a legal, reasonable way to conduct your search, ask the property owner or choose another "treasure" to hunt for. It's likely that if a hunt is taking you into questionable territory, you probably didn't "solve" the clue correctly.

Hi-Tech Hide & Seek

Required: To participate in a fun game of "Hi-Tech Hide & Seek," you'll need a few basic tools: a stamp, inepad, logbook, compass, and a pen or pencil. Depending on the clues and where you're "seeking," you'll need a map specific to that area. If your "hunt" involves latitude and longitude, you'll need a GPS unit. All letterboxes and some geocaches ask that you provide proof of your visit by signing their logbook with your personal stamp. Express yourself artistically by designing and making a letterboxing stamp for use by you or your group. Know the recommended materials for making and cleaning letterboxing stamps as well as the suggested logbook design and paper that best preserves stamped designs (all of which are subjected to changes in temperature and humidity).

Quick Definitions:

What is letterboxing? Someone hides a waterproof box containing at least a logbook and a carved rubber stamp. The hider usually writes directions to the box (called "clues" or "the map"). The hunter carries at least a pencil, her personal rubber stamp, an inepad, and her personal logbook. When the hunter successfully deciphers the clue and finds the box, she stamps the logbook in the box with her personal stamp, and stamps her personal logbook with the box's stamp. The box's logbook keeps a record of all its visitors, and the hunters keep a record of all the boxes they have found, in their personal logbooks.

What is geocaching? Pronounced "geocashing" (like "cash"), geocaching is basically the same thing as letterboxing only the stakes for treasure are higher and you use a GPS unit to track coordinates and log your treasure's location.

LEARN

1. Letterboxing is a hobby that began more than 100 years ago in England, but has been growing in popularity in the United States and other countries. Create a presentation (PowerPoint or otherwise) on "letterboxing basics"—how letterboxing combines many different outdoor activities—including hiking, map reading, and orienteering—as well as artistic expression. Include letterboxing "etiquette" and terminology (mystery boxes, hitchhikers, cuckoo clues, Easter eggs, and personal travelers) as well as the equipment and supplies you'll need to take along with you.
2. Letterboxes and caches are hidden all over the world—and on the Internet in the form of "virtual" letterboxes and "virtual" caches, which can be "found" and logged into online. "Find" one of either type and log your results online to its originator. NOTE: Virtual caches require you to actually visit a physical site in order to answer questions about it online.
3. Geocaching is a treasure hunt using a GPS (global positioning system) unit. Prepare a presentation (PowerPoint or otherwise) on what geocaching is. Include the rules of "etiquette" governing the sport and how to "speak the language," with words like datum, waypoint, travel bug, spoiler, hitchhiker, and geomuggle. Describe what equipment and supplies you should carry with you when you go, and what to look for when you get there. Explain what to expect if you're attempting to find a micro-cache, offset cache, or multi-cache.
4. Know the basics of GPS—what does it stand for, what presidential directive in 1996 made games like geocaching possible? Next, discover how GPS receivers work to determine your location, and how they spawned the sport of geocaching. Check out "GPS: The New Navigation" by PBS (www.pbs.org/wgbh/nova/longitude/gps.html). Understand how longitude and latitude create a waypoint, and how waypoints are used as the basis of geocaching. If possible, visit a store that sells GPS units and have a clerk describe their use and compare various features.

DO

1. Hunt for your first letterbox or geocache. Go to www.letterboxing.org or www.geocaching.com to find "treasures" in your area. Find a letterbox or geocache and exchange stamped images in your log book. Keep in mind that geocaching often differs from letterboxing in the "take an object/leave an object" concept.
2. Create a letterbox or geocache of your own in a place of interest in your community. Start by finding a good hiding spot for your "treasure" and then write clues once you have settled on a location (it's a lot harder to write clues when the finish is unknown). Your clues should use a combination of written words and compass bearings or GPS coordinates. Follow the guidelines set forth at www.letterboxing.org or www.geocaching.com for box/cache set-up (materials and choosing a site that minimizes impact to the environment, and where it is not restricted by any national, state, or local laws or ordinances).
NOTE: After completing the IP activities, continue to maintain the box or cache for at least four months. You may want to post your site on the Internet or limit its use.
3. "Groundspeak Travel Bugs" are hitchhikers gone high tech! Learn how to use a Travel Bug and become familiar with how entries on www.geocaching.com (when the Travel Bug is retrieved, and later placed in a new box) allow users to trace the migratory path of the bug. If you find a Travel Bug in a cache, learn where it's been as well as where it would like to go. Finally, activate your own Travel Bug and place it in a cache!
NOTE: After completing the IP activities, continue to track your Travel Bug's migratory progress on the Internet for at least four months.
4. GPS units are used in search and rescue operations and by fire, ambulance, and police departments to decrease their response times to emergencies. Map makers, surveyors, engineers, and archaeologists also extensively utilize this technology. Interview someone who works in one of these fields to find out the training, education, and experience required for their position and how they use GPS technology. If your interest is primarily in earth sciences (and not technology), the National Park Service employs experienced earth science professionals and students to work with park staffs—their work varies greatly from park to park and may include fundamental research, synthesis of scientific literature, mapping, GIS analysis, inventorying, site evaluation, developing brochures and informative media presentations, and educating staff. Interview someone who works for a National Park to find out the training, education, and experience required for their position. Do they use GPS technology and, if so, how?

SHARE

1. Organize and host a "Let's Get Letterboxing" event for a group (in or outside of Girl Scouts). Lead a presentation on "letterboxing basics" including a how-to-use tutorial about compasses and topographical maps. Plan and lead the group's hunt for its first letterbox.
2. Create a virtual letterbox for those who are physically unable to search outdoors. For example, contact a local hospital and organize a virtual letterbox hunt for sick children. Introduce the group to letterboxing basics and guide them through their online letterbox hunt. Check out the "Internet Scavenger Hunt" created by Troop No. 61, South Bend, Indiana, for letterbox themes and clues ideas: www.phgsc.org/InternetScavengerHunt.htm
3. Organize and host a "Go Geo!" event for a group (in or outside of Girl Scouts) to find a geocache. This will require the use of a GPS unit which can be purchased for about \$100 at a local outdoor supply company or major discount chain. Lead a presentation on "geocaching basics" including a how-to-use tutorial about the

GPS unit and topographical maps. Plan and lead the group's hunt for its first geocache. Practice "Cache In Trash Out" (while out geocaching, bring a bag with you to pick up trash along the way).

NOTE: The geocache your group "hunts" for cannot be one you have already found individually or created ("DO" activities No. 1 and 3).

4. Are you into geology and celebrating the earth's natural treasures? Do you live near something unique like a cave, mountain, crevasse, fault line, etc.? If so, create an earthcache about a specific, extraordinary geoscience feature in your area so others can learn about and appreciate how our planet has been shaped by geological processes, how we manage the resources and how scientists gather evidence to learn about the Earth. See www.earthcache.org for review and approval. Your Earthcache must follow GSA guidelines and include a set of educational notes and the details about where to find the location (GPS coordinates)—if your site meets the guidelines and is approved by the GSA, it's then submitted to the wider Geocaching community through www.geocaching.com. Your Earthcache site's visitors will leave an electronic log of their comments about what they learned from visiting the site.

REFLECTION

The Girl Scout Promise

On my honor, I will try:
To serve God and my country,
To help people at all times,
And to live by the Girl Scout Law.

The Girl Scout Law

I will do my best to be
honest and fair
friendly and helpful,
considerate and caring, courageous and strong, and
responsible for what I say and do, and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout.

IP Name: _____

Part of the Promise and Law that relates to what I did in this IP:

My Reflection:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____

MY OWN GOAL

IP Name: _____

I hope to accomplish:

I expect to LEARN DO SHARE (circle one)....

I want to come away from this experience with....

Steps I'll take to achieve this goal:

Signed, _____ Date: _____

Advisor's Signature: _____ Date: _____