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Girl Scouts Celebrate the International year of the Child - Gift Box for Ideas and resources, Greetings from Nat'l Prsident, International Commissioner and liaison for IYC - see also notes field

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Notes

Troup Activities to Help Interpret the Rights fo the Child; Every Year is the Year of the Child, IYC first Report on Girl Scout Council Activities,; Treat TV with TLC;Post Box Academy articles, Helpful hints for leaders who want to Help Children Use / Express their Gifts,"Aquestion of Great Moment - The Rights of Children and You - guide group - points for discussion and debate; Fact Sehhet for Prents of Gifted and Talented Children, Prescoolers

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SCAN

GIRL
SCOUTS
CELEBRATE
THE
INTERNATIONAL
YEAR
OF THE
CHILD



GIFT Box
I Don't &
RESOURCES

INTERNATIONAL YEAR OF THE CHILD
GREETINGS FOR GIRL SCOUT BIRTHDAY WEEK



from Jane Freeman, National President

Girl Scouts have always been creative in finding new ways to meet the needs and concerns of girls. Now, during the International Year of the Child, I am excited to know that Girl Scouts all across our country are using that same energy and creative spirit to join with other individuals and groups in giving leadership for meeting the needs and concerns of all children, those close at home and others far away.

When President Carter appointed me to the United States Commission for the International Year of the Child, I knew one of the gifts I could bring to the commission was this creative spirit of Girl Scouting. I count on your support and help in making a lasting difference in the lives of children.

from Jean Capps, International Commissioner


Have you ever thought about the millions of children around the world who do not have happy birthdays? In 1979 we are asking you to join with the 98 member countries of our World Association to bring happier, healthier, and more hopeful years to our children.

The problems children face here and abroad are staggering. Think of the difference we can make if we search out some of the unmet needs and respond in the ways we know best.

In particular, for the International Year of the Child, we ask you to look at the basic needs of children in developing countries, needs such as adequate food, clean water, simple health care, and a degree of education.

Special efforts on the part of Girl Scouts in the United States can help make possible happier birthdays for more children in the world, for "Every Year Is The Year Of The Child."

from Jo Ann Mann, council liaison for the International Year of the Child

 Our task group has looked forward eagerly to sending you this promised gift box of ideas and resources which we hope will enrich your International Year of the Child efforts. There is just one packet for each council, due to cost of construction. Please make use of it in any way you see fit to get the word to your membership. Materials can be duplicated or condensed in your bulletins, giving recognition to the source, especially to those outside of Girl Scouting. Just remember, anything you may do in regard to using the national IYC patch or other form of recognition is a local council decision developed to meet your own needs.

We are thrilled with the responses from the January feedback sheet, and you will find in this packet a list of just a few of the great ideas councils have shared with us, and we hope to disseminate more in the future.

Good luck. Please keep your letters coming, as we are documenting a report to the United States Commission for the International Year of the Child as well as to our own National Board. The grass roots are truly sprouting and the growth is lush.

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Troop Activities to Help Interpret the Rights of the Child



I. The Right to affection, love, and understanding.

- Think of ways your family is important to you and make a special "gift" to show your appreciation.
- Find someone who needs you and create a surprise friendship package.
- Invite an international visitor to your troop or camp. Learn about children's lives in the visitor's homeland.
- Or, . . . ?

II. The Right to adequate nutrition and medical care.

- Collect economical recipes and make a poster of healthy, nutritious snacks for your family or friends.
- Visit a well-baby clinic and find out about essential nutrition and immunization facts.
- Find out what resources are available for people who may be hungry in your community. Learn about organizations that are helping people in similar circumstances around the world.
- Or, . . . ?

III. The Right to free education.

- Inquire about child care centers or nursery schools in your community and find ways to help children there.
- Take part in an international program at a local museum, library, or community center.
- Collect children's books and magazines for an organization that sends these resources to another part of the world.
- Or, . . . ?

IV. The Right to full opportunity for play and recreation.

- Paint or decorate trash cans to brighten a park or neighborhood.
- Plan a neighborhood fun day.

- Make any necessary equipment.
- Teach a younger child an active game or song from another country.
- Or, . . . ?

V. The Right to a name and nationality.

- Find the origin of your name and other names of your family and friends to learn their international roots.
- Explore the wealth and diversity of names and nationalities in your community and your ancestors' homeland.
- Look for people in your community, with an international heritage, who can help you learn about children's lives in their homeland.
- Or, . . . ?

VI. The Right to special care, if handicapped.

- Find out who the children with special needs in your community are and see if there are ways you can help.
- Provide outdoor activities or bring outdoor activities indoors for children with special needs.
- Help adapt day, troop, or resident campsites to meet special needs, such as widening paths, adding railings, and making borders.
- Or, . . . ?

VII. The Right to be among the first to receive relief in times of disaster.

- Find out who in your community is responsible for emergency help in times of disaster and learn about their plans.
- Prepare a guide about home fire-safety and give a demonstration for a community group.
- Collect items that will help people in need and give them to the

- Red Cross or other international agencies for relief.
- Or, . . . ?

VIII. The Right to be a useful member of society and to develop individual abilities.

- Find ways to use your abilities to make a gift for a child who is special to you.
- Recognize achievements of children in your community through a display, event, or celebration.
- Compile a scrapbook about the lives and activities of children in your community and in another country. Look for similarities and differences.
- Or, . . . ?

IX. The Right to be brought up in a spirit of peace and universal brotherhood.

- Work with other children to make an exhibit—for your school, library, or community center—that explains the Rights of the Child.
- Plant a vegetable or flower garden with residents of a senior citizens' home.
- Prepare a program about friends around the world for a child care center or nursery school.
- Or, . . . ?

X. The Right to enjoy these rights, regardless of race, color, sex, religion, national or social origin.

- Look in your local news media for information about children who have needs and find ways to meet some of these needs with those children.
- Plan a ceremony, based on the Rights of the Child, for troop, camp, or community use.
- Find out what religious groups or service clubs are doing for children around the world.
- Or, . . . ?

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Suggestions for Use with Girls

These activities may be used in troop meetings, day or resident camps. Most are adaptable to all ages, although those involving service projects may appeal more to Cadette and Senior Girl Scouts. Some that involve more extensive amounts of time may not be appropriate for Brownies.

There are many ways you, as a leader, might plan to use these and other activities for the International Year of the Child. If your troop has already participated in IYC events, some of these suggestions may be used as culminating activities for the troop year. If IYC activities are new to you and your troop, try some before the troop year is over; then, plan for more in the fall or use them for a summer project. You and your girls might decide to try one activity for each Right of the Child or do a few that require more time or carry out one project, which makes the International Year of the Child come alive for your girls and your community. The number of activities completed is not important. What will be important to you and the girls is an increased understanding of the needs and rights of children in your community and throughout the world. This, of course, will take more than one troop meeting's time to achieve. When you feel the girls have this deepened awareness, you may want to work out, *with them*, some form of recognition for their participation in IYC activities. They might choose to wear the IYC patch and/or IYC pin that should be ordered through your Council. You and the girls may discover new skills, so the troop could design an Our Own Troop's badge around those activities. Your Council also may have an IYC scroll available for your troop in recognition of participation in IYC activities. ■

Editor's Note: Also read the November/December 1978 GIRL SCOUT LEADER for suggested IYC troop and girl projects and the January/February 1979 issue for community immunization ideas and additional IYC suggestions.



International Year
of the Child 1979

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Every Year is the Year



of the Child!

III For WAGGGS, every year is the year of the child.

After the foundation of the World Association Dame Katharine Furse, first Director of the World Bureau, wrote of 'the development of the World Movement for the benefit of the children . . . the girls who are the *raison d'être* of our adult existence as Girl Guides and Girl Scouts'.

It is, and has always been, the child who is the prime concern of the World Association. The UN International Year of the Child is welcomed by WAGGGS, and to mark it the World Committee has issued a Statement (see page 5); the 23rd World Conference took as its theme 'Lighting a Flame for Youth' (centred on the child); and National Organisations are planning their activities for 1979 to relate to IYC.

WAGGGS involvement with IYC includes:

Teams of Representatives to the UN and its agencies

NEW YORK

• On 30 March 1978 several members of the Team accompanied Lady Price, World Committee Chairman, to a meeting with Dr Estefania Aldaba-Lim, Special Representative for the International Year of the Child and United Nations Assistant Secretary-General and former President of the Girl Scouts of the Philippines, to discuss ways in which WAGGGS could participate in IYC events. Shortly after this

visit, Dr Lim accepted an invitation to join the WAGGGS Team as an Honorary member and provide guidance on Team activities for both IYC and other UN-related projects.

- Team members attended the 1978 UNICEF Executive Board session, including the discussions on IYC.
- In addition to these specific meetings, the Team regularly represents WAGGGS at the New York sessions of the Non-Governmental Organisations/IYC Committee, the group of some 100 NGOs who complement the work of the UN in support of IYC. The Head of the Team also attends the New York meetings of the eight-member Co-ordinating Group which organises the work of this NGO/IYC Committee.
- Team member, Mrs Marilee Reiner, as editorial consultant for UNICEF, wrote the joint Jaycees International/UNICEF pamphlet, *Jaycees Joining Hands With UNICEF For IYC*.

GENEVA

- The Team at Geneva was among the first representatives of Organisations consulted by Canon Moerman of the International Catholic Child Bureau, now Chairman of the NGO/IYC Committee, on the prospects for an International Year of the Child.
- WAGGGS joined the NGO/IYC Committee formed in New York in June 1977. This Plenary appointed a small Co-ordinating Group and asked the Geneva Informal Meeting and the UN Headquarters Youth Caucus to nominate Organisations responsible for

liaison. In September the GIM asked WAGGGS jointly with the World Scout Bureau to sit on the Co-ordinating Group in this capacity. This they have done for several meetings, formal and informal.

- Team members in Geneva are following the setting-up of working groups on special subjects such as the Rights of the Child, Education, the Handicapped. As these and others develop they will be able to refer plans to the World Bureau to pass to Member Organisations for their information and co-operation. Similarly they are expected to pass on information received at the World Bureau from National Organisations.
- At the NGO/IYC Secretariat, which is hard pressed correlating and circulating information on the developing projects, one Team member helps with translation. WAGGGS is working on the Fund Raising Committee, to raise money for the running of this vital Secretariat.

PARIS

For the WAGGGS Team of representatives at UNESCO, 1978 is a year of preparation for 1979, IYC, on two levels:

- Participation at various meetings planned by NGOs, one of which will be specially devoted to the child (his environment, his development, the attitude of adults, the family and society towards him etc.).
- They will also try to emphasise the child in meetings planned on human rights, apartheid, communications and drugs.

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- On a practical level, they are working on a project involving leadership training in a selected African country in co-operation with another NGO, the International Federation for Family Economics. The project will involve advanced instruction in hygiene, nutrition and mother and child care, with the aim of enabling participants to play an active role in their families and communities, with a view to helping development and improving the quality of life. The first stage of the project will be followed, six months later, by a second, intended to assess, consolidate and eventually extend the participants' acquired knowledge.
- A third, very important, part of their continuing work is to keep UNESCO informed of WAGGGS National Organisations' activities planned for IYC.

Plans of National Organisations

BAHAMAS

The Association intends to make a comprehensive survey of the needs of the child, and the reasons for those needs: then in co-operation with other concerned organisations they will start a long-term programme of work based on the results of their survey.

CANADA

Girl Guides of Canada/Guides du Canada have adopted an IYC international challenge, with the theme 'Clean Water for Everyone by 1990'. The Association plans to raise the awareness of all children's rights and responsibilities among their own children; support water projects in other countries through WAGGGS; and offer one, or more, scholarships for study in Canada on education in water projects.

DENMARK

The Danish Guide and Scout Association was fortunate in having the Youth Representative of Denmark to the United Nations appointed from among their members. (Only three countries nominate a Youth Representative—Norway, the Netherlands and Denmark.) She is Miss Kirsten Damgaard, aged 24, a teacher. She stayed in New York for the General Assembly as a member of the Danish delegation to the UN and took part in the daily work.

During her stay at the General Assembly Kirsten met a fellow Girl Scout, Dr Estefania Aldaba-Lim. They discussed the importance of emphasising the International Year of the Child in each country, and how to involve youth, particularly Girl Guides/Girl Scouts, in the work.

INDIA

During IYC the Bharat Scouts and Guides will emphasise their 'Bunny programme' for three to six-year-olds, providing basic health services, food and clothing within the framework of the Girl Guide programme.

LIBERIA

The Liberian Girl Guide Association is part of the Government committee for IYC set up under the Ministry of Health and Social Welfare; and Mrs Keturah Hingsten, *Council Fire* Correspondent, is a member of the publicity sub-committee.

The Liberian Girl Guide Association has decided, as one of their separate activities, to prepare a calendar for 1979, taking IYC as the theme: each month will show different activities of children.

This will be sold, and the money used to support IYC.

SOUTH AFRICA

The Association is a member of the National Commission for IYC, whose plans are centred on a joint approach to the Government, asking it to do everything possible to improve the quality of family life in South Africa. The children in the Movement are to be encouraged to make and keep friends in a variety of ways. Participation in this scheme will entitle a Brownie, Guide or Ranger to wear a badge incorporating the IYC logo.



Above A Brownie meeting in Hong Kong
Below Girl Scouts play with children at Gualupita, Mexico/Photo du haut Une réunion de jeannettes à Hong Kong Photo du bas Des éclaireuses jouent avec des enfants à Gualupita au Mexique/Arriba Una reunión de Alitas en Hong Kong Abajo Muchachas Scouts juegan con los niños en Gualupita, México.



Photo from Our Cabanita



INTERNATIONAL YEAR OF THE CHILD

A First Report on Girl Scout Council Activities

ORGANIZING FOR IYC

In Buckeye Trails (Ohio) the IYC program was launched in December, 1978, when 60 neighborhood chairmen met for a luncheon. Ideas from that meeting have been used throughout the council, including a special candlelighting ceremony. Kaw Valley's (Kans.) IYC committee was represented at the Governor's Proclamation of IYC in Kansas in January, and is now working with local mayors to proclaim IYC in all communities. Greater New York has formed an international task group to identify international resources and plan special IYC programs.

IYC will be the focus of annual meetings of Girl Scout councils across the country this spring. Thousand Islands (N.Y.) will hear a speaker from the U.S. National Commission on IYC, Dr. A. Lenora Taitt; community representatives have been invited to the meeting. Heart of Florida's meeting will have an IYC theme, with table decorations and door prizes made by girls. Homestead (Neb.) is compiling a slide/tape presentation on "Find the Gift in Every Child" for its March meeting, at which a chorus of troops from throughout the council will sing. Cumberland Valley (Tenn.) will focus its meeting on IYC, with workshops emphasizing different facets of troop programming using the "Find the Gift in Every Child" theme. "Our Most Precious Gifts" is the theme for Penn's Woods's (Pa.) meeting.

TROOP ACTIVITIES

Hudson Valley (N.Y.) reports that in one district each neighborhood has selected one Right of the Child and will have displays and performances depicting that right on view for two weeks at a local public library. Another district is sponsoring an "International Girl Scout Song Fest Marathon" in honor of IYC. Troops in Thousand Islands (N.Y.) are using the Rights of the Child as a springboard for troop discussion and then preparing displays in store windows on IYC to encourage community awareness. Rhode Island has prepared "Child Helping Child," a three-part IYC project for troops and camps. Old Ninety Six (S.C.) has developed a troop program called "Children Around the World." Seal of Ohio has a program based on the ten Rights of the Child for girls at each program level.

Among councils which have developed patch programs for IYC are Citrus (Fla.), Kaw Valley (Kans.), San Diego-Imperial (Calif.), Green Meadows (Ill.), and Buckeye Trails (Ohio), whose patch program combines the ten Rights of the Child and the five Worlds of Girl Scouting. Tumbleweed (Kans.) has an annual council theme patch which troops are encouraged to earn; this year's theme will be IYC. Coastal Carolina (N.C.) has provided each troop leader with an IYC activities packet, as has Amarillo (Tex.).

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Many councils are using their newsletters to suggest IYC activities. Fair Winds's (Mich.) newsletter will explore one of the Rights of the Child each month, with program suggestions. Great Blue Heron's (Wis.) publication "The Heron's Nest" will also highlight a different right each month. Crooked Tree's (Mich.) "Smoke Signal" will carry troop activities under the headings "Child Helping Child," "Rights of the Child--Collaboration and Cooperation," and "Finding the Gift."

Michigan Waterways and Tanasi (Tenn.) used Thinking Day programs based on IYC, emphasizing "Child Helping Child" through the Juliette Low World Friendship Fund. Holly Shores (N.J.) has initiated Holly Shores International Year of the Child Day on October 31, 1979, and will encourage troops to participate in an IYC program on that day or during the week.

PROGRAMS FOR LEADERS

Many councils, such as Treaty Line (Ind.), have planned training for leaders that highlights the ten Rights of the Child. Michigan Pine and Dunes had a winter learn-in for adults on "Finding the Gift in Every Child" and also arranged a two-credit-hour course for adults, "Find the Creative Gift in Every Child," at the local community college. Beaver-Castle (Pa.) has worked with the faculty of Pennsylvania State University to offer Brownie and Junior leaders training in child development.

ART SHOWS

Prairie (Miss.) will have a "Find the Gift" event later in the spring with written, drawn, or painted expressions of the ten Rights of the Child. Susitna (Alaska) will have an art contest with neighborhood winners' work displayed at the spring council meeting. Troops from Beaver-Castle (Pa.) will have displays of artwork on the theme of "Children Around the World" at a local shopping mall. Penn's Woods (Pa.) is having an art contest for posters, using any medium, which express a girl's viewpoint of what's best or nicest about a Girl Scout leader. Other councils encouraging troop art displays in the community are Vermont, Mile-Hi (Colo.), Yucca (Okla.), and Inland Empire (Wash.).

FAIRS, FESTIVALS, CARNIVALS, CELEBRATIONS

El Camino (Tex.) plans a five-day "Magical Mystery Adventure" program of fun for boys and girls in August. Moingona (Iowa), which celebrates its 50th birthday with a party in the Des Moines Veterans Auditorium in May, will use IYC as a theme for that big event. Rio Grande (Tex.) will emphasize IYC and world friendship at its April Daisy Day celebration at Chamizal National Memorial, on the United States-Mexico border. Spanish Trails's (Calif.) councilwide international fair on March 31, the culmination of its two-year "Looking Wide" program, will highlight IYC. Caprock (Tex.) plans a councilwide event on March 10, "In Every Child a Gift--A Gala Festival," with each troop planning activities around one of the five worlds. Shemamo (Ill.) incorporated IYC into its annual international festival in February. Nishnabotna (Iowa) will have a councilwide "Find the Gift in Every Child" event at Midlands Mall in Council Bluffs, with over 50 troops planning demonstrations and exhibits. All children who participate will receive a patch with the IYC logo. Treaty Line's (Ind.) Richmond neighborhoods will sponsor a festival in March, "A Gift in Every Child," where children can discover the gifts and the talents within themselves and others; each participant will get a "Find the Gift in Every Child" button. Michigan Pine and Dunes will have a fair for all local children to attend, with a "Make-It, Take-It" theme. Sybaquay (Ill.) is sponsoring an event

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in March for both Girl Scouts and non-Girl Scouts of elementary school age, with more than two dozen action-oriented activities. A task group of volunteers and staff from Monmouth (N.J.) is planning a councilwide IYC festival in June, which will include Girl Scouts, their families, and the general public. Tongass-Alaska is planning a carnival for Alaska's Week of the Young Child. Santa Clara (Calif.) is having an international fair, "A Walk Around the World," which will celebrate IYC. The fair, which Santa Clara has been working on for two and a half years, will involve over 5,000 girls with an attendance of 30,000 from the community. Tumbleweed (Kans.) plans to have a joint IYC event for all age levels with an adjoining council in the fall of 1979. Another cooperative effort will take place in Mississippi, where all the councils will join for a special day on IYC in September, 1979. Tanasi (Tenn.) plans an international fair in March, 1980, as the culmination of its IYC activities. In Heart of Florida, three neighborhoods are joining for an IYC bonfire during Girl Scout Week, emphasizing "The Child in Your Own Back Yard." Troops will share plans for service projects designed to help other children. Seven Lakes's (N.Y.) Geneva neighborhood Girl Scouts will kick off Girl Scout Week with an international festival of children on March 10. The festival will be broadcast on WGVA Radio Geneva, and girls from each troop will speak on the air.

COLLABORATIVE EFFORTS

Monmouth (N.J.) is planning a workshop in cooperation with specialists from county agencies for 7th and 8th grade Cadettes and their mothers; the title is "Are You Listening? Communications between Mothers and Daughters." Lake Erie (Ohio) has joined with 4-H in a nutrition workshop for adults. Sybaquay (Ill.) worked with the Well Child Conference and the YWCA in planning its children's festival. Homestead (Neb.) troops have been invited to set up booths focusing on IYC at the nutrition fair of the Nebraska Dietitians Association and the Dairy Council. Inland Empire (Wash.) published a special brochure on IYC explaining its purpose, suggesting program projects, and listing the Rights of the Child, with financial assistance from the Altrusa Club of Spokane. Greater Philadelphia (Pa.) plans to learn about the needs of children abroad through contacts with youth-serving agencies in Philadelphia's sister cities--Florence, Italy; Tel Aviv, Israel; and Torun, Poland. Black Hawk (Wis.) has worked with 4-H, Boy Scouts, Salvation Army, YMCA, YWCA, and the United Nations Association of Dane County to develop an inter-agency "Kids Who Care" project for IYC, in which special IYC activities and service projects are offered for young people in all the agencies. Vermont has urged its districts to hold an event or do a project in cooperation with another youth agency in their area on an issue affecting all area children, such as parks, health, safety, and nutrition. Vermont also plans to participate in the project planned by the Governor's Commission on Children and Youth called "Operation Speak-Out," a series of discussions and panels in schools around the state where students will express their needs and concerns. Moingona (Iowa) is working cooperatively with the Iowa Council for Children. Treaty Line (Ind.) is sponsoring a talk on the Rights of the Child at the local social services council by Dr. Debbie Conrad, president of the Indiana Association for the Education of Young Children and a member of the Indiana IYC Commission. Buckeye Trails (Ohio) is cooperating with the Montgomery County Hunger Coalition and urging individuals to walk in its "Hunger March." Nishnabotna (Iowa) has worked with the Iowa School for the Deaf on a new badge which will be awarded to girls in a sister troop recently assigned to the school. The girls, who will learn the Girl Scout Promise and popular campfire songs in sign language, will work on a service project and a fun project with the deaf students.

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GIRL SCOUTS--COMMUNITY CATALYSTS

Lake Erie (Ohio) reports that their program director is a member of the Children and Youth Subcommittee of Greater Cleveland's IYC team; a Girl Scout from each age level is a member of the Youth Advisory Committee. Black Hawk (Wis.) is a member of the IYC task group set up by the United Nations Association of Dane County, serving as the representative of the local youth-serving agencies. Gateway (Fla.) reports that IYC has prompted the Jacksonville City Council to update its study of child services in the county; the council expects to be well represented by volunteers in this effort. Greater Long Beach (Calif.) held an open house for representatives of businesswomen's groups which featured an exhibit on IYC. Mile-Hi (Colo.) is the information clearinghouse for more than 40 agencies in the Colorado Coalition for IYC, which includes the County Social Service Agencies, Junior League, Governor's Commission on Children and Their Families, Denver Art Museum, Colorado Advocates for Children Today, Colorado Heritage Center, and League of Women Voters. The coalition plans a children's festival at the Denver Zoo this summer; Girl Scouts will serve as aides and guides for the activities. Inland Empire (Wash.) has initiated the formation of an IYC task group through the Spokane Area Youth Committee; two major projects are an inter-agency Children's Day event in October and an effort to secure one issue of their newspaper's Sunday Magazine Supplement for IYC. Greater New York reports that board member Dr. Jean Gilbert is a member of the Mayor's Committee on IYC. Seal of Ohio's field director, Betty Rutledge, is a member of the Franklin County IYC advisory group. San Diego-Imperial (Calif.) is represented on the local citywide IYC committee by a volunteer from the council's program services committee.

This article tries to highlight as many as possible of the creative ideas reported by councils in the first two months of IYC. Most of IYC lies ahead, and council plans are still evolving. The hope expressed by Kaw Valley (Kans.)--"Our thoughts are ranging toward a follow-up decade called 'Child of the Eighties'"--is shared by many other Girl Scout councils.

Note: To learn where to get more detailed information about the council projects and programs described here, call Tricia Winterer at New York headquarters, National/International Relations, (212) 940-7795.

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N.I.R. 3/79

Deal with It

TALK ABOUT TV WITH YOUR CHILD!

TALK ABOUT PROGRAMS THAT DELIGHT YOUR CHILD

TALK ABOUT PROGRAMS THAT UPSET YOUR CHILD

TALK ABOUT THE DIFFERENCES BETWEEN MAKE-BELIEVE & REAL LIFE

TALK ABOUT WAYS TV CHARACTERS COULD SOLVE PROBLEMS WITHOUT VIOLENCE

TALK ABOUT VIOLENCE & HOW IT HURTS

TALK ABOUT TV FOODS THAT CAN CAUSE CAVITIES

TALK ABOUT TV TOYS THAT MAY BREAK TOO SOON

CHOOSE TV PROGRAMS WITH YOUR CHILD!

CHOOSE THE NUMBER OF PROGRAMS YOUR CHILD CAN WATCH

CHOOSE TO TURN THE SET OFF WHEN THE PROGRAM IS OVER

CHOOSE TO TURN ON PUBLIC TELEVISION

CHOOSE TO IMPROVE CHILDREN'S TV BY WRITING A LETTER TO A LOCAL STATION... TO A TELEVISION NETWORK... TO AN ADVERTISER... TO ACTION FOR CHILDREN'S TELEVISION

LOOK AT TV WITH YOUR CHILD!

LOOK OUT FOR TV BEHAVIOR YOUR CHILD MIGHT IMITATE

LOOK FOR TV CHARACTERS WHO CARE ABOUT OTHERS

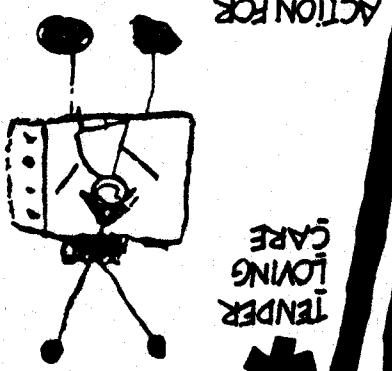
LOOK FOR WOMEN WHO ARE COMPETENT IN A VARIETY OF JOBS

LOOK FOR PEOPLE FROM A VARIETY OF CULTURAL & ETHNIC GROUPS

LOOK FOR HEALTHY SNACKS IN THE KITCHEN INSTEAD OF ON TV

LOOK FOR IDEAS FOR WHAT TO DO WHEN YOU SWITCH OFF THE SET...

READ A BOOK... DRAW A PICTURE... PLAY A GAME



TENDER LOVING CARE

ACTION FOR

CHILDREN'S TELEVISION
46 AUSTIN ST., NEWTONVILLE
MASS., 02160

THESE ARTICLES WERE TAKEN FROM ISSUES OF THE POST BOX ACADEMY, AVAILABLE ON
SUBSCRIPTION FROM THE TRAINING DEPARTMENT, GIRL SCOUTS OF THE USA.

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HELPFUL HINTS FOR LEADERS WHO WANT TO HELP CHILDREN USE/EXPRESS THEIR GIFTS

1. They are children first. Only behavior appropriate for their age should be expected of them
2. Don't compare any one child with other children. That places on one the responsibility to live up to an image, and for the other it is no fun to come off second best. All children are unique and special in their very own ways.
3. Listen to the child. Other things may be demanding your attention, but LISTEN, because the question may be important. If ignored, the curiosity to ask may disappear. The one thing we call all give children is our undivided attention... at least some of the time.
4. It is a great big wonderful world. Show it to your girls in the form of trips, books, interesting people, digs, symphonies, fire stations, museums, wiggly things, theater, daisy chains, and the magical chemistry that makes a cake rise.
5. Let her specialize early if she wants to. There are fringe benefits to living with dinosaurs; they may be learning to do research, knowing how to keep notes and records, and discovering the Dewey Decimal System together with Tyrannosaurus Rex.
6. Children don't have to be gainfully employed every waking minute. There should be time to daydream, to be silly and do baby things, and to lie still and contemplate the ceiling. Children are often creative but it is difficult to be creative on schedule.
7. Praise the child for her efforts. Praise her for the wonderful things she does, and if her great experiment does not work out as hoped, praise her for trying. Inquiring minds must take intellectual risks, and risk taking needs to be encouraged and supported.
8. Let her do for herself what she says she can, because she probably knows. If her judgement is faulty, that is learning, too. Children who are future leaders thrive on early responsibility.
9. Encourage originality. Help them to do their own thing and praise them for producing "the only one in the whole world" even if you don't know which end to paste "up" on the wall. Develop pride in original and creative work.
10. Remember that the fine line between encouraging and pushing may make the difference between a happy and productive youngster and an unfulfilled underachieving child.
11. Help them with their skills. Help them plan their own projects and responsibilities in troop meetings, in camp and in the community.
12. Realize that there are times to reach out a helping hand and times to get out of the way. Knowing the difference makes you a gifted leader.

Adapted from hints for "gifted" parents, by Gina Ginsberg, Gifted Child Society, Inc.

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FORCES THAT SHAPE

We emphasize, in our program, those things that will help each girl to develop as a whole, healthy, socially-effective person.

To accomplish this very worthwhile goal requires that we take care to relate positively to every girl in the Troop. With this in mind, I want to share with you an excerpt from a Washington Post article adapted from A Child's Journey: Forces That Shape the Lives of Our Young, by Julius Segal, a psychologist on the staff of the National Institute of Mental Health.

"A true commitment to the child means an abiding concern for his or her welfare - one that is not conditional, that does not depend on the child's temperament or attractiveness or intelligence, that does not wax and wane in response to the child's day-to-day behavior. We cannot raise children with reservations in mind.

In the past few years I have talked with dozens of children in an attempt to elicit their views about their own development. What were the factors that most affected their own personalities? What would they do some day to strengthen the mental health of their own children?

In words that differed in style and mood, a common plea emerged. Give us a sense of being wanted and cherished, a sense of importance and uniqueness, and you will have offered us the psychological armor with which to cope, no matter what stresses life offers.

'What hurts most in the lack of interest and guidance . . . What helps most is the conviction that someone really cares.' 'A lot of my capacities and strengths, I have to think, came from . . . being given the feeling that I was important, that my future really counted.'

Children do not receive such messages of strength from adults whose commitment is unclear. Protecting the mental health of children takes time and energy, pain and self-sacrifice, for it demands the kind of caring that often places the child's future interest above our present ones. In the final reckoning, all the day-to-day variations in mood we spontaneously bring to the lives of children are of little significance if, beneath them all, there lies an abiding devotion to the child."

From Virginia Skyline Girl Scout Council's bulletin.

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A question of great moment

The Rights of Children and You

By Maria Heloisa de Souza Reis

On November 20th, 1959, UN proclaimed the Universal Declaration of the Rights of Children, which was unanimously accepted by the General Assembly, then in session.

In your guide group are these rights respected? Do not think this a strange question, the rights of children may be considered at various levels : national, state and municipal, by means of big Government projects, which involve great resources and special laws, but also in all sorts of small private communities, the home, schools and naturally the guide group.

We shall try to summarize the ten Principles of the Declaration and consider them in relation to the guide group, with the purpose of raising some points for discussion.

"ALL CHILDREN WILL ENJOY THE RIGHTS SET FORTH IN THIS DECLARATION, WITHOUT DISTINCTION OR DISCRIMINATION BECAUSE OF RACE, COLOUR, SEX, LANGUAGE, RELIGION, POLITICAL OPINIONS, SOCIAL OR NATIONAL ORIGIN, WEALTH, BIRTH OR ANY OTHER CONDITION BELONGING TO THE CHILD OR ITS FAMILY."

"THE CHILD WILL BE PROTECTED AGAINST ANY ACTS WHICH MAY CAUSE RACIAL, RELIGIOUS OR ANY OTHER DISCRIMINATION".

Points for debate:

Does the community where your group functions practise any form of discrimination? Which? The children in your group will hardly be able to escape from these influences they receive in their home or schools. How can you make of your group an open field, where current prejudices may be practically eliminated? How can you enrich the children's lives by means of an interchange based in the different characteristics they bring to the group?

"CHILDREN WILL ENJOY SPECIAL PROTECTION, OPPORTUNITIES AND FACILITIES BY LAW AND

OTHER MEANS, SO THEY WILL BE ABLE TO DEVELOP PHYSICALLY, MENTALLY, MORALLY, SPIRITUALLY AND SOCIALLY, IN A NORMAL AND HEALTHY FASHION, WITH DIGNITY AND FREEDOM".

What can your group do to help the schools in your community along these lines? What opportunities do they enjoy in the guide group? Do you give them a choice of activities which will ensure the normal development of the child in accordance with its age and needs and in relation to each of the points mentioned above? Consider them one by one. Do you see to the safety of the place where the children meet (protection against accidents, fire, criminals and doubtful characters) and of the transportation the child takes to reach the meeting place and return home?

"ALL CHILDREN, FROM THEIR BIRTH, WILL HAVE THE RIGHT TO A NAME"

Points for Discussion:

In your group is the child's full name known to everyone, even if it has a pet name? Is its name written correctly in index cards and registers? In today's society, many things depend on a person's correctly spelt name (identity cards, bank cheques, appointments). Are the children in your group taught to write and use correctly their own names and those of their companions?

"...THE CHILD HAS THE RIGHT TO GROW UP HEALTHY..."

Points for debate:

Are your meetings held either in the open air, or in a well ventilated place? Or do you not care if the windows are open or closed? Do the children rest and exercise themselves alternatively during meetings?

Are their clothes adequate, that is, they protect from cold or from the hot

sun, they allow the child to move freely?
Are they clean?

Do you propose games and activities which will lead to good alimentary habits, with full utilization of local resources?

Do you teach the children not to waste food, and not to serve themselves too abundantly, only to leave the food on their plates?

Do you give them good hygiene habits, such as washing their hands before meals?

Do they know how to use the bathroom properly (use of bathroom paper, proper flushing of appliances?) Do they keep the place of meeting clean and do not throw waste paper on the floor? When they take their dogs for a walk, do they see that they do not soil the sidewalks, parks or beaches, but use only the curb to satisfy their physiological needs? The health to which children are entitled depends on all this. Germs, worms, beetles, fleas and rats exist only in dirty places. How do you approach these matters in your group?

"PHYSICALLY, MENTALLY OR SOCIALLY HANDICAPPED CHILDREN WILL RECEIVE THE SPECIAL TREATMENT, EDUCATION AND CARE THEIR PECULIAR CONDITION ASKS FOR".

Points for debate:

Do you have in your group children with special needs? Do you try to understand and answer these needs? Are there in your quarter or city many underprivileged children, whose extreme poverty prevents their normal socialization and integration in a group? Have you reflected how the Guide Movement can help these children?

"FOR THE HARMONIOUS AND COMPLETE DEVELOPMENT OF ITS PERSONALITY, THE CHILD NEEDS LOVE AND UNDERSTANDING. WHENEVER POSSIBLE, IT SHOULD BE CARED FOR BY ITS PARENTS".

Points for debate:

Do you have a good relationship with the parents of the children in your group?

Do you debate with them the children's problems, so as to understand and educate them in conjunction with the

parents? Or do you only address the parents and ask for material contributions, for example, for a camping activity? Which are the difficulties you find in this relationship with parents? How do you surmount them?

"...THE CHILD WILL HAVE AMPLE OPPORTUNITIES TO PLAY AND HAVE A GOOD TIME, WHICH ARE THE MAIN PURPOSES OF ITS EDUCATION".

Points for debate:

Are the meetings in your group gay, happy and animated? Do they give the child an opportunity of developing and learning through games, which are never allowed to become dull through too much repetition?

"CHILDREN ARE NOT ALLOWED TO OCCUPY THEMSELVES WITH ACTIVITIES WHICH MAY IMPAIR THEIR HEALTH OR EDUCATION, OR WHICH WILL INTERFERE WITH THEIR PHYSICAL, MENTAL OR MORAL DEVELOPMENT...."

Points for debate:

If the group is taking part in a financial drive, do you allow the children to ask for money or donations? An adult has sufficient understanding to do this, in the name of a movement which serves the community that is being appealed to, but a child may acquire wrong habits and attitudes if it is allowed to beg to solve its problems.

Do you direct the children so that they understand that it is through work, a special activity or service, that they may obtain funds to carry out their plans?

Do you support them in these activities so that they will be successful?

Do you allow children to stand for long hours during civic ceremonies? Or do you see that their participation in these ceremonies is adequate to their age.

The above is a rather superficial analysis of the Principles of the Declaration of Children's Rights, because our space is limited. It will be your job to study and enrich the different points raised, by means of research and debates.

(Transcribed from "BANDEIRANTES"4-76)

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FACT SHEET FOR PARENTS OF GIFTED AND TALENTED CHILDREN

(from Dept. of Health, Education & Welfare)

WHO ARE GIFTED AND TALENTED CHILDREN?

Gifted and talented children are those who do things a little earlier, a little faster, a little better, and probably a little differently from most other children.

Former U.S. Commissioner of Education Sidney P. Marland, Jr. in his August 1971 report to Congress stated, "Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society."

WHAT ARE GIFTED AND TALENTED CHILDREN LIKE?

The same report continued: "Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination.

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual or performing arts
6. psychomotor ability."

HOW DO I KNOW IF MY CHILD IS GIFTED AND/OR TALENTED?

If your child fits into one or more of the above categories, it is likely that he or she is gifted and/or talented.

HOW MANY GIFTED AND TALENTED CHILDREN ARE THERE?

Commissioner Marland's report to Congress provides this information: "A conservative estimate of the gifted and talented population ranges between 1.5 and 2.5 million children out of a total elementary and secondary school population (1970 estimate) of 51.6 million."

DO GIFTED AND TALENTED CHILDREN NEED HELP?

Yes. All children need the help, guidance and support of the people around them.

IF GIFTED AND TALENTED CHILDREN ARE "SO SMART ALREADY", DO THEY HAVE SPECIAL LEARNING NEEDS?

Indeed they do. All children should have opportunities to learn all they are able to learn. We accept the rightful need for special attention to the slower learner. It is only fair to offer gifted and talented children the kind of education that meets their special and different learning styles.

WON'T SPECIAL ATTENTION MAKE SNOBS OF OUR GIFTED AND TALENTED CHILDREN?

On the contrary. Grouping gifted and/or talented students with other of like ability some of the time, will demonstrate to them that they don't "know it all", will provide healthy competition, and it will let them enjoy the impact of one fine mind or another.

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HOW CAN I TELL IF MY SCHOOL IS OFFERING THE RIGHT PROGRAM FOR MY GIFTED AND/OR TALENTED CHILD?

If your children are challenged to learn as much as they are able to learn, if they respect school and teachers, and if they search for knowledge independently to supplement school work, they are getting an education commensurate with their potential.

WHAT CAN I AS A PARENT DO?

The parent of a gifted and/or talented child has two responsibilities: (1) to accept and support the child at home in every way, and (2) to be a well informed advocate of all gifted and talented children by working with educators and legislators supporting appropriate education for them.

WHO CAN HELP?

National/federal information.....

HEW
U.S. Office of Education for the Gifted and Talented
Washington, DC 20202
Telephone: 202-245-2482

Service for Educators.....

National/State Leadership Training Institute for the Gifted and Talented
11539 Maple Ridge Road
Reston, VA 22090
Telephone: 703-437-8686

Printed Material.....

ERIC Clearinghouse for Handicapped and Gifted
1920 Association Drive
Reston, VA 22091
Telephone: 703-620-3660

Legislative Information.....

Your Senator or Representative

Information about your child's school..

Your superintendent, your principal, your board of education

Information about your child in school..

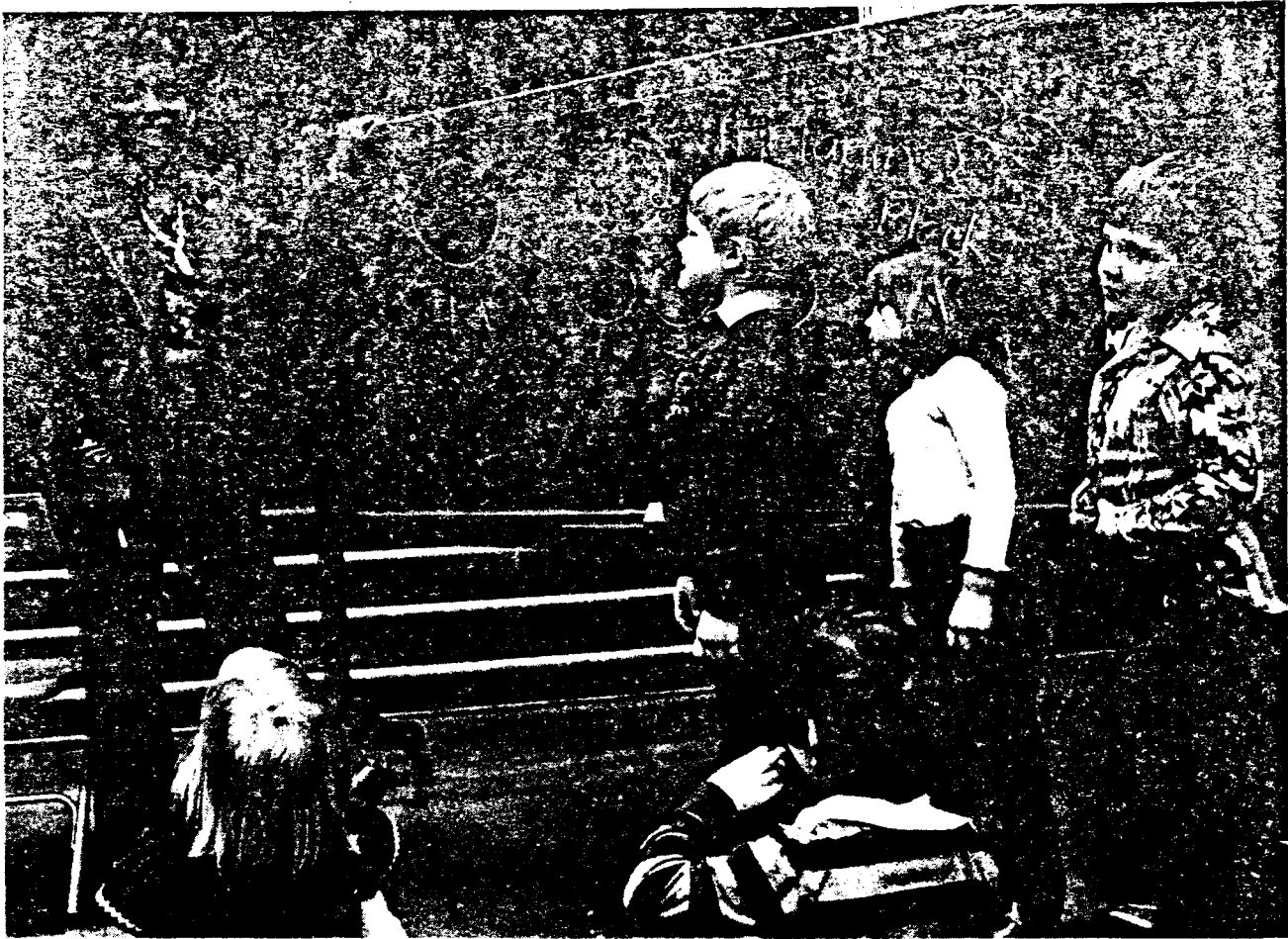
Your child's teacher

Parent and local information.....

Gina Ginsberg, Executive Director
Gifted Child Society, Inc.
59 Glen Gray Road
Oakland, NJ 07436
Telephone: 201-337-7058

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A Preschoolers' Human Relations Course

BY ROSEMARY THIELKE

Sit up straight, all you smart adults! Give a definition of melanin and discuss its relation to human rights. You can't? Then go to the foot of the class—the preschool class.

In Wisconsin quite a few 3- and 4-year-olds are highly aware of melanin. They find it very interesting to know that melanin accounts for the fascinating varieties of human skin coloring. They understand, too, that marvelous as our skins are, they are only the wrappings on "people packages." The real person is hidden inside and can't be judged by what we see on the outside.

Human rights training for the very young is being spurred in this state by a directive from the license board for day care centers and

nursery schools. Although equal rights have been a requirement for all facilities for young children, the state went further recently and asked each director to develop a definite program on paper. Fortunately, the successful Individualized Differences Program in the Madison public schools had dozens of ideas to share. Specialist Marlene Cummings, a member of the committee that put it together, is now sharing the program with teachers throughout the state.

Sometimes she has found adults who protest that 3-year-old children are too young to develop prejudice. "I won't accept that," Ms. Cummings says. "How can kindergarten kids be intolerant if they haven't learned how to be that way at preschool age?"

Fostering Respect

In mapping out the program, the committee agreed that before children could care about others, they had to have a good self-concept. But this is not easy in a society like ours.

"Children are allowed to ruin themselves," says Ms. Cummings. "Adults let youngsters taunt one another, and say, 'Sticks and stones can break your bones, but words can never hurt you'—but this is totally untrue: words *can* hurt. And we let children go into the outside world with no protection, no training to help them like themselves. We wait until they destroy

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property before we take action. Even then we don't pay attention to the violence being done to the kids themselves."

However, adults are not totally responsible for this unfortunate state of affairs. According to Dr. Jack Westman, a psychologist on the planning committee, "We are all victims of a society that has not taught us to respect differences in others. We all have prejudices and unwittingly often pass them on to others. Children are especially impressionable."

Part of the Madison project was to study the history of human relations in this country. It was found that prior to the 1950s, people were studied about in groups, not as individuals. Races were described as different from "our" race in a way that seemed

inferior. Black, white, or whatever color, we were the best. And people who did things differently were a little inferior.

In the next period we decided we wouldn't see differences at all, we would all dissolve into great melting pots. We said that people had more similarities than differences. With the best intentions in the world, we told children it was bad to talk about differences. They weren't supposed to notice any. But children are naturally curious and interested, so they saw differences just the same.

In the 1960s we began to acknowledge differences and respect them. But we found that respect is something that children must be taught; it doesn't develop naturally.

"If you let children come up with their own explanations, they will

give you cruel names for people with deformities or simply skin color that is different," Ms. Cummings says. She tells of a small boy in Madison who was called "Pillsbury Doughboy" by other children because he was the whitest in his classroom. He was driven to tears many times until the teacher discussed melanin and how light-skinned people had little of it and dark people had a lot of it. The children were very interested to learn this and, because of their understanding, discarded their prejudice.

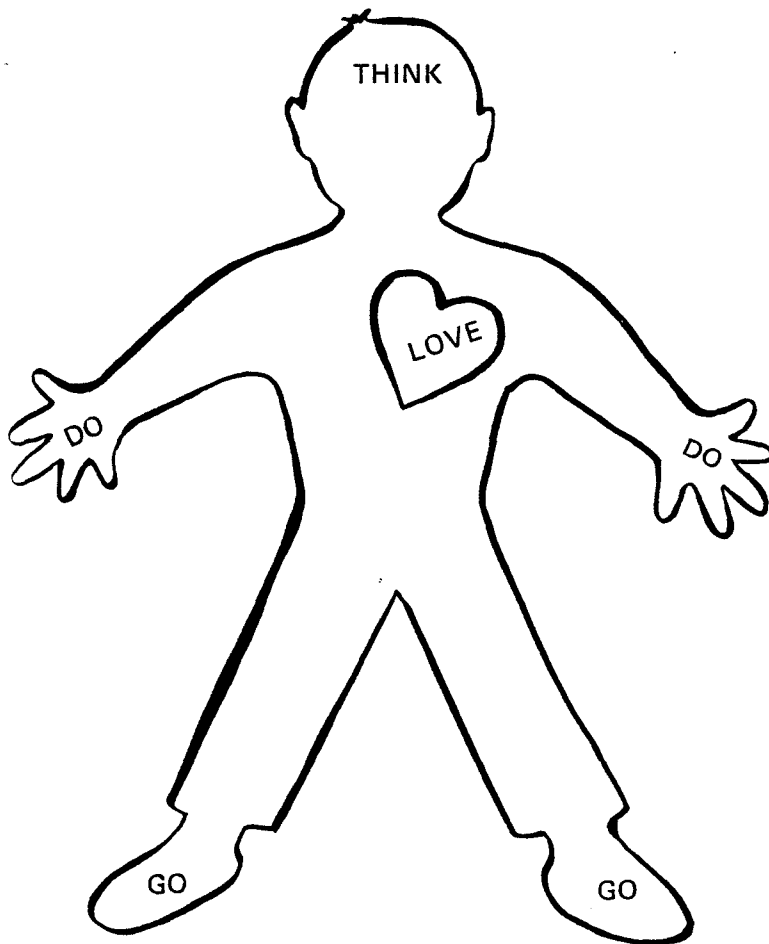
Learning about Differences

A tenet of the Madison program is that you can't respect what you can't see. So children are encouraged to bring pictures of human differences to class. They share pictures of people with different clothes, different skin colors, different ways of living, of people who are old, in wheelchairs, or blind.

The children also find out that there is a rational way to accept different kinds of family structures. For example, the home of a divorced parent is often referred to as a "broken" home. However in many cases the child is happier with one parent because there were continual fights and even abuse when the parents lived together. A small girl was not bothered by growing up in a divorced home until she went to school and was pitied by teachers and children who made her think it was something dreadful.

Another type of stereotyping Marlene Cummings points out is careless phrasing, such as "Stop acting like wild Indians!" Hearing this, a child gets the impression that Indians are wild.

No Cummings presentation is complete without introductions to a boxful of puppets. They illustrate all shades of skin color, including freckles. There are costumed Asian, Nigerian-American, Navaho, and Latin dolls. There is a fat girl with a cowlick, a boy with a hearing aid, another with crutches, and even one with a hook for an arm.



The "Me Outline."

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While holding the puppet, the teacher encourages the children to ask questions of the puppet. How does he feel about his problem? Where does she live? What does he like to eat? Sometimes people from organized groups, such as the Epilepsy Society, come in to meet the kids and answer questions.

Effective Activities

The "People Packages" are particularly effective in developing a small person's self-concept. The "package" can be simply a vehicle for discussion or an actual box. Children are introduced to them somewhat like this:

Everyone is born like a present to lots of somebodies. Just think of what a wonderful present you were to lots of people. Now, what was your wrapping paper?

Skin.

That's right. What color?

Black. White. Brown. . . .

Good. And what color are your eyes? What is the shape of your nose? Is your hair straight or curly? Who has glasses? A hearing aid? Crutches?

After each child answers about himself or herself, the teacher continues:

What is your package decoration?

My green shirt. My blue slacks. My red hair ribbon. My gold bracelet.

You have really beautiful decorations. Now what is the shape of your package? Are you fat? Thin? Short? Tall?

(Words like *fat* or *Black* are used frequently to desensitize children about their use, to show them they are not "bad" words.)

"What's inside your package? What do you like best? Tell us your favorite games, foods, places to go. What's the name of your church? You see, when you get inside a person you find out that they are many



Marlene Cummings introduces a blind puppet to young children.

things. If you take just one fact out and say the person is Japanese or a Republican, you don't know the whole person.

Another happy project is the "Me Outline." Good and bad feelings come out when the child is doing this, and each child realizes he or she is a very interesting person. It also tells the teacher a great deal about the child's reactions.

You start the Me Outline by drawing around the child on a sheet of brown paper, ending up with a cookie cutter shape. Then have the child cut out magazine pictures of things he or she thinks about, loves, does, or wants to do.

The things thought about are pasted on the head. These may include dreaming of having a two-wheeler and hating a sister.

A child may paste a picture of a cat and a boy swimming on the heart—that is the "love" section.

The arms, that are the "do" sections, will have pictures of activities, such as swinging and eating.

The "go" sections, the legs, may be decorated with photos of a park and an ocean.

Day by day, the children add pictures until they have ten in each of the four parts.

These are only a few of the 270 activities in the Individual Differences basic book. There are also drawings of costumes, descriptions of famous Americans from different cultures, ethnic recipes, and lists of books, films, filmstrips, TV programs, and magazines. A supplement with 30 more projects and a parent's guide are part of the Madison program as well.

Adults exposed to the program agree it's great. They're learning as much as the preschoolers.

(The Individual Differences Book K-5 and the Supplement 4-5 are each \$4.25, and the Parent's Guide is \$1.50. They may be ordered from the Department of Human Relations, Madison Metropolitan School District, 545 West Dayton Street, Madison, Wisconsin 53703. A reprinting for national commercial distribution is planned.) ■

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INTERNATIONAL YEAR OF THE CHILD

SUGGESTED ACTIVITIES FOR CADETTE AND SENIOR GIRL SCOUTS

The International Year of the Child, with its emphasis on the rights of children and their physical and social well-being in our own communities and around the world, provides an excellent opportunity for older girls to realize the growth described in the program emphases of Program Update (GSUSA Cat. #26-275), deepening awareness of self, relating to others with increasing skill and maturity, developing values, and contributing to betterment of society through their own talents and in cooperative efforts with others. Projects might focus on awareness of the rights of children and young people and on learning how to take a position in issues which concern Girl Scouting nationally and locally, such as juvenile justice, camp safety, youth employment opportunities, child welfare issues. Here are some community service projects which older girls in Girl Scout councils might carry out during International Year of the Child.

- Explore an issue which the United States Commission for International Year of the Child is emphasizing, such as youth employment opportunities in your community
Resource: From Dreams to Reality (GSUSA Cat. #20-810, Adventures in Careers, #20-811, Career Cards, #20-812, Leader's Guide), enclosed pamphlets
- Find out about juvenile rights and the Juvenile Justice and Delinquency Prevention Act: provide baby-sitting service in family court
Resource: enclosed pamphlets, local family court or probation officer
- Survey governmental and non-governmental services available to children in your community and state
Resource: League of Women Voters, local child-serving agencies
- Prepare a 5 to 10 minute script on the Rights of the Child for your local radio or TV station, school television station, or school assembly
Resource: Nov/Dec 1978 Leader magazine, U.S. Committee for UNICEF, local UNICEF committee
- Develop a project with a group from another youth agency which will increase awareness of and knowledge about potential action to solve a major world problem, such as hunger, natural disasters, urbanization, illiteracy, unemployment, physical and mental disabilities
Resource: Your local library, recent periodicals
- Plan a rap session, perhaps an intergenerational one, on issues of parenting and the family
Resource: Girl Greatness (GSUSA AV73-96) film strip with supporting materials

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RESOURCES

The "gift box" contains the following resources which may help older girls working on these projects or designing their own for IYC:

- a description of the National Youth Worker Education Project, which has trained Girl Scout staff/volunteers/board members in every region in adolescent needs and concerns.
- a list of area coordinators for the National Youth Worker Education Project, who may be contacted by councils as resource persons and for information on using the free traveling library of material on adolescent needs, delinquency, etc. which are available through the National Youth Worker Education Project.
- "Working together...making it work" a history and explanation of Juvenile Justice Act of 1974 and its mandate to youth-serving agencies.
- "A Different Game - Collaborating to Serve Youth At Risk" which explains support from the Law Enforcement Assistance Administration (LEAA) for Girl Scout councils and other agencies, and lists the national groups with whom GSUSA is working on projects for youth as risk.

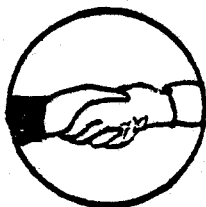
The following organizations can provide information and resources on children's issues:

- Black Child Development Institute, 1463 Rhode Island Avenue NW, Washington, D.C. 20036
- Child Welfare League of America, 1346 Connecticut Avenue NW, Washington, D.C. 20036
- Children's Defense Fund, 1520 New Hampshire Avenue NW, Washington, D.C. 20036
- Justice for Children and Families Project, National Council of Churches, 475 Riverside Drive, Room 564, New York, NY 10027
- The National Center on Child Abuse and Neglect, U.S. Children's Bureau, P.O. Box 1182, Washington, D.C. 20013

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INTERNATIONAL POST BOX

APPROACHING A 60TH BIRTHDAY a long history in evidence by the time of the first world conference held in 1920. The Post Box was the first link in the chain of International (Girl) Scouting. Here is an account by Great Britain's Post Box Secretary: "Correspondence is greatly on the increase, the bulk of it naturally being between the english speaking countries, but English Guides are also writing to Brazil, Chile, China, France, Serbia and Italy and are anxious for more correspondence."*



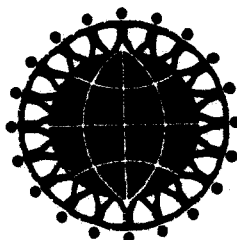
CADETTE, SENIOR AND CAMPUS GIRL SCOUTS

Care to learn how much alike people are all over the world, regardless of different backgrounds & cultures? Are your goals, wishes, dreams and problems much different from your pen friends?

Share your world with a girl from another country and you can share hers. You can do this through the International Post Box, established to link USA Girl Scouts with girls of like ages in other countries.

Send your full name/address & age plus other languages you can write or have translate (this is not a requirement) & 3 areas you wish to write, along with a stamped self addressed envelope to:

INTERNATIONAL POST BOX
Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022



BROWNIE AND JUNIOR GIRL SCOUTS

The Big Blue Marble, a children's TV series is designed for 8-12 year olds and is devoted to international understanding. One of its features is a "Dear Pen Pal" program which links the names of girls by age and interest by computer.

The links supplied are on an international basis as available, but if names from abroad are limited, the girls or troop will be linked within the U.S.A.

A girl may write as an individual or representing her troop. The writer may ask to be linked with other Girl Guides/Girl Scouts.

Include your full name/address & age.
Write to:

BIG BLUE MARBLE
Dept. G.S.
P.O.B. 4054
Santa Barbara, California 93103

* From "The First 50 Years" by Alix Liddell, The Girl Guides Association

Much of the following discussions are admittedly rather negative in nature. Please do not take this to mean the International Post Box is not "alive and well." The purpose of this piece is to make you aware of the problems and reasons for delays in getting links for the girls. The International Post Box is a valuable, rewarding adjunct to the Girl Scouting program. Thousands of the girls are linked each year. An average of 100 U.S.A. troops are linked each year. Even if it has taken a while to make the link, the girls interest level will go sky high again when they do receive the name and address of their new friend.

LETS TALK

WILL IT COST MONEY TO HAVE A PEN FRIEND? IT DOESN'T HAVE TO COST ANY MORE THAN THE POSTAL CHARGES. ANY FURTHER COST IS UP TO THE CORRESPONDENTS.

SHOULD I SEND GIFTS TO MY PEN FRIEND?...WONDERFUL! BUT BE CAREFUL NOT TO SEND ANYTHING WHERE A CUSTOMS DUTY WOULD HAVE TO BE PAID. ALSO, REMEMBER THAT A PEN FRIEND OR TROOP WILL FEEL OBLIGATED TO RETURN SOMETHING OF LIKE VALUE, AND MAY NOT HAVE THE RESOURCES TO DO SO.

ARE ALL PEN FRIEND LINKS BETWEEN GIRL SCOUTS AND GIRL GUIDES? NO. ALTHOUGH THIS IS THE BASIS FOR THE INTERNATIONAL POST BOX, THE NUMBER OF REQUESTS FROM MEMBERS IN THE U.S.A. MAKES IT DIFFICULT TO LINK ONLY WITH OUR SISTER GIRL GUIDES/GIRL SCOUTS ABROAD. OTHER PEN PAL CLUBS ARE SOMETIMES USED IN ORDER TO HAVE ENOUGH LINKS FOR OUR MEMBERSHIP.

ARE ALL COUNTRIES OF THE WORLD ASSOCIATION ACTIVE IN THE INTERNATIONAL POST BOX?... ACTUALLY, THE NUMBER OF COUNTRIES ABLE TO ARRANGE LARGE NUMBERS OF LINKS IS QUITE LIMITED. THE REASONS FOR THIS ARE MANY, SUCH AS THE SIZE OF THE ORGANIZATION, LANGUAGE, POSTAL CAPABILITY OR COST, PRIORITIES OF THE NATIONAL ORGANIZATION, ETC.

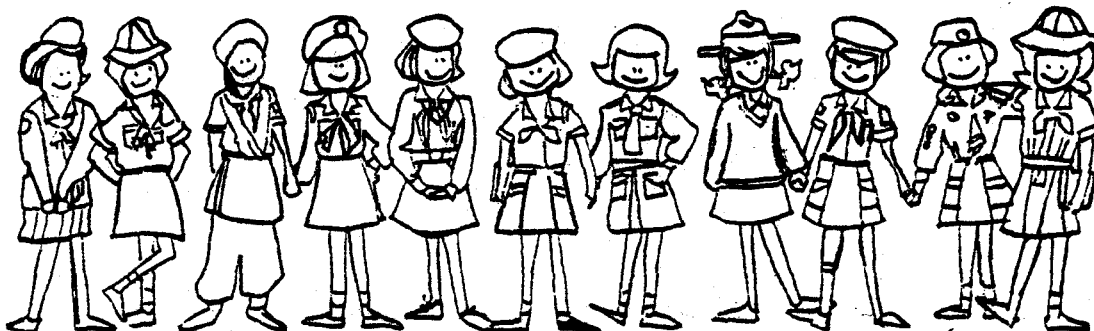
WHY CAN'T BROWNIES AND JUNIORS GET PEN FRIENDS ABROAD? THEY CAN! USING THE INTERNATIONAL POST BOX ON A TROOP-TO-TROOP BASIS AS AVAILABLE. THROUGH THE BIG BLUE MARBLE (SEE OTHER SIDE) AS AVAILABLE.

WHAT IS A TROOP LINK? WHY ARE TROOP LINKS SO DIFFICULT TO GET?...A LINKING BETWEEN TWO TROOPS WITH THE CORRESPONDENCE BEING A GROUP EFFORT. THERE ARE NOT ENOUGH LINKS COMING FROM ABROAD TO SATISFY ALL OF OUR TROOPS (REMEMBER OUR MEMBERSHIP ALONE ALMOST EQUALS THE BALANCE OF ALL 93 COUNTRIES). THIS RESULTS IN A VERY LONG WAITING TIME AND OFTEN WITH NO RESULTS.

CAN INDIVIDUAL LINKS BECOME A TROOP ACTIVITY? CERTAINLY! HOW A PEN FRIEND EXPERIENCE IS HANDLED IS TOTALLY UP TO THE GIRLS INVOLVED. IT CAN BE AN INDIVIDUAL EXPERIENCE, AND IT CAN ALSO BECOME AN ENRICHING EXPERIENCE TO SHARE WITH THE TROOP.

WHY ARE TROOP LINKS DISCOURAGED FOR A THINKING DAY ACTIVITY? TROOP LINKS AS WELL AS INDIVIDUAL LINKS, ARE ONGOING CONTACTS AND ARE ENCOURAGED TO LAST FOR SEVERAL YEARS. A SINGLE EXCHANGE SUCH AS THE THINKING DAY GREETINGS ARE GENERALLY WITH NO COMMITMENT TO ESTABLISH THIS ONGOING EXPERIENCE.

WHEN PENMANSHIP/SPELLING IS POOR, SHOULD GETTING A LINK BE DISCOURAGED?... THERE'S A GOOD CHANCE THE WRITING SKILLS MAY NOT BE GOOD. HOWEVER, WHAT BETTER WAY OF PROVIDING A REASON TO IMPROVE THIS IMPORTANT SKILL? THE INTERNATIONAL POST BOX IS ABOVE ALL AN EXCITING EDUCATIONAL AND DEVELOPMENTAL EXPERIENCE FOR A YOUNG PERSON.



GIRL SCOUTS IN THE UNITED STATES OF AMERICA ARE LINKED WITH GIRLS AROUND THE WORLD THROUGH THE WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS.