



COUNCIL QUESTS

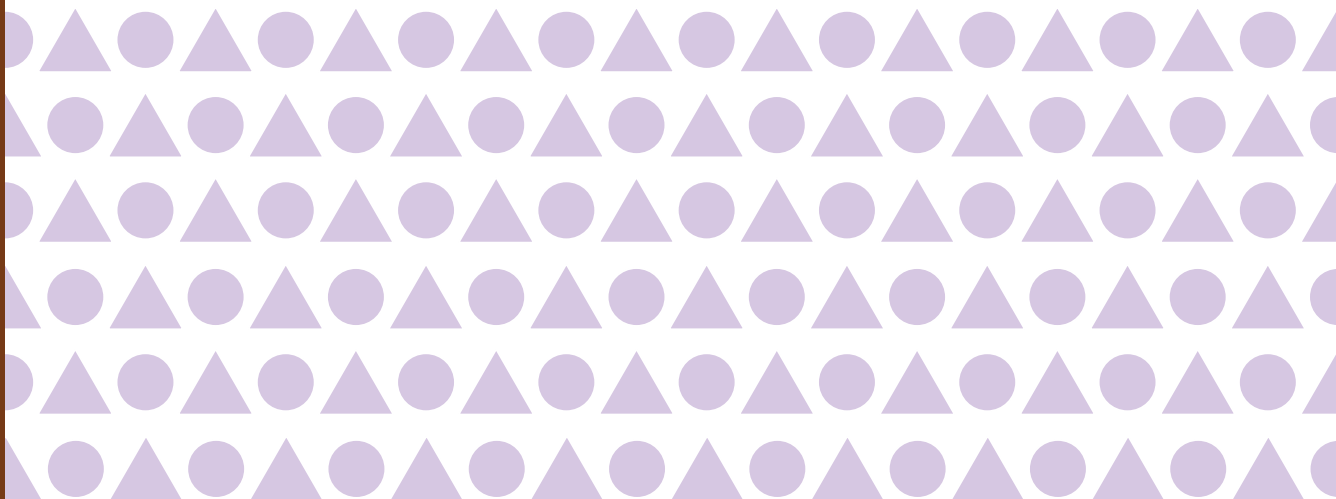
—— Josephine's Journey ——
Camp Holloway: 1955



Brownie



Junior



Josephine's Journey

Welcome to the Josephine's Journey Council Quest! We are so excited that you and your troop have decided to undergo this new adventure!

At Girl Scouts of Middle Tennessee, we strongly believe in the efficacy and importance of Diversity, Equity, and Inclusion (DEI) education. We also acknowledge that the prospective of engaging with these ideas can be daunting when it comes to working with your Girl Scouts, especially if you don't feel like an expert on the topic yourself.

Let's first address the question, **"What is DEI?"** Diversity and Inclusion are fairly straightforward: respecting a variety of identities and making sure everyone can have a seat at the table when it comes to ideas and decision making. Equity refers to an equality of outcomes, not just opportunities. In practice, this could mean offering extra assistance to those who face barriers to Girl Scouting, such as providing financial assistance or creating materials in a variety of languages.

Remember that as you work through this material, it is normal for girls and adults to feel uncomfortable at different times. We don't expect you to have a perfect grasp of every topic right off the bat – approach this material as an opportunity for you and your Girl Scout troop to learn and grow together. Encourage questions and be prepared to look things up if you don't know the answer. For more resources, we recommend you check out the Council Quest Resources website.

A list of terms that we use over the course of this Council Quest are included on page 4. We encourage parents review these terms with their Girl Scouts before and after the Council Quest sessions and continue to initiate discussions about these difficult topics.

If you have any questions about the material included in this quest, please do not hesitate to reach out the GSMIDTN Programs Team and our Curriculum Specialist. Happy Questing!

Sincerely,

The Programs Team

Girl Scouts of Middle Tennessee

We are deeply grateful for the support from Ascend Federal Credit Union.



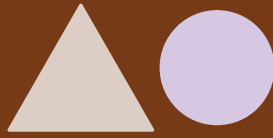


Table of Contents

- 3 Session 1:** Who was Josephine Holloway and why do we have a camp named after her?
- 9 Session 2:** What made Camp Holloway different and unique in 1955?
- 13 Session 3:** What was it like to be a camper at Camp Holloway in 1955?
- 17 Session 4:** How has Camp Holloway changed between 1965 and today?

Key Terms and Definitions

Identity – The qualities, characteristics, or beliefs that make a person who they are

Racism – A belief that a particular racial group is inferior to others

Discrimination – Purposefully leaving someone out based on a certain quality, like race, gender, or age

Segregation – Separating people based on a certain quality, especially race

Oppression – A system of discrimination that benefits one group of people while putting down another

Bystander – Someone who witnesses bullying or discrimination


Perseverance – Continuing to do something even if it is stressful or difficult

Accessibility – How easy it is for people who face barriers to get services or things they need

Session 1: Who was Josephine Holloway and why do we have a camp named after her?

Materials Needed:

- Roll of removable tape (painter's or masking)
- *Poster board or white board (optional)*
- Markers or crayons
- Pens or pencils
- Printouts:
 - Body outline handouts (one for each girl)
 - Museum placards (one copy)
- Snack ingredients
- Materials for obstacle course (e.g. hula hoop, jump rope, cones, etc.)
- Construction paper
- Blank paper
- Scissors
- Glue
- *Magazines (optional, for collages)*

 **Be Prepared:** This session involves real stories of racism and discrimination, which may be upsetting to some Girl Scouts.

Before the Meeting

Activity Plan Length: 1 hour 45 min

Show and Tell:

- Ask each girl to bring an item from home that represents a unique part of her identity for a show-and-tell. This item could be connected to her gender identity, race, religion, ethnicity, or another part of her identity.

Snack Preparation:

- Consider creating snacks that could have been enjoyed by Girl Scouts at Camp Holloway in the 1950's. Ideas may include:
 - Friendship Salad: Each girl brings a different type of fruit which can be mixed with honey and a dash of lemon juice. Add marshmallows or chopped nuts for fun.
 - GORP: Mix together any combination of granola, dried fruit, pretzels, nuts, or chocolate candies that you like.
 - Ants on a Log: Fill celery stalks with nut butter, hummus, or cream cheese and top with raisins or Craisins.

Getting Started

Steps:

1. Welcome girls to the meeting.

2. Recite the Girl Scout Promise and Law.

- 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.
- 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 to be a sister to every Girl Scout.

Warm Up: Number Line

(developed from *Me and We: We Are All Similar and Different*, Learning for Justice)

Time Allotment: 15 min

Materials Needed:

- Roll of tape

Prep Needed:

- Mark number line on the floor with tape.

Steps:

1. Take turns calling out concepts, items, or titles one by one. Stand where you would rate each thing on the number line, with 1 being the worst and 10 being the best. For example, you may rate something you like as a 7 or 8, or something you are not a fan of as a 2 or 3. You may choose from categories including:

- Types of foods
- Camp activities (making s'mores, horseback riding, swimming, etc.)
- Movies or genres of movies
- Musical artists or genres of music
- Animals
- Sports

2. Once you have rated each item, look around to see where your fellow Girl Scouts stand on the number line. Do your ratings differ?

3. Return to your seats and discuss the following:

- What brings you together as friends?
- What kinds of behaviors are important for people to stay friends with each other?

Activity #1: Identity – Show-and-Tell

Time Allotment: 30 min

Materials Needed:

- Show-and-tell items
- *Poster board or white board (optional)*
- Markers or crayons
- Body Outline handouts (one for each girl)



In this activity, we will learn about **identity – the qualities, characteristics, or beliefs that make a person who they are.**

Steps:

1. Sit in a circle for show-and-tell.
2. As a group, list examples of groups in society that you might belong to. Consider writing these down on a poster board or white board so everyone can see. Possible answers may include gender, race, religion, ethnicity, age, class, ability, etc. Add other groups to your list as your troop sees fit. Remember that people can belong to multiple group identities at the same time.
3. As you each present your show-and-tell, express how your item relates to one or more of your identities.
4. Return to tables and distribute body outline handouts and writing/drawing utensils.
5. Draw or write your favorite interests (hobbies, qualities about yourself, the things that make you unique) on the inside of your body outline and draw or write representations of your group identity outside of your body outline.
6. Share your drawings with the group. As you listen to each girl talk about her body outline, think about how your interests bring you together and your differences make you unique. Do other girls in your troop share your interests or some of your group identities?

Activity #2: Diversity – Josephine’s Story

Time Allotment: 20 min

Materials Needed:

- Pens or pencils
- Body Outlines (previous activity)



Go over a few definitions before we read about Josephine Holloway. Have you heard these terms before?

- **Racism** – a belief that a particular racial group is inferior to others
- **Segregation** – separating people based on a certain quality, especially race
- **Oppression** – a system of discrimination that benefits one group of people while putting down another

Steps:

1. Take turns reading this story about Josephine Holloway together:

Josephine Holloway dreamed of bringing Girl Scouting to girls at a local women’s shelter in Nashville, Tennessee. She attended a Girl Scout training with Juliette Gordon Low. She started her first group in 1924, and by the end of the year, more than 300 girls there were engaged in Girl Scout-inspired activities.

Nearly 10 years later in 1933, when Black people and other minorities in our country still faced racism, Josephine made her first attempt to form an official troop for African American girls, but her request was initially denied. The local council said no, stating that it was too expensive to create separate resources for Black girls. Nevertheless, Josephine pressed on, operating an unofficial troop for 10 years until, in 1942, after much perseverance, the region’s first African American Girl Scout troop was established. At this time, segregation and oppression was commonplace for Black people.

In 1951, the Girl Scout Council of Cumberland Valley (now Girl Scouts of Middle Tennessee) purchased land for a camp that would serve Black Girl Scouts. In 1955, Camp Holloway opened, named in honor of Josephine. At the time, many National Parks excluded Black people from entering, so Camp Holloway was a very special place.

With many years of experience serving girls under her belt, Josephine had become a well-respected member of the community and an expert on girls’ issues. She was eventually hired by Girl Scouts as a field advisor for Black troops, and she worked there until her retirement in 1963. She reportedly supervised over 2,000 African American girls and adults.

In 1976, she was named a "Hidden Heroine" for her accomplishments by GSUSA. Today, girls of all races, religions, and backgrounds gather at Camp Holloway, a historic camp established in Josephine’s honor, to discover fun and friendship, and the power of girls working, learning, and exploring their world together.

Adapted from blog.girlscouts.org

2. Look at all of the qualities you listed on your Body Outlines – can you find three ways you are similar to Josephine? How about three ways you are different? These can be your qualities or the groups you belong to. For example, you are both Girl Scouts. Make a “T” chart and write them down.

Example:

Similarities	Differences

3. Have everyone share one similarity and one difference they have with Josephine. Are your answers the same as everyone else’s?

Snacktivity: Barriers

Time Allotment: 20 min

Materials Needed:

- Snack ingredients
- Materials for obstacle course (e.g. hula hoop, jump rope, ball, etc.)

Steps:

1. Divide into two groups based on the first letter of your name. A-M will be one group and N-Z will be the other.
2. Set up a short obstacle course, either with supplies you bring or items from your meeting space. Examples of tasks include:
 - Jump in and out of a hula hoop five times
 - Jump rope five times
 - Kick a ball around a chair and back
3. Have each member of the A-M group complete the obstacle course. Then, remove all but one of the obstacles and have the N-Z girls complete the course.
4. As you sit down for snack, discuss the following:
 - Was this activity fair? Why or why not?
 - How did it feel to be part of the group who had to go through more obstacles?
 - Why do you think it was important to Josephine Holloway to open a camp for Black Girl Scouts in 1955?

Activity #3: Justice – Mini Museum

Time Allotment: 20 min

Materials Needed:

- Museum Placards handout (one copy)
- Blank paper
- Construction paper
- Pens or pencils
- Markers or crayons
- Scissors
- Tape
- Glue
- *Magazines (optional, for collages)*



We will create a mini museum to represent Josephine Holloway's life and contribution to Girl Scouts.

Steps:

1. In groups of two or three, pick one part of the Girl Scout Law that relates to Josephine's story.

For example:

Respect Authority - Josephine was recognized as an expert on girl issues in the community.

2. Cut out your museum placard. Paste on a piece of construction paper. With your group, draw a picture or create a collage from magazine images to illustrate how Josephine embodied that part of the law.
3. Create a frame using construction paper – make it as fancy as you'd like! Glue it to your drawing or collage and hang on the wall with tape. Don't forget to hang your museum placard underneath as well.
4. "Tour" the museum as a troop. Have each group explain the part of the law depicted in their drawing or collage.
5. End your meeting with a Friendship Circle.

Session 2: What made Camp Holloway different and unique in 1955?

Materials Needed:

- *Poster board or white board (optional)*
- *Audio/video equipment (optional)*
- *Snack ingredients*
- *Girl Scout Stationery handouts*
- *Markers or crayons*
- *Pens or pencils*
- *Crafting supplies (e.g. stickers, etc.)(optional)*



Be Prepared:

This session contains discussion of real stories of unfairness and segregation, which may be upsetting to some Girl Scouts.

Before the Meeting

Activity Plan Length: 1 hour 40 min

Snack Preparation:

- **Edible Fire:** Use allergy-appropriate materials to create an edible campfire to enjoy at your camp. Build each step and discuss fire safety along the way. Don't forget to serve with a "bucket" of water! Ideas may include:
 - Camp Site/Safety Circle: wax paper, paper towel, napkin, graham cracker, large cookie, lettuce leaf
 - Fire Ring: mini marshmallows, large marshmallows, jelly beans, peanuts, corn cereal, peanut M&Ms, Cheerios, raisins
 - Tinder: coconut, crumbled shredded wheat, shredded cheese, shredded lettuce or carrots, Chow Mein noodles
 - Kindling: pretzel sticks, potato sticks, thin slices of pepper
 - Fuel and Logs: pretzel logs, bite size tootsie rolls, carrot sticks, bread sticks, celery sticks, cheese puffs
 - Charcoal: raisins, chocolate chips
 - Match Stick: licorice stick, candy corn stuck on a toothpick, thin pretzel sticks
 - Fire Starter: Hershey's Kiss, gum drops

Getting Started

Steps:

1. Welcome girls to the meeting.
2. Recite the Girl Scout Promise and Law.

- 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.
- 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 to be a sister to every Girl Scout.

Warm Up: Girl Scout Concentration

Time Allotment: 15 min

★ This is a game of Concentration with a twist: girls have to think of camp-related topics (e.g. tents, campfires, bugs, s'mores, etc.).

Steps:

1. Sit in a circle and choose one girl to start. Clap hands rhythmically and chant, "[group] Concentration...64...no repeats...or hesitations... [one Girl Scout] I'll start...you follow...Category is ... camp things."
2. Girl Scouts say their camp items in turn as they go around the circle. If no one is eliminated, continue to go around the circle, thinking of new terms.
 - For an added challenge, choose a different camp category for each round (e.g. camp food, camp activities, animals at camp, etc.)
3. Eliminate the girl who repeats a term or "hesitates" (cannot think of something in time) each round until only two are left. They will be in charge of writing down the terms in the next activity.

Activity #1: Identity – Compare and Contrast

Time Allotment: 15 min

Materials Needed:

- *Poster board or white board (optional)*
- Paper
- Markers or crayons

Steps:

1. Return to your seats and discuss the similarities and differences between a standard camp and Camp Holloway. Have the final two girls from the warm-up activity write down some of the camp things you mentioned during Concentration. How many of those could be found at Camp Holloway in 1955? What did Camp Holloway have that a standard camp may not?

Activity #2: Diversity – Understanding Segregation

(adapted from *Learning for Justice*)

Time Allotment: 20 min

Materials Needed:

- *Audio/video equipment (optional)*

Prep Needed:

- Visit the Council Quest Resources website for Ruby Bridges video.



Remember last time you met, you learned segregation means separating people, particularly based on race.

Steps:

1. Stand in a circle like you are going to perform a Friendship Circle. Have an adult make up a rule to exclude people from the Friendship Circle (for example, “Girl Scouts with pigtails cannot participate in the Friendship Circle”). Have the excluded Girl Scouts sit down while the rest of the troop performs the Friendship Circle.

2. Sit back down, partner up, and discuss these questions:

- How would you feel if you were excluded in this situation? If you were excluded, how did it feel?
- Is it fair for your leaders to choose who can participate based on what you are wearing or doing? What if the group that participated (i.e. did not have pigtails) was excluded instead?
- How would you feel if you got to do something fun but a classmate did not?

3. Discuss these questions as a group:

- Who was being treated unfairly in this situation?
- If you were being discriminated against, what would you do?
- If you saw a classmate or fellow Girl Scout being discriminated against, what would you do?

4. Ruby Bridges was a young Black girl who was six years old when she became the first Black student at the William Frantz Elementary School in 1960. She wrote the book *Ruby Bridges Goes to School: My True Story* to tell kids about her experiences. Watch this video to hear her book being read aloud or check out copies from the library to popcorn read with your troop.

Snacktivity: Pros and Cons



Remember that Josephine Holloway created the first Black Girl Scout troops in Nashville unofficially because Black troops were not yet welcomed by Girl Scouts of Cumberland Valley. Her troops became official once Girl Scouts saw how successful Josephine's troops were. She founded Camp Holloway because Black Girl Scouts were not allowed to attend other Girl Scout camps.

Time Allotment: 20 min

Materials Needed:

- Snack ingredients
- *Poster board or white board (optional)*

Prep Needed:

- Snack prep

Steps:

1. While you enjoy your snack, reflect on Ruby Bridges' story and discuss the following:
 - Was a segregated camp a good idea in 1955?
 - Why or why not?
2. You can create a pros and cons list on your board or have a conversation while you snack.

Activity #3: Justice – Letters to Home: 1955

Time Allotment: 30 min

Materials Needed:

- Girl Scout Stationery handouts
- Pens or pencils
- *Crafting supplies (e.g. stickers, etc.)(optional)*

Steps:

1. Imagine you are a Girl Scout at Camp Holloway in 1955. Write a letter to home to tell them all about what it's like to be at camp. You can write about friends you made, songs you sang, or activities you did. Make sure to tell them what makes Camp Holloway special and different from other camps. If you like, decorate your letter with stickers or drawings. Let your creativity shine through!
2. After 15 minutes, “send” your letter to another Girl Scout. Read your partner's letter and write one to your family, telling them what you do at camp today and how Camp Holloway has changed since 1955.
3. When time is up, take your new letter home. You can read it with your family and have a conversation about what you learned in today's session.
4. End your meeting with a Friendship Circle.

Session 3: What was it like to be a camper at Camp Holloway in 1955?

Materials Needed:

- Construction paper in a variety of shapes and colors
- Printouts:
 - *Paper Doll Template (optional)*
 - Role Play Scenarios (one copy)
- Glue
- Decoration supplies (e.g. beads, sequins, glitter, googly eyes, stickers, yarn for hair, etc.)
- Audio equipment
- Snack ingredients
- Markers or crayons



Be Prepared:

This session contains discussion of real stories of racism and discrimination that may be upsetting to some Girl Scouts.

Before the Meeting

Activity Plan Length: 1 hour 40 min

Snack Preparation:

- **Just Like Me! Snack Pizzas:** Offer a variety of spreads and toppings for girls to make a “pizza” that looks like them. Make sure to tailor ingredients to your group’s allergy preferences.
 - Base: Pita bread or rice cakes
 - Spread: Cream cheese, yogurt, nut butter, Nutella, or anything that works for your troop
 - Toppings: Use these to make facial features. Try fruits like apples, bananas, or raisins for something sweet or veggies like olives, peppers, or carrots. Don’t forget to give your pizza some personality! Is it silly, friendly, mischievous?

Getting Started

Steps:

1. Welcome girls to the meeting.
2. Recite the Girl Scout Promise and Law.

- 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.
- 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 to be a sister to every Girl Scout.

Warm Up: Paper Doll Craft

Time Allotment: 20 min

Materials Needed:

- Construction paper in a variety of shades and colors
- *Paper Doll Template (optional)*
- Markers or crayons
- Glue
- Decoration supplies (e.g. beads, sequins, glitter, googly eyes, stickers, yarn for hair, etc.)



As Girl Scouts arrive to the meeting, focus on making a paper doll version of you!

Steps:

1. Cut out a paper doll shape from your choice of construction paper. (Have your leaders print out the paper doll template ahead of time, if you would like.)
2. Decorate her to your heart's content. Is she silly? Friendly? Is she wearing her Girl Scout uniform? Be as creative as you like!
3. Set your dolls aside to dry. You will use them again later.

Activity #1: Identity – “Don’t Discriminate” Role-play

(adapted from *Recognizing Discrimination*, Learning for Justice)

Time Allotment: 20 min

Materials Needed:

- Role Play Scenarios (one copy)



In this section, you will learn what to do if you are a **bystander – someone who witnesses bullying or discrimination** – and choose how to respond.

Steps:

1. Partner up and choose one of the role-play scenarios. Take turns acting them out as both the person discriminating and the person being discriminated against. What would you say in that scenario? How did it feel?
2. Have your leaders and adults walk around in case you need help.
3. Take turns acting out your role-plays for the rest of your troop. As a group, brainstorm ideas of what bystanders could do in each scenario.

Activity #2: Diversity – Perseverance


Time Allotment: 20 min

Materials Needed:

- Audio equipment

Prep Needed:

- Visit the Council Quest Resources website for A.P. Turead video.

 In previous sessions, you compared yourself to Josephine Holloway and compared Camp Holloway to standard camps. You heard the story of Ruby Bridges.

As you listen to the next story from A. P. Tureaud, think about what his story teaches us about **perseverance** – **continuing to do something even if it is stressful or difficult.**

Steps:

1. Play A.P. Turead's interview excerpt. Play through it a few times to help you understand it completely.
2. Discuss your reaction to A.P.'s story as a group. Consider the following:
 - Who was discriminating against A.P.?
 - What did they do to exclude him?
 - How could bystanders have intervened?
 - How do you think A.P.'s story affected people like the little boy and his dad at the time?
 - How did A.P.'s story affect you when you heard about it the first time? How about after a few listens?
 - What inspired A.P. to persevere despite the discrimination he faced? What lessons can you learn from his perseverance?
3. Take turns sharing about a time when you felt excluded or left out. How did you deal with it then? Would you do anything differently now? Give advice to your fellow Girl Scouts.

Snackivity: Discussing Discrimination

Time Allotment: 20 min

Materials Needed:

- Snack ingredients

Prep Needed:

- Snack prep

Steps:

1. As you enjoy your snack, think about your identities. Would any aspects of your identity make you a target of discrimination, when A.P. and Ruby were going to school? Do you see kids being discriminated against at school now? Discuss with your troop.

Activity #3: Justice – Look Inside

Time Allotment: 20 min

Materials Needed:

- Markers or crayons



It may be helpful to ask the girls questions like: **How would you prefer to be seen by other people – as who you are on the outside or who you are on the inside?**

Steps:

1. Grab your paper dolls from earlier and pair up with another Girl Scout.
2. Ask each other about your likes and dislikes, favorite things, and what your dreams are. Spend about 5 minutes interviewing each other, then trade paper dolls before going back to your seats.
3. On the back of your partner's doll, write down what you learned about them: their favorite things and any qualities you noticed about them. Are they hardworking? Friendly? Thoughtful? Fun? When you are finished put them face up on a table at the front of your meeting space.
4. Take turns going to the front of the room. Pick up your paper doll and show everyone how you present yourself on the outside. Then, flip over the doll and read what your partner learned about you from the inside.
5. Once everyone has had a chance to share, discuss what you learned about each other while doing this activity.
6. End your meeting with a Friendship Circle.


Session 4: How has Camp Holloway changed between 1965 and today?

Materials Needed:

- Printouts:
 - I'm Proud of Myself worksheets (one per girl)
 - Designing a Fair Camp worksheets (one per girl)
- Audio/video equipment
- *Poster board or white board (optional)*
- Markers or crayons
- Pens or pencils
- Crafting supplies (e.g. construction paper, popsicle sticks, pipe cleaners, glue, etc.)
- Show-and-tell snacks

Prep Needed:

- You may choose to print out several copies of the Story Corps stories for girl-led reading.

 **Be Prepared:** This session contains themes of discrimination and discussion of disability, poverty, and immigration which may be upsetting to some Girl Scouts.

Before the Meeting

Activity Plan Length: 1 hour 40 min

Snack Show-and-Tell:

- At the previous meeting, tell each girl to bring a snack to share with the group that is important to them. It can be a food from their culture, a food they like to make at home, or just a favorite food. Make sure to serve each snack in bite-sized portions so everyone can try each food. Be conscious of food restrictions and allergies in your group.

Getting Started

Steps:

1. Welcome girls to the meeting.
2. Recite the Girl Scout Promise and Law.
 - 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.
 - 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 to be a sister to every Girl Scout.

Warm Up: The Name Game with a Twist

Time Allotment: 15 min

Steps:

1. Start by playing the name game the traditional way:
Girls stand in a circle. One girl starts by introducing herself with an adjective that starts with the same letter as her name (for example, “Amazing Alice”). The next girl repeats the first girl’s name and adjective and adds her own (for example, “Amazing Alice, Bashful Brandi”). Continue around the circle until everyone has gone. Chant names together to help each other remember your adjectives.
2. Next round, each girl will choose an adjective that describes the girl to her right. These may start with the same letter as the girl’s name, or you can choose an adjective that starts with any letter. In the example above, Alice may start off by saying, “Brave Brandi.” Brandi might then say, “Brave Brandi, Considerate Clarissa,” and girls would continue around the circle. It is more important to think of a positive adjective that describes your neighbor than it is to think of one that starts with the same letter.

Activity #1: Identity – I’m Proud of Myself



Have you heard someone say one of these phrases before?

- I’m good at math, *unlike other girls*.
- Your lunch smells weird. *My lunch is delicious*.
- I’m great at soccer because *I’m faster than everyone else*.

How would you feel if someone said one of them to you? Remember, you don’t need to compare yourself to others. You can be proud of your abilities, heritage, or talents without putting other people down. How would you rewrite the phrases above to focus on you, rather than focusing on a comparison?

In this activity, you will practice being proud of who you are as an individual – a single human being, separate from any groups or identities.

Time Allotment: 15 min

Materials Needed:

- I’m Proud of Myself worksheets (one per girl)

Steps:

1. Fill out your I’m Proud of Myself worksheet. Remember, there is no right way to fill it out. You may be a good student because you are creative and thoughtful, while another Girl Scout may be a good student because they are a hard worker and organized. Embrace your strengths!
2. Review your worksheet with your neighbors. Did any of you put down the same qualities? Did you write down any of your identities?

Remember: It’s good to be proud of who you are and your identities, as long as you’re not putting others down or excluding them because of that.

Activity #2: Diversity – StoryCorps



StoryCorps is an organization whose mission is to “preserve and share humanity’s stories in order to build connections between people and create a more just and compassionate world.” In this activity, you will participate in your own Story Corps and listen to stories of kids who face different barriers.

Time Allotment: 20 min

Materials Needed:

- Audio/video equipment
- *Poster board or white board (optional)*
- *Printed versions of stories (optional)*

Prep Needed:

- Visit the Council Quest Resources website for StoryCorps videos.

Steps:

1. Listen to or read the stories of Michael, Sadana, and Rosie. You can find them on the Council Quest Resources website and in the printouts packet.
 - As you hear each kid’s story, think about how they might fit in at your troop meeting. Would some of the barriers to participation they describe apply to your troop?
2. As a group, brainstorm ways to make kids like Michael, Sadana, and Rosie feel welcomed to your troop and Girl Scouts in general. If you like, write your ideas down on a poster board or white board.

Snacktivity: Celebration

Time Allotment: 20 min

Materials Needed:

- Show-and-tell snacks

Prep Needed:

- Snack prep

Steps:

1. Have each girl take turns presenting her snack to the group, passing it out and sharing what makes it special to her.
2. Enjoy! This snack is a celebration of all of the work you have done over the course of this quest.

Activity #3: Justice – Designing a Fair Camp

Q Accessibility describes how easy it is for people who face barriers to get services or things they need. In practice, this can refer to a wheelchair user being able to open a door, someone whose first language is not English being able to understand instructions, or Girl Scouts who come from low-income families being able to pay for a horse riding program. In this activity, you will consider how accessible your Girl Scout troop and meeting space is, then create your dream camp that is accessible to everyone.

Time Allotment: 30 min

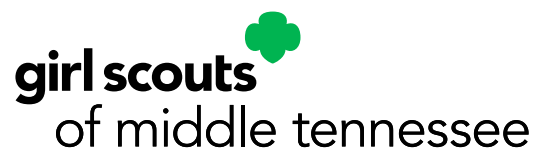
Materials Needed:

- Designing a Fair Camp Worksheets (one per girl)
- Markers or crayons
- Pens or pencils
- Crafting supplies (e.g. construction paper, popsicle sticks, pipe cleaners, glue, etc.)

Steps:

1. Take a tour of your meeting space. How could you make it more accessible to potential Girl Scouts?
2. Imagine if segregation had not been in place when Camp Holloway was founded. How would it have been different from today? What barriers to entering Camp Holloway still exist today? Think about Michael, Sadana, and Rosie.
3. Brainstorm with your “Designing a Fair Camp” worksheet. What activities, games, and food would you have at your camp? Draw a map of your dream camp, too.
4. As a troop, come together to design a model of your fair camp. Have each girl choose a building or area to design using a variety of craft supplies. Arrange into a 3-D model of your dream camp for families to look at during pick up.
5. End your meeting with a Friendship Circle.

Feel proud of yourself for completing all of the Council Quest modules. Now it's time to design your READY, SET, GO! Project.



We are deeply grateful for the support from Ascend Federal Credit Union.

