

Life Skills



Understanding Yourself & Others

Are you curious about other people, and do you want to learn more about yourself? You'll have the opportunity to reflect on your unique self, set and work on personal goals, and develop helpful ways to influence others. You'll also learn how to shape attitudes, share beliefs, and help younger Girl Scouts deal with peer pressure.

Each interest project contains activities which are organized into four different categories: Skill Builders, Technology, Service Projects, and Career Exploration. By doing these activities, you will gain insights about yourself—your strengths and weaknesses, your likes and dislikes. You will have a range of new experiences, and you will develop valuable skills and expertise in specific areas. *To earn an interest project award, you must complete at least seven activities as follows: two Skill Builders activities; one Technology activity; one Career Exploration activity; Two activities from any category that you choose.*

Skill Builders

1. Every culture develops social norms or ways of interacting with people (such as how closed to stand to another person). Observe what happens when you break these norms. Do one of the following activities:
 - Go to a public place and sit right next to a person at a relatively empty table.
 - During a conversation with a friend, stand closer to her than you usually do.
 - Ride an elevator facing the back instead of the front.
 - Treat someone whom you're usually friendly with in a formal manner.

How difficult was it for you to do this activity? How did the other people react? Why?

As an alternative, act out one of your choices with a friend if that would make you feel more comfortable. Afterward, discuss how you think you and the other person would have reacted in a real situation.

2. Write your autobiography. Interview your relatives for help in remembering events from when you were younger, or look at a family photo album to help recollect them. How have these events from the past shaped who you are today? Draw pictures or use photos to illustrate your autobiography.

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3. With friends, or in your troop or group, role-play at least two of the following situations:
 - A girl is being pressured by her friends to try drugs at a party.
 - A girl makes a prejudiced remark about a classmate who is not there.
 - A girl's parents tell her she can't go to the school dance.

After your role-play, share any new insights you have gained from this activity.

Technology

1. Some people, perhaps your older relatives, did not grow up using computers. As a result, they may feel intimidated by all the new technology. Create a plan to introduce these beginners to a computer system or other technology.
2. Find out how well television and other media represent the elderly, women, and people of color. For a one-week period, keep a record of three shows (including the commercials) that you watch regularly. Pay attention to what each character is doing (cooking dinner, working in a lab, etc.); their personal attributes (intelligence and attractiveness, for example); their roles at work, in school, or within the family; and how each character is treated by others. Share your observations and conclusions with others.

Service Projects

1. Design and carry out a project to change attitudes, and hopefully behavior, about an important issue, such as drunk driving, the use of seat belts, or racial or religious prejudice. Remember, attitudes are often emotional and deeply ingrained. Presenting a good, logical argument may not be enough to change people's attitudes. What else could you do?

Career Exploration

1. Design a dream job of the future based on your interpersonal skills. For instance, if you have a "good ear" for listening to your friends' problems, you might succeed in the field of counseling. Describe the responsibilities of your dream job, and the training necessary for it. Ask an adult you know in a related career for help.

This badge can be found in the book *Interest Projects for girls 11 - 17*, page 42. This text has been reproduced with permission from Girl Scouts of the USA—this document may not be copied or reproduced in any way.