

Dear Girl Scout:

Thank you for your interest in completing the Program Aide Core Training. A Program Aide Core Training Guide to assist Girl Scouts in the completion follows this coversheet as well as some additional resources.

Some helpful steps in preparation for completing the Program Aide Core Training include:

- Completion of the online modules prior to the training
- Coming prepared to the training based on the information outlined in the sample confirmation packet provided
- Having fun!

Program Aide pins will be distributed to Girl Scouts by the Council's Teen Program Directors who submit a request via email upon completion of the hours required following the training.

This packet of information includes

- The Program Aide Core Girl Training Guide
- A Sample Confirmation Packet with Health History Form
- An Evaluation Form
- Hand-outs and forms
- Safety Checklist
- And Additional Documents

Please contact the Council office if you have questions. Many thanks for your interest in the training and all you do for younger girls.



***Prep work needed -
Please read in ADVANCE!***

Future Program Aides-

Thank you for choosing to participate in Program Aide Core Training this program year! By taking this leadership training, you will expand your ability to work with and be a mentor to younger girls. Being a trained Program Aide will allow you to have opportunities to give service to troops, service unit events, and day camps.

Enclosed you will find a packet to help you prepare for the **Program Aide Core Training Class** scheduled for **XXXXXXX**.

In this packet, you will find directions to access the pre-work and module quiz on Edmodo as well as resources to help you plan a Journey based activity to present during the training. Reviewing the Power Points, printing and completing the module quiz and preparing a Journey based activity must be done **prior to the training**. Please bring your completed quiz and prepared activity to the training.

At your face-to-face training, you will receive a Program Aide binder and additional resource materials to use as a Program Aide. You will need to bring the following items to the training:

- Completed modules quiz
- Song, game, craft or activity to teach to 5 or 6 of your fellow Program Aides.
- A writing utensil
- Positive attitude and willingness to have FUN!

Questions? Please call or email me!

XXXX

EVENT CONFIRMATION

Please remember this is a training, so you will be learning in many different ways (interactive lecture, hands-on activities, self-discovery, and peer evaluation).

Event Name: Program Aide Core Training

Date: XXXX

Time: XXX

Location: XXXX

Volunteer Trainer – XXX

Expectations: You will need to have printed and completed the modules quiz.
You will need to have **prepared an activity geared towards younger girls to share with your peers**
(Remember to keep it appropriate for indoors – no paint please. See module #3 for helpful hints and tips).
Please bring a water bottle.
Please bring your Health History forms with you.
Please arrive promptly and be a good sister to every Girl Scout, ensuring your behavior will reflect the Girl Scout Promise and Law.
Be prepared to have fun and learn while engaging in all activities.

Attire: Wear comfortable clothing suitable for the weather.

Cancellation: If this event is cancelled due to severe weather or unforeseen circumstances, a message will be left on the phone system of the Raleigh Service Center. Dial 1-800-284-4475 then extension 9209.

Questions: XXXX

Emergencies: XXX

Things to Remember:

- Paper and pencil/pen
- [Health History Form](#) – Must have to participate.
- Printed and completed modules quiz
- Prepared activity to share with peers based on the Journey Program and using the enclosed lesson planning guide. We highly suggest a game or song instead of a craft activity due to time constraints.

Pre-Work Instructions

Congratulations on taking the next step toward becoming a Program Aide! Below are the steps to completing the Program Aide Core training:

1. Read through the 4 Program Aide Core on-line training modules prior to attending a face-to-face classroom class:
 - Module #1 Leadership
 - Module #2 Understanding Younger Girls
 - Module #3 Working with the Journeys
 - Module #4 Safety Standards
2. Using any one of the younger girl journeys, prepare a girl led activity prior to attending the class to be presented in class to your Sister Girl Scouts. If you do not have access to younger girl Journey's, the Girl Scouts of the USA website has some great ideas to kick off your activity planning! Follow this link: <http://forgirls.girlscouts.org/>
*There are also summary sheets for each younger girl Journey on the Edmodo site
3. Attend and complete the Program Aide Core Classroom Workshop

At the end of the classroom workshop training you will receive the following:

- A Certificate of Completion signed by your instructor
- A Training Card to keep track of your trainings

What's Next?

You must work directly with younger girls for a total of 25 hours in order to earn your PA patch. Some examples of your 25 hours of work may include:

- assisting girls on journey activities, badge activities, or other sessions
- working with a group at their troop meeting
- assisting with units at day camp
- helping with activities for a council event

NOW...
Let's begin the On-line Training!

Follow the link provided below to log into the Edmodo site.

Already have an Edmodo account?

<http://www.edmodo.com/>

Login using your existing email/username and password

Click the Join a Group link

Enter group code: **n9g3gh**

Click on **Program Aide Core General** on the left-hand side of the screen

New to Edmodo?

<http://www.edmodo.com/>

Under Sign Up, select the "I'm a Student" link

Complete registration using Group Code: **n9g3gh**

Click Sign Up

Click on **Program Aide Core General**

Once you access Edmodo

1. Review each of the four documents in the PA Modules folder under the Folders tab- feel free to take notes and write down any questions you may have; facilitators will address your questions during the training.
2. Print and complete the Module Quiz in the Module Quiz folder under the Folders tab Prepare a song, game, activity or craft to teach to a small group (5-6) of your peers. Your presentation should be five minutes or less and should connect to a topic covered in one of the Journey Series. For help with the Journeys, refer to the summary sheets in the Journeys folder under the Folders tab or visit <http://www.girlscouts.org/program/journeys/>

Pre-Planned Journey based Activity

Using those two sheets, prepare something to teach to **5 to 6** of your peers. Please plan to "teach" a game, song, etc. to your peers who will also be attending the workshop. Follow the outline and prepare as if you will be doing it for a group of younger girls (i.e. for Girl Scouts Daisy through Junior girls). The activity should be low cost and fun to do. It should also be something that can be taught in ten minutes or less and something that can be taught inside (i.e. no paint). This will also be explained in Module #3!

- This activity should connect either in topic or theme to one of the Journey series.
- Your activity does not have to be directly from a Journey but if you have access to a Leader's guide, feel free to reference suggested activities.
- Your activity does not have to be a craft. Due to time constraints, songs, games and other interactive activities are best.

Whatever you choose, be creative and have fun!!!

Girl Scouts- North Carolina Coastal Pines Program Aide Lesson Planning

1. Decide what you are going to teach:
 - Something you know.
 - Something appropriate to the age group.
 - Something appropriate to the situation/site.
2. Think through how you will teach it.
 - Do I have the materials, or can I get them cheaply?
 - Will I have the space or facilities I need?
3. Make a list of each step and what materials are needed,
 - List steps from PREPARATION through CLEAN-UP
 - Include directions you will be giving; comments you might make.
4. Gather materials.
 - Make sure there is enough for the group and for yourself.
 - Remember materials for practice and demonstration.
5. Practice teaching your lesson.
6. Revise the list you made of the instructions and materials if necessary.
7. Pack everything you will need together, if possible put it in order of use.
8. At the teaching site:
 - Before your lesson, set up all your materials so that you can easily reach them.
 - Make sure your audience can see and hear clearly.
 - Tell how, show how, repeat, and let your learners try it.
 - Clean up.
9. Evaluate:
 - _____ Was I well-prepared?
 - _____ Were my directions clear and easy to follow?
 - _____ Did I have enough materials for the group?
 - _____ Did I keep the pace moving, and not waste time?
 - _____ Was my lesson appropriate to the age of learners?
 - _____ Did I have an encouraging attitude?
 - _____ Did the group enjoy the lesson?
 - _____ Did I have patience with learners who needed me to go over it again?

Girl Scouts- North Carolina Coastal Pines

These three steps work for anything - songs, games, arts and crafts, or camp craft skills.

Prepare the activity

- ☐ Practice it again. If you know how to do it or learn it if you've never tried it before.
- ☐ Consider the age group. Can you teach the whole group at once or will you need to split them up? Will you need help instructing?
- ☐ Make a list of all items needed and gather them together.
- ☐ Decide how you will present it to the group. Will you need written directions to share with them?

Teach and do the activity

- ☐ Get the attention of the group with the silent sign. Wait if necessary. Never offer excuses for yourself - "I don't sing that well, but follow me." Start with confidence and expect interest.
- ☐ Explain what they are going to do - name, history, purpose for it, etc. Show a sample if there will be a finished project. Tell them of any safety hazards - either in the project or in the area around them.
- ☐ Find out if anyone already knows how to do it. You may want to use these girls as buddies for girls who are unsure later on.
- ☐ Demonstrate. Go all the way through it while others watch and listen.
- ☐ Take the whole group through the activity step by step. If it's a song, line by line.
- ☐ Let the group practice or begin work on the project.
- ☐ Walk among the group to see how they are doing. Watch the group's interest level. If they are tired or it is taking longer than expected to finish, you might decide to stop now and finish later.
- ☐ It is best to stop while people are having fun and interest is high.

Clean up

- ☐ Leave time for girls to help with the clean up. Gather all your materials up.
- ☐ You might have time for them to share their projects with each other and to evaluate the activity. The learners might have ideas for the next time you teach this activity.

Hints for Leading Songs, Games and Arts & Crafts

SONG LEADING HINTS

- Begin with songs the girls know or ones that are simple, easy choruses, repetitive songs, or short rounds.
- Sing the song for the audience; teach the song phrase by phrase, as they repeat after you; then sing it all together.
- Remind girls that shouting is not singing.
- Choose a variety of songs.
- Wait for everyone's attention.
- Teach the motions after they have learned the song's words.
- Avoid songs that might be offensive to religious or ethnic groups.



GAME LEADING HINTS

- Identify possible safety hazards, anticipate difficulties - adapt the game to group and situation.
- Organize teams or formations quickly. Games for Girl Scouts has ideas for splitting up groups.
- Make sure you have all equipment needed to play the game, including safety equipment.
- Make sure you tell and show the players the well-marked playing area boundaries.
- Gather the group together when giving instructions so everyone can see and hear you well.
- Try not to change rules during the game. If necessary, change only one.
- Arrange for total participation. Use rotation of players if everyone can't play at once.
- Encourage fair play, cooperation and playing for fun, rather than focusing on winning.



ARTS AND CRAFTS INSTRUCTING HINTS

- Keep the cost low. Scrounge or save materials when you can.
- Girls know when they are doing busywork. Have meaningful projects with a purpose.
- Encourage good work habits, neatness, and accuracy while allowing for CREATIVITY.
- Try a project before teaching it. Supply lists are sometimes incomplete and you may need to adapt the project for time limits or younger hands.
- Time how long it takes you to complete it and multiply by 3 for an estimate of how long it will take to teach it. Remember to include drying time if the project needs it.
- Make sure that everyone can get to materials and tools. Having 30 girls share 1 pair of scissors or 1 bottle of glue is very frustrating.
- Enjoy all results according to the girls' abilities.
- Allow time for clean up. Girls need to learn that this is part of the project, too.
- Let them create their project themselves. Even when they say, "I can't", don't do it for them. Help them learn how to do it.





Girl Scouts – North Carolina Coastal Pines
6901 Pinecrest Road, Raleigh, NC 27613
(800) 284-4475 or (919) 782-3021



PARENT/GUARDIAN PERMISSION FOR TROOP OUTINGS TP105

*Please complete this form and return to your daughter's troop leader. Permission(s) and release information is needed before your daughter can participate in Girl Scout troop activities. Please **print** legibly.*

Girl's Name _____ Troop# _____

Address _____ State _____ Zip _____

Parent's/Guardian's Name _____

Parent's/Guardian's Phone # () - _____ Cell Phone # () - _____

Emergency Contact Name/phone # _____

(*Someone other than the parent/guardian who we can call in an emergency.)

This permission is required for all Troop activities away from the meeting place. My daughter/ward has my permission to participate in any troop/group-sanctioned or Girl Scouts-North Carolina Coastal Pines-sanctioned trip, event and activities during the 20__-20__ membership year. I understand that I will receive information giving specific departure and arrival times, planned activities, contact persons, and any other pertinent information prior to any trip or event.

I agree that pictures or videos of my daughter/ward may be used to promote the Girl Scout program. ☐ Yes ☐ No

GSUSA provides activity accident insurance as secondary coverage to the family's own insurance coverage.

Custody Type: (select one) ☐ Both Parents ☐ Mother only ☐ Father only ☐ Other _____

My child may be picked up by: _____

*Signature of Parent or Legal Guardian

Date/Updated Date

HEALTH HISTORY FOR GIRLS

Name of Participant _____ Date of Birth _____ Age _____

Name of Participant's Physician _____ Telephone # () - _____

Family Medical/Hospital Insurance Carrier _____ Policy # _____ Group # _____

For the safety of your child, is there a condition that you would like us to know (e.g., nosebleed, emotional disturbances, menstrual cramps, motion sickness, etc.)? _____

Is your daughter currently under a physician's care for a medical problem? If so, explain: (optional) _____

List any allergies your daughter/ward may have (i.e., Pollen, insect stings, etc.) _____

Are you current with your immunizations (check one)

_____ YES _____ NO _____ Choose not to immunize.

Authorization for Treatment: I hereby give permission to the medical personnel selected by the Girl Scout adult in charge to order X-rays, routine tests, treatment; to release any records necessary for insurance purposes; and to provide or arrange necessary related transportation for my child. In the event I cannot be reached in an emergency, I hereby give permission to the physician

selected by the Girl Scout adult in charge to secure and administer treatment, including hospitalization, for the person named above. This completed form may be photocopied for use off-site.

Girl's Name _____

MEDICATION PERMISSION AND INSTRUCTIONS

Written parental consent is required before a minor (under 18) Girl Scout may be given any medication or treatment of any kind. During trips or at events, girls may need medication for ailments such as headaches, stomachaches, diarrhea, or a low-grade fever. They might need sunscreen, insect repellent or Chapstick. You MUST send any over-the-counter medication your daughter may need in the original bottle/package (INCLUDING ASPIRIN, TYLENOL, ETC.). Prescription drugs must be in the original bottle/package with the physician's instructions for administering them. Put all drugs in their original bottle/package in a Ziploc bag and label it with your daughter's name. Medication will be available from the adult in charge of first aid and can be given as specified by instructions on the label for prescription drugs or by written instructions from parents/guardians for over-the-counter drugs. Complete the middle part of this form with instructions for over the counter drugs..

Girls may keep asthma sprays, epi-pens, insect repellent, or sunscreen with them if they know how to use them with prior written permission from parents or from the adult in charge of first aid. All other medication must be turned into the adult in charge of first aid, unless we have a note signed by a physician stating that a girl must keep a certain medication with her.

It is the responsibility of the girl/parent to make sure all medication is picked up at the end of the trip/event/camp.

List all over-the-counter and/or prescription medication that your daughter will have at this trip/event/camp. Give exact instructions for administering over-the-counter medications. *We cannot administer over-the-counter medication without written instructions.

MEDICATION Prescribed	INSTRUCTIONS	INITIAL/DATE
	(original container with doctor's orders)	
	(original container with doctor's orders)	
	(original container with doctor's orders)	
	(original container with doctor's orders)	
Over the counter	INSTRUCTIONS	INITIAL/DATE

Medication/chemical treatments recommended by the American Red Cross: The following items are recommended by the American Red Cross as the appropriate treatment for these conditions. Initial each treatment you want your daughter to receive if needed. These medications should be available in trip/event/camp first aid kits. No other medication is available unless sent with your daughter.

Poisoning	Syrup of Ipecac, Activated Charcoal - administered as directed by the Carolina Poison Control Center, 1-800-848-6946.
Small wounds, cuts, animal or tick bite, minor burn	Antibiotic ointment
Poison Ivy	Topical antihistamine such as Caladryl or Benadryl
Marine life stings	Baking soda and salt water
Sunburn	Aloe gel
Insect bites	Topical antihistamine such as Benadryl

I give my permission for my daughter/ward, _____, to take the medications listed above and, if needed, to have any of the treatments I have initialed.

Signature of Parent or Legal Guardian _____



Program Aide Core Training Module

Module #1 Leadership

Objectives

- Learn how develop your personal leadership skills
- Identify the “three keys” to leadership
- Explain what leadership means to you
- Explain what leadership means to younger girls
- Understand your role as a Program Aide

Five Qualities of Good Leaders



Leadership is essential to getting things done. But the qualities of good leaders can determine whether anyone chooses to follow.

The following are five qualities that good leaders express:

- Good leaders **know themselves**
- Good leaders are **committed**
- Good leaders **know they don't know everything**
- Good leaders are **open to change**
- Good leaders **go the extra mile**

What Skills Can Help Increase Your Leadership Ability?

Assertive skills – the ability to express yourself honestly without anger or hostility

Communication skills – the ability to exchange ideas, information, and opinions; capacity to express thoughts, feelings and beliefs

Creative problem solving – keep an open mind and explore ALL options

Delegation skills – entrusting others to complete specific tasks

Diplomacy skills – the ability to negotiate agreements with different views and goals

Efficiency – the ability to accomplish a given task with the least amount of effort





Organizational skills – the ability to structure a project and any accompanying materials in a manner that allows you to quickly determine where you are, where you are going, and what you need to do to get there

Responsible decision-making – considering the consequences and possible effects of a decision before committing to a plan of action

Flexibility– the ability to notice when a planned activity isn't working out and is ready to pull out a new activity from her "bag of tricks"

Stress management – the more control you have over the scheduling and implementation of a project, the less stress you will feel

Time management skills – if it is important, do it right away

Visualize skills – the ability to see the intended results of the project

Self confidence – believe in yourself

Three "Keys" to Leadership

The New Girl Scout Leadership Experience identifies three "keys" to leadership:



Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect: Girls care about, inspire, and team with others locally and globally.

Take Action: Girls act to make the world a better place.



All experiences in Girl Scouting should incorporate the Discover, Connect, and Take Action keys to leadership and should encourage learning by doing.

15 Leadership Outcomes

Discover

1. Girls develop a strong sense of self
2. Girls develop positive values
3. Girls gain practical life skills
4. Girls seek challenges in the world
5. Girls develop critical thinking



Connect


1. Girls develop healthy relationships
2. Girls promote cooperation and team building
3. Girls can resolve conflicts
4. Girls advance diversity in a multicultural world
5. Girls feel connected to their communities, locally and globally

15 Leadership Outcomes Cont.

Take Action

1. Girls can identify community needs
2. Girls are resourceful problem solvers
3. Girls advocate for themselves and others, locally and globally
4. Girls educate and inspire others to act
5. Girls feel empowered to make a difference in the world

By incorporating these outcomes into your activities with younger girls, you will be providing girls with an excellent Leadership experience.

 A table of the 15 Outcomes by grade level will be included in your Program Aide notebook under the Leadership tab.

What does Leadership Mean to Younger Girls?

Leadership can mean different things to younger girls. A younger girl could view a Program Aide as a Leader just because they:

- Organized a ceremony
- Taught a game, craft or a song
- Helped with badge or patch requirements
- Demonstrated skills to them acquired at camp, an event or a workshop
- Passed on Girl Scout Rituals like a friendship circle, the GS Promise or handshake for example
- Explained the history of some of the important special Girl Scout dates like Thinking Day
- Provide assistance with record keeping, activity preparation, administration and equipment storage



BE A THINKER: What does Leadership mean to you?

What is a Program Aide?

PA

A Program Aide is a Cadette Girl Scout who works directly with a troop group, or camp unit of younger girl scouts.

Purpose: To assist your adult troop leader, unit leader or program leader in planning, teaching and coordinating activities

Accountable to: Troop Leader, Unit Leaders, Event Director or Program Leader

Major Responsibilities:

- Participate in the planning of program activities
- Teach a specific skill or activity based on the Program Aide's skill and knowledge
- Know which qualified adult is accountable for the Program Aide's activities and actions
- Accepts and adheres to the purposes and principles of Girl Scouting as embodied in the GS Promise, GS Law and the Mission Statement
- *Most Importantly:* **Serves as a Role Model of appropriate Girl Scout behavior for Younger Girls**

Characteristics:

- Demonstrates an interest working with younger girls
- Possesses real interest in the program and welfare of younger girls
- Agrees to read/study the official handbooks for the younger program level(s) of the girls with whom she works
- Understands or is willing to learn the needs, abilities, and interests of girls
- Accepts all people and has the ability to live and work with children and adults of diverse races, cultures, and beliefs
- Possesses integrity, sound judgment, poise, and a mature sense of humor
- Has the ability to act wisely in an emergency
- Has the ability to evaluate objectively and to make necessary decisions

A Program Aide is Not:



- An errand girl but she is willing to take a turn
- Expected to be in *sole charge* – an adult needs to be nearby
- Responsible for discipline
- Counted as an adult in girl/adult ratios. No matter what girl scout level they are, a PA is counted as a girl



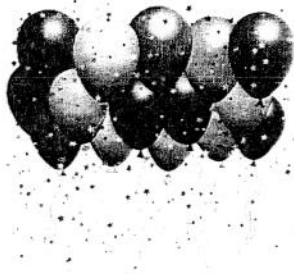
Tips For Being a Successful Program Aid

- Behave responsibly – do what you do when you promised to do it
- Keep a portfolio – maintain records of your training and experience
- Continue to build your own unique set of activities, games, and songs by keeping your own resource files so you have a place to go quickly to pull ideas from
- Obtain current copies of your Health History, Emergency Medical Release and Parent Permission Form
- Discuss your duties in advance with your supervising adult
- Discuss methods of obtaining required supplies and/or financing with your supervising adult
- Be prepared to occasionally have to explain "why"
- Be particularly conscious of safety considerations
- As you plan your activities keep the three "keys" to Leadership in mind – Discover, Connect & Take Action
- Make a conscious effort to advance the basis beliefs of Girl Scouting
- Plan your activities to allow age appropriate decision making by participants
- Be a living example of the Girl Scout Promise and Law

What next?

PA

- o Click on Posts in the tool bar next to Folders
- o Type a message to your Sister Girl Scouts introducing yourself and answering the following questions
 1. What leadership qualities do you already have?
 2. What qualities would you like to gain?
 3. Why do you want to be a Program Aide?



Congratulations!

...you have completed
Module #1 Leadership

Now proceed to Module #2 Understanding Younger Girls where you will learn helpful hints and tips on how to successfully work with younger girls in your new and exciting PA role!



Program Aide Core Training Module

Module #2 Understanding
Younger Girls

Objectives

- Learn about disabilities and how to understand, accept and include girls with differences and disabilities
- Learn strategies for working with younger girls, and how to manage groups effectively

Working with Girls with Disabilities

Tips for making sure **Every**
girl is included

What is a Disability?

When most people think of the word "disability", they immediately picture someone in a wheelchair. There are actually many different types of disabilities.

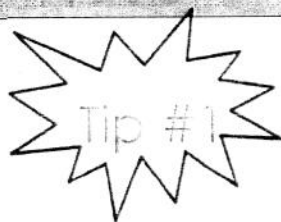


You may work with a girl or girls who have:

- A visual impairments, partial blindness or complete blindness
- Learning disabilities
- Attention Deficient Disorder or Attention Deficit Hyperactivity Disorder
- Hearing impairments or are deaf
- Have a physical disability
- Long term illness like muscular dystrophy where she over a period of time is no longer able to use or have control of her muscles
- Mental or psychological difficulties like Down's Syndrome where there is a delay in the way a child develops, both physically or mentally
- A brain injury like cerebral palsy which affects the motor control center of the brain



When preparing an activity, always take in account that someone with a disability may be participating



It's okay to ask girls with disabilities about their disabilities. What's important is how you ask. Don't ask, "What's wrong with you?". Instead, learning more about a person's disability should be a part of getting to know each other. Even then, some people may be willing to answer questions, while others may choose not to. Be sensitive to and respect their wishes.



Did you know?

Miss America 1995, Heather Whitestone, has a hearing impairment. She was the 1st woman with a disability to win the crown.



Actress Keira Knightley has dyslexia

Marla Runyan was the first legally blind athlete to compete in the Olympics



Be A Sister To Every Girl Scout!

Remember that there are no "special" or different activities in Girl Scouting for girls with disabilities—camping, sports and recreation, arts, service, and learning skills can all be adapted to suit the needs and interests of all girls

Most important of all, be accepting of ALL girls that have disabilities. Just as the Girl Scout Law says, "BE A SISTER TO EVERY GIRL SCOUT!"

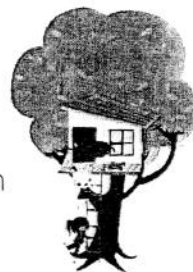


Working with Younger Girls

Easy to follow guidelines for working with Girl Scout Daisies, Brownies or Juniors.

Characteristics of Younger Girls

- Younger girls have different physical, intellectual, social and emotional characteristics depending on their age
- As a PA, it is important for you to learn the Do's and Don'ts of working with each age level of girl



Ask the ages of the girls during your planning stages. There is a noticeable difference between younger Brownies and older Brownies even though the girls are only a year apart.



Working With Girl Scout Daisies

Do:

Provide simple crafts

Sing action songs

Expect shyness

Provide "a" or "b" choices



Don't:

Do it for them

Expect them to be still

Put them in the spotlight alone

Give them multiple instructions simultaneously



Working With Younger Girl Scout Brownies

Do:

Expect chatter

Provide high energy activities

Provide either/or choices

Provide individual supplies

Establish a routine

Expect more quantity than quality in their work

Anticipate some complaining

Offer opportunities for dramatic play



Don't:

Expect silence

Expect immediate comprehension of directions

Change activities often



Working with Older Girl Scout Brownies



Do:

- Take time to explain
- Allow them to change their minds
- Let them work with peers
- Expect slow, careful work
- Encourage reading and listening
- Promote exploration
- Always have "fillers" so the girls will have a job if they finish early

Don't:

- Rush them
- Have too much planned and not enough time
- Have long "quiet" periods



Working with Younger Girl Scout Juniors



Do:

- Encourage them to make plans
- Let them make the rules
- Offer active games, sports, etc.
- Encourage exploration
- Allow repetition of favorite activities
- Give them opportunities to meet other girls

Don't:

- Assign complicated tasks
- Dictate schedules and activities
- Force participation
- Expect the same results from everyone



Working with Older Girl Scout Juniors

Do:

Allow leadership opportunities

Be flexible

Provide support in new experiences

Allow them to exercise intellectual skills

Offer opportunities for self-exploration



Don't:

Dictate schedules and activities

Force them to work with girls they don't like

Expect them to handle everything alone



Compare the guidelines for working with younger Girl Scout Juniors and older Girl Scout Juniors. Again there is a noticeable difference in their characteristics even though they are a year apart.

Words that Can Help

Good Communication is a very important skill you need to have when working with younger girls. The way you say something, how you say it, and using positive words and phrases can make all the difference.

- Use the appropriate tone of voice
- Use "I-messages" instead of "You-messages"
- Make requests simple
- Get the girl's attention before speaking to her
- Communicate at eye-level
- Say please, thank you and you're welcome to girls
- Try not to interrupt and scold the girls when they are telling you their stories
- Don't use unkind words which tear the girl down
- Use kind words to encourage and build up a girl



Remember that good communication helps girls to develop confidence and good relationships with others! Always use good communication skills when working with girls!



Tips for Working with Younger Girls

Along with good communication, the following are some helpful hints to keep in mind:

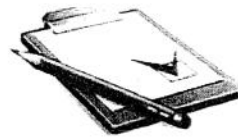
1. Remember to use the quiet sign
2. Always have a back-up plan
3. Give girls responsibility
4. Know the difference between discipline and punishment
5. Be fair with the girls
6. Plan activities to fit the girls
7. Be prepared!
8. Begin and end on time
9. Include Girl Scout traditions
10. Offer a variety of activities
11. Teach others to clean-up after themselves when they are finished
12. Most importantly - Have FUN! If you're not having fun, the girls won't be having fun!



What Do I Need to Know to Plan My Activity?

Now that you have learned about characteristics of the girls, disabilities and the do's and don'ts, it is time to plan your activity. Below are some simple steps to follow:

1. Decide what you are going to teach.
2. Think through how you will teach it.
3. Make a list of each step and what materials are needed, beginning with PREPARATION through CLEAN-UP.
4. Gather materials.
5. Practice teaching your activity.
6. Revise the list you made of the instructions and materials if necessary after you practice your activity.
7. Pack everything you need together, if possible put in order of use.
8. When you are ready to teach your activity, follow the list you created in step 3 above from PREPARATION through CLEAN-UP.
9. Evaluate; what went well and what did not?



How to Teach Something in 3 Easy Steps!

Whether you are teaching a song, a game, a craft or a camp skill, below are 3 easy steps that will work when teaching any activity. These three steps are guaranteed to work with any activity you choose to teach!

Step #1 - Prepare the Activity

- Practice it
- Consider the group you are teaching
- Make sure you have all the materials you need and get them
- Decide on how you will present it to the group

Step #2 - Teach and do the activity

- Get the attention of the group and start with confidence
- Explain and show what they will be doing
- Find out who already knows how to do it
- Demonstrate it from start to finish
- Take the whole group through it
- Let the group practice or begin the activity
- Make sure you check to see how everyone is doing
- Stop when the girls are having fun and interest is high

Step #3 - Clean-up

- Leave time for the girls to clean up
- Share each other's project and evaluate the activity



How to Work in a Group of Girls

Working in a group is almost unavoidable in Girl Scouts. You most likely already work in a group in your Girl Scout Troop especially if you use a patrol system in your troop or if you volunteer to participate on some type of planning committee for an area event or a camporee. The key to successfully working in groups is specific and clear communication.

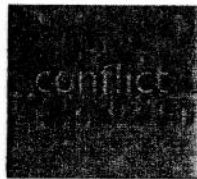
Simple Steps To Follow When Working With A Group:



1. Get to know each other in your first meeting
2. Assign specific roles especially if you will be working together for an extended period of time to reach a specific goal
3. Exchange contact information
4. Identify the group's goal
5. Divide the tasks into steps and assign each group member to a specific task
6. Listen to and encourage each other
7. Deal immediately with conflict if it arises

Learning how to be a member of a group is a skill everyone must learn. How well you work together in a troop may determine how well you get along. This can definitely change from group to group.

Conflict Resolution



As you work in a group, conflicts among members of the group is likely to occur. Conflict occurs when different girls want different things at the same time or when girls want the same thing at the same time. Another type of conflict is called "internal conflict" which occurs when you must make difficult choices or you are having trouble deciding.

There are 5 easy steps to resolving conflicts in a group:



Step #1 – Clearly state the problem

Step #2 – Suggest solutions

Step #3 – Play “What if” when choosing a solution

Step #4 – Make a decision

Step #5 – Take Action

As unpleasant as conflict a conflict can be, it can also be productive. Groups become stronger and work better as a team by solving their conflicts together.

Conflict Resolution Techniques

Below are some common conflict resolution techniques:

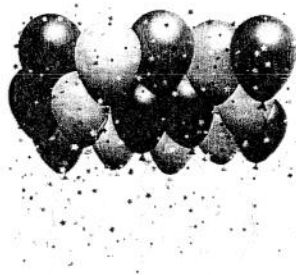
- Mediation – Each girl has a chance to tell her side of the story, suggests some solutions and together as a group, the girls try to choose one solution.
- Active Listening – You or a member of your group restates what each girl involved in the conflict has said. By restating what has been said, you can discover the reason for the conflict.
- Time To Work It Out – The girls in the group go off by themselves for a set period of time. When the time has expired, the girls return with their agreed upon solution.
- Role Reversal – Each girl involved in the conflict is given the opportunity to see the other girl's point of view.
- Skillful Listening – The way in which you listen and speak to each other is important for resolving conflict.

Many conflicts can be resolved simply by just reminding the girls the basic principles of Girl Scouting through the Girl Scout Promise and the Girl Scout Law.

What next?

Begin to brainstorm the activity you would like to prepare and demonstrate for your Sister Girl Scouts. Refer back to the What Do I Need to Know to Plan My Activity? slide for tips.

PA



Congratulations!

...you have completed
Module #2 Understanding
Younger Girls.

Now proceed to Module #3 Working with the Journey's where you will dive deep into our Journey series program and learn tools to help in your new and exciting PA role!



Program Aide Core Training Module

Module #3
Working with the Journeys

Objectives

- Understand the theme of each of the journeys for Daisies, Brownies, and Juniors.
- Learn how to use the journeys to create activities for younger girls.

What are Journeys?

- Journeys are the national Girl Scout program that focuses our work with girls more on Leadership Development.
- Journeys do this by giving guidelines to get girls excited about an 8-to-10 session "Journey" that puts the Girl Scout Leadership Experience into Action.
- That means, by doing Journeys, girls can-
 - **Discover** their values,
 - **Connect** with others, and
 - **Take Action** to make the world a better place.
- They also have fun along the way!



The Girl Scout Journeys

IT'S YOUR
WORLD—
CHANGE IT!

It's your
planet—
LOVE
IT!

It's Your
Story—
TELL IT!

There are three different Girl Scout Leadership Journey series:

- It's Your World- Change It!
- It's Your Planet- Love It!
- It's Your Story- Tell It!

On every Leadership Journey, everything girls do—whether it's performing science experiments, creating art projects, cooking simple meals, or learning to protect the planet's water supply— is aimed at giving them the benefits of the Girl Scout "Keys to Leadership": **Discover, Connect, Take Action.**

Implementing the Journeys

Each of the Journeys comes with a girl book and a Leader Guide. It is recommended that each girl have her own book. The journey books were created to be used as a memory book and a journal for the girls while they work on completing their Journey.

THE LEADERS' GUIDE:

- o Provides valuable ideas and resources for implementing each Journey.
- o The first 30-40 pages of each leader guide provides information on the Girl Scout Leadership Model, ways to get parents and families involved, descriptions of the awards earned and links to the National Outcomes.
- o The last section has sample sessions that can guide you through the entire Journey. Each sample session lists goals, activities and a list of simple material needed.
- o There are also sample scripts and instructions for the activities. As you start to work with the Journeys with younger girls take time to read the girl book as well as the Leader Guide.



The Journey Series and PA



As a Program Aide, you will use the Journey series as you plan activities and assist adult leaders.



The rest of this module give you a summary of the Girl Scout Daisy, Brownie and Junior Journeys for each of the three Journey Series.



TIP #1: Make sure that you communicate with your adult leader or leaders prior to planning an activity to ensure that it is Journey based and follows in line with what the girls have done at previous sessions.

IT'S YOUR
WORLD—
CHANGE IT!

It's Your World - Change It!

In this Journey Series, girls at each grade level have the opportunity to learn more about what it means to be a leader who can make a difference in the world.



It's your
planet—
LOVE
IT!

It's your Planet - Love It!

In this eco-friendly Journey Series, girls are exposed to ideals and discussions on the environment. Each level provides girls the opportunity to tackle a different environmental issue such as clean water and air, noise pollution, global warming, soil contamination and agricultural processes.





It's Your Story- Tell It!

In this Journey series, made possible by a grant from the Dove Self-Esteem Fund, girls learn all about the importance of self-esteem, a balanced diet and physical activity, healthy relationships and confidence. Through storytelling and creative expression, girls get the opportunity gain a deep understanding of themselves and their potential as well as develop confidence to become leaders in their own lives and in the world.



Staying Healthy & Fit

In partnership with the Healthy Weight Commitment Foundation, Girl Scouts has developed three "healthy habits" booklets for volunteers to use in conjunction with their Journey Adult Guides. The booklets will help guide girls on their Journey as they learn to lead active, healthy lifestyles. Through the use of these free resources for Daisies, Brownies, and Juniors, Girl Scout volunteers and families can guide girls in fun, easy ways to achieve "energy balance" through awareness of:

- o **Energy In:** the calories you get from eating and drinking.
- o **Energy Out:** the calories you burn from physical activities.



Hints and Tips

Journey Tips

When you are ready to use the Journeys to work with younger Girl Scouts, the following are helpful tips to get you started:

- o Use the Journey Summary Sheets in your class notebook to get an idea of which Journey you are interested in doing with the girls, if the girls have not already picked one to do
- o Read the girls journey book so you understand the flow of the Journey
- o If one of the Troop leaders has a Leaders Guide for the Journey, take some time to look through it. Often times there are good ideas to get you started
- o Talk with your peers and see if they have worked with the Journeys or have some ideas that they have tried
- o Reflect on your work as a Girl Scout, what worked well for you?
- o Look at the council sponsored programs and activities and see if they can be used as a supplement to the activities you are doing with the girls.
- o Be creative! There are many songs and games that can be used to supplement the journeys
- o Brainstorm with the younger girls- you never know what they will come up with!
- o Think about supplementing the Journey by incorporating the badge activity sets.
- o Whatever you end up doing make it a fun experience for the girls!



TIP #2: Remember, Girl Scouts is about the experiences we offer and giving girls the opportunity to learn from great role models- like you!

What next?

Now that you know about how to plan an activity and you have a better understanding of the Journeys, its time to put your knowledge into action!

- o Create an activity to present to your Sister Girl Scouts. You may use any of the younger girl Journeys. If you would like more information on the Journeys, please visit

<http://forgirls.girlscouts.org>

- o Your activity should be no longer than 10 minutes in length.
- o If your activity requires supplies, you should plan for about 5 to 6 people.

PA



Congratulations!

...you have completed
Module #3 Working with
the Journeys.

Now proceed to Module #4 Safety Standards and
Forms where you will learn the importance of
safety planning in all Girl Scout Activities and look
through helpful volunteer resources!



**Program Aide
Core Training
Module**

Module #4 Safety
Standards and Forms

Objectives:

- o Understand the 12 Safety Standards
- o Understand Safety Activity Checkpoints and how to use
- o Explain how these safety standards apply to planned activities
- o Learn how to keep younger girls safe
- o Understand required Girl Scout forms

Overview:



Nothing is more important within Girl Scouting than ensuring the health and safety of girls. Health and Safety guidelines contribute to developing safety consciousness in girls and adults. Training staff, volunteers, and girls to ensure proper supervision and the prevention of accidents and incidents helps maintain a safety at any event or activity.

Available Resources

Girl Scouts covers safety from all angles in several resources available to all volunteers through our council.

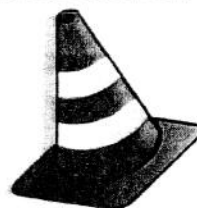
- ✓ Girl Scout Safety Guidelines: an overview of the 12 most important safety tips
- ✓ Safety Activity Checkpoints: in-depth safety information and tips that volunteers use for tips on Girl Scout sports and activities
- ✓ Volunteer Essentials: a volunteer manual that provides information and guidelines on expectations for all volunteers



What are 12 Safety Standards?

- Every adult in Girl Scouting is responsible for the physical and emotional safety of girls by agreeing to follow the 12 Safety Standards.
- These are the 12 most important safety tips to be aware of when conducting a program or activity.
- As a Program Aide, you should be familiar with the 12 Safety Standards.

12 Safety Standards:



Follow the Safety Activity Checkpoints.

Instructions for staying safe while participating in activities are detailed in the Safety Activity Checkpoints, available from your council. Read the checkpoints, follow them, and share them with other volunteers, parents, and girls before engaging in activities with girls.

Arrange for proper adult supervision of girls.



Your group must have at least two unrelated, approved adult volunteers present at all times, plus additional adult volunteers as necessary, depending on the size of the group and the ages and abilities of girls. Adult volunteers must be at least 18 years old (or the age of majority defined by the state, if it is older than 18) and must be screened by your council before volunteering. One lead volunteer in every group must be female.



Get parent/guardian permission.

When an activity takes place that is outside the normal time and place, advise each parent/guardian of the details of the activity and obtain permission for girls to participate.

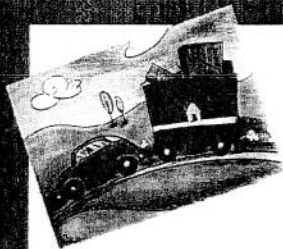
Report abuse.

Sexual advances, improper touching, and sexual activity of any kind with girl members are forbidden. Physical, verbal, and emotional abuse of girls is also forbidden. Follow your council's guidelines for reporting concerns about abuse or neglect that may be occurring inside or outside of Girl Scouting.



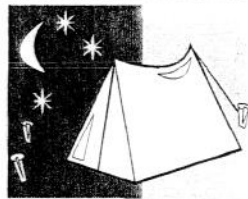
Be prepared for emergencies.

Work with girls and other adults to establish and practice procedures for emergencies related to weather, fire, lost girls/adults, and site security. Always keep handy a well stocked first-aid kit, girl health histories, and contact information for girls' families.




Travel safely.

When transporting girls to planned Girl Scout field trips and other activities that are outside the normal time and place, every driver must be an approved adult volunteer and have a good driving record, a valid license, and a registered/insured vehicle. Insist that everyone is in a legal seat and wears her seat belt at all times, and adhere to state laws regarding booster seats and requirements for children in rear seats.



Ensure safe overnight outings.

Prepare girls to be away from home by involving them in planning, so they know what to expect. Avoid having men sleep in the same space as girls and women. During family or parent-daughter overnights, one family unit may sleep in the same sleeping quarters in program areas. When parents are staffing events, daughters should remain in quarters with other girls rather than in staff areas.

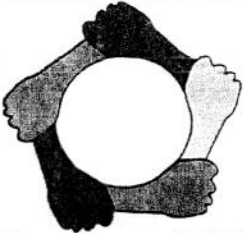


Create an emotionally safe space.

Adults are responsible for making Girl Scouting a place where girls are as safe emotionally as they are physically. Protect the emotional safety of girls by creating a team agreement and coaching girls to honor it. Agreements typically en bullying, clique behavior, and discrimination.

Role-model the right behavior.

Never use illegal drugs. Don't consume alcohol, smoke, or use foul language in the presence of girls. Do not carry ammunition or firearms in the presence of girls unless given special permission by your council for group marksmanship activities.



Ensure that no girl is treated differently.

Girl Scouts welcomes all members, regardless of race, ethnicity, background, disability, family structure, religious beliefs, and socioeconomic status. When scheduling, helping plan, and carrying out activities, carefully consider the needs of all girls involved, including school schedules, family needs, financial constraints, religious holidays, and the accessibility of appropriate transportation and meeting places

Promote online safety.

Instruct girls never to put their full names or contact information online, engage in virtual conversation with strangers, or arrange in-person meetings with online contacts. On group web sites, publish girls' first names only and never divulge their contact information. Teach girls the **Girl Scout Online Safety Pledge** and have them commit to it.



Keep girls safe during money-earning.

Girl Scout Cookies and other council-sponsored product sales are an integral part of the program. During Girl Scout product sales, you are responsible for the safety of girls, money, and products. In addition, a wide variety of organizations, causes, and fundraisers may appeal to Girl Scouts to be their labor force. When representing Girl Scouts, girls cannot participate in money-earning activities that represent partisan politics or that are not Girl Scout-approved product sales and efforts.

Now that you've learned the 12 Safety Standards—Let's take a look at Safety Activity Checkpoints...



What Are Safety Activity Checkpoints?

When preparing for any activity with girls, always begin with the Girl Scout Safety Activity Checkpoints—guidelines written about particular activities and how to ensure safety when conducting them!

Each Safety Activity Checkpoint includes the same format:

- o Title of the checkpoint, a photo, and introductory text
- o Information on where to do this activity and how to include girls with disabilities
- o Basic and specialized gear required for the activity
- o How you and the girls need to prepare yourselves in advance of the activity
- o What specific steps to follow on the day of the activity
- o Web links to help you and the girls learn more, plus ways to increase your know-how
- o Activity-specific jargon



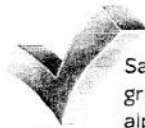
The checkpoints are formatted as checklists, so that you can go through and check off that each step has been followed.

Log onto <http://www.girlscout.org/usa/programs/activities/safety> to have the checkpoints available at your fingertips!

Example: Swimming

Review the Safety Activity Checkpoint for Swimming under the Folders tab on Edmodo

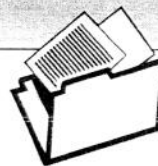
1. What did you learn?
2. How do these safety standards apply to planned activities?



Safety Activity Checkpoints are grouped by category or sorted alphabetically.



Required Forms



When working at a Girl Scout event, local event or in a Troop Setting, as a PA it is important to become familiar with the required forms needed to conduct these activities!

- o TP-106: Health History forms A Health History form is required for any Girl Scout Activity or event. These forms are completed and updated annually for both girls and adult members. Troop leaders collect and store the records. Health histories of participants are given to first aiders during Girl Scout events or activities, and then returned to troop leaders following the event.
- o TP-103: A Permission Request for Camping/Swimming/Boating Program - Overnight Activities is required for all overnight trips or any activities that require a special certification.
- o TP-300: Plan 2 Accident Coverage must be purchased if non-members are participating in any Girl Scout-sponsored event or if you are having an event lasting more than two consecutive nights



All required forms can be downloaded from the gscoastalpinet.org website under the For Volunteer section.



Tips for Keeping Everyone Safe:

Remember when you are planning an activity or event, follow the following steps to ensure everyone will have a safe experience:

- o Check the 12 Safety Standards and make sure you are following the guidelines that apply to your event
- o Go on the nccoastalpines.org web site to locate the appropriate Safety Activity Checkpoint. Read through it and use the checklist to make sure for any special events you have what you need to run the event safely.
- o Check to make sure the site you picked is safe
- o Do you have the correct Adult to Girl ratio according to Safety Activity Checkpoints for your activity or event?
- o Do you have a certified First Aid and CPR Adult attending your event?
- o Do you know where the first aid kit is located at your event?
- o If your event is over 200 girls do you have a second level First Aider at your event?
- o Do you know who is the Adult Volunteer in charge in case of an emergency?
- o Do they know you?



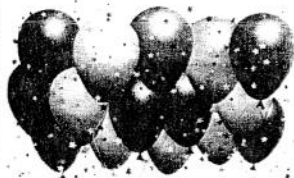
Making sure everyone is safe will ensure a fun time for all!



What next?

- o Practice leading your Journey based activity
- o Remember it should be no more than 10 minutes in length and if supplies are needed, you need supplies for 5 to 6 people

PA



Congratulations!

...you have completed
Module #4
Safety Standards
and Forms.

YOU'RE ALMOST DONE 😊

Your NEXT step will be to attend the face-to-face classroom workshop! Come prepared with your Journey based activity to present to the group.

See you there!

Younger Girl Journey Series

Decipher the following words and phrases to unlock the mystery message.

[illegible][illegible]

[illegible]

5

--	--	--	--	--	--	--	--

 4

--	--	--	--	--	--	--	--

 3

[illegible]

[illegible][illegible][illegible]

CHARACTERISTICS OF YOUNGER GIRLS

	Daisies K-1 st Grade Ages 5-6	Brownies 2 nd -3 rd Grade Ages 6-7-8	Juniors 4 th - 5 th Grade Ages 9-10-11
PHYSICAL	Small muscle control not completed. Restless, cannot sit still for long periods of time. Plays in cyclic bursts of energy; has a good appetite. Needs to experience the environment through all her senses.	Large muscle developing (arms and legs). Hand-eye coordination not completed. Needs a scheduled snack time and rest time. She can be intuitive about the best way for her to do something.	Experiences growth spurts. Has a high level of energy, will play until exhausted. Loves to eat. Sometimes self-conscious; develops nervous habits.
INTELLECTUAL	Learns by playing, experiencing, questioning, experiments. Is curious about the world and centers her perceptions on herself. Can last in adult directed activities for 20 minutes. Has a vivid imagination.	Eager to learn a new skill, creative, loves fantasy. Command of language is increasing rapidly, mimics easily. Understands cause and effect. If a reader, prefers silent reading.	Can be logical; may like to read a lot. Has a good use of language. Begins to like and respect teachers. Can be forgetful.
SOCIAL	Likes to play best with peers. Has a strong link to mother or care giver. Likes to please adults, looks for their approval. May need help in being neat putting away and clean up.	Looks for approval from best friends and adults. Can be bossy. Rules and "rights of others" are recognized. Enjoys imitating a good role model, not as self-centered. Can find something to do by herself for a short period.	Is peer conscious. Is very talkative. Likes to join clubs. Is self-centered and independent. May have romantic fantasies.
EMOTIONAL	Is friendly and helpful. Sometimes blames others for her own mistakes. Laughs and cries easily. Bolsters her self-confidence by trying to do things by herself.	Responds to pleasant, kind direction from adults. Adult approval is important. Can be jealous of others, anger displayed. Can switch roles very quickly.	Wants peer approval. Sometimes critical of parents. More control over emotions, is humorous, easy going. Is capable of harder tasks, gets intensely involved. Stays away from responsibility. Wants things to be "right" or "fair".

GIRL SCOUTS – NORTH CAROLINA COASTAL PINES CHARACTERISTICS OF GIRLS

Daisies Grades K-1	Brownies Grades 2-3	Juniors Grades 4-5	Cadettes Grades 6-7	Seniors & Ambassadors Grades 9-12
Ages 5-6	Ages 6-7-8	Ages 9-10-11	Ages 12-13-14	Ages 15-16-17
<p>PHYSICAL</p> <p>Small muscle control not completed; restless, cannot sit still for long periods of time.</p> <p>Lays in cyclic bursts of energy; has a good appetite.</p> <p>Needs to experience the environment through all her senses.</p>	<p>Large muscle developing (arms and legs).</p> <p>Hand-eye coordination not completed.</p> <p>Needs a scheduled snack time and rest time.</p> <p>She can be intuitive about the best way for her to do something.</p>	<p>Experiences growth spurts.</p> <p>Has a high level of energy, will play until exhausted.</p> <p>Loves to eat.</p> <p>Sometimes self-conscious; develops nervous habits.</p>	<p>Fast spurts of growth likely.</p> <p>Not always physically coordinated; Will use vigorous sports to stay in shape.</p> <p>Has a keen sense of her own physical changes, aches and pains. Will seek out and test physical limits.</p>	<p>Moves toward completion of growth. Good posture, understands balanced physical activities.</p> <p>Rest periods needed for fatigue.</p> <p>Excellent health usually.</p>
<p>INTELLECTUAL</p> <p>Earns by playing, experiencing, questioning, experiments.</p> <p>Curious about the world and centers her perceptions on herself.</p> <p>Can last in adult directed activity for 10 minutes.</p> <p>Has a vivid imagination.</p>	<p>Eager to learn a new skill, creative, loves fantasy.</p> <p>Command of language is increasing rapidly, mimics easily.</p> <p>Understands cause and effect.</p> <p>If a reader, prefers silent reading.</p>	<p>Can be logical; may like to read a lot.</p> <p>Has a good use of language.</p> <p>Begins to like and respect teachers.</p> <p>Can be forgetful.</p>	<p>Interests widen.</p> <p>Enthusiasm directed toward current interests.</p> <p>Will attempt to set goals within a time frame.</p> <p>Finds it challenging to set, enforce or change rules if needed.</p> <p>Likes to have minor accomplishments acknowledged.</p>	<p>Will attempt to reason things out; shows concern about problems other than immediate personal ones.</p> <p>Can attempt to reconcile opposing viewpoints.</p> <p>Capable of forming goals for education, career and family.</p> <p>Can budget time and money.</p>
<p>SOCIAL</p> <p>Likes to play best with peers; has a strong link to mother or father.</p> <p>Likes to please adults, looks for their approval.</p> <p>May need help in being neat, putting away and clean up.</p>	<p>Looks for approval from best friends and adults.</p> <p>Can be bossy.</p> <p>Rules and "rights of others" are recognized.</p> <p>Enjoys imitating a good role model, not as self-centered.</p> <p>Can find something to do by herself for a short period.</p>	<p>Is peer conscious.</p> <p>Is very talkative.</p> <p>Likes to join clubs.</p> <p>Is self-centered and independent.</p> <p>May have romantic fantasies.</p>	<p>The peer group becomes extremely important.</p> <p>Aware of boys; tend to mimic older teenagers.</p> <p>Enjoys working in pairs or small groups.</p> <p>Challenged by authority figures.</p> <p>Responds to honest praise; will question moral values.</p> <p>Works well within stated boundaries.</p>	<p>Greater ease among peers/adults.</p> <p>Toward fairness to individuals, empathy.</p> <p>Improved relations with parents, other adults and brothers and sisters.</p> <p>Toward acceptance of personal responsibility for clothes, room and possessions.</p> <p>Interdependent.</p>
<p>EMOTIONAL</p> <p>Friendly and helpful.</p> <p>Sometimes blames others for her mistakes.</p> <p>Laughs and cries easily.</p> <p>Worries her self-confidence by trying to do things by herself.</p>	<p>Responds to pleasant, kind direction from adults.</p> <p>Adult approval is important.</p> <p>Can be jealous of others, anger displayed.</p> <p>Can switch roles very quickly.</p>	<p>Wants peer approval.</p> <p>Sometimes critical of parents.</p> <p>More control over emotions, is humorous, easy going.</p> <p>Is capable of harder tasks, gets intensely involved.</p> <p>Stays away from responsibility.</p> <p>Wants things to be "right" or "fair".</p>	<p>Desires peer approval.</p> <p>Can be very secretive and introspective, directed toward her world.</p> <p>Has empathy for others.</p> <p>Tends to over dramatize events.</p> <p>Can give a wholesome guidance to younger people if asked.</p>	<p>Fewer emotional outbursts.</p> <p>Idealistic, loyal.</p> <p>Often has a sense of invulnerability.</p>

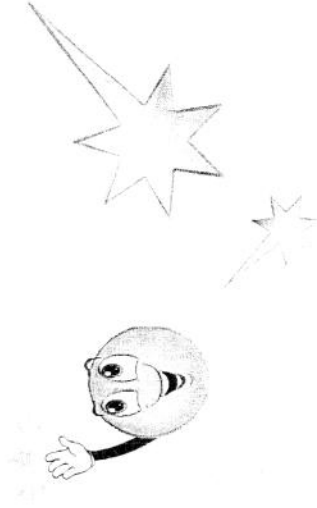
I am a Leader!

Please list five leadership qualities you have:

- 1.
- 2.
- 3.
- 4.
- 5.

Please list five leadership qualities you strive for:

- 1.
- 2.
- 3.
- 4.
- 5.



GIRL SCOUT LEADERSHIP EXPERIENCE

Leadership Keys	One example of <u>how I have</u> used this leadership key at school and/or in my Troop	One example of how <u>I can use this</u> leadership key with younger girls as a Program Aide
DISCOVER		
CONNECT		
TAKE ACTION		

Program Aide Lesson Planning

1. Decide what you are going to teach. Make sure that it's
 - something you know;
 - something appropriate to the age group;
 - something appropriate to the situation/site.
2. Think through how you will teach it.
 - Do I have the materials, or can I get them cheaply?
 - Will I have the space or facilities I need?
3. Make a list of each step and what materials are needed, beginning with PREPARATION through CLEAN-UP.
 - Include directions you will be giving; comments you might make.
4. Gather materials.
 - Make sure there is enough for the group and for yourself.
 - Remember materials for practice and demonstration.
5. Practice teaching your lesson.
6. Revise the list you made of the instructions and materials if necessary.
7. Pack everything you will need together, if possible put it in order of use.
8. At the teaching site:
 1. Set up all your materials so that you can easily reach them before you start.
 2. Make sure your audience can see and hear clearly.
 3. Tell how, show how, repeat, and let your learners try it.
 4. Clean up.
9. Evaluate:
 - _____ Was I well-prepared?
 - _____ Were my directions clear and easy to follow?
 - _____ Did I have enough materials for the group?
 - _____ Did I keep the pace moving, and not waste time?
 - _____ Was my lesson appropriate to the age of learners?
 - _____ Did I have an encouraging attitude?
 - _____ Did the group enjoy the lesson?
 - _____ Did I have patience with learners who needed me to go over it again?

Teach Something in Three Steps

These three steps work for anything - songs, games, arts and crafts, or camp craft skills.

Prepare the activity

- ☐ Practice it again. If you know how to do it or learn it if you've never tried it before.
- ☐ Consider the age group. Can you teach the whole group at once or will you need to split them up?
Will you need help instructing?
- ☐ Make a list of all items needed and gather them together.
- ☐ Decide how you will present it to the group. Will you need written directions to share with them?

Teach and do the activity

- ☐ Get the attention of the group with the silent sign. Wait if necessary. Never offer excuses for yourself - "I don't sing that well, but follow me." Start with confidence and expect interest.
- ☐ Explain what they are going to do - name, history, purpose for it, etc. Show a sample if there will be a finished project. Tell them of any safety hazards - either in the project or in the area around them.
- ☐ Find out if anyone already knows how to do it. You may want to use these girls as buddies for girls who are unsure later on.
- ☐ Demonstrate. Go all the way through it while others watch and listen.
- ☐ Take the whole group through the activity step by step. If it's a song, line by line.
- ☐ Let the group practice or begin work on the project.
- ☐ Walk among the group to see how they are doing. Watch the group's interest level. If they are tired or it is taking longer than expected to finish, you might decide to stop now and finish later.
- ☐ It is best to stop while people are having fun and interest is high.

Clean up

- ☐ Leave time for girls to help with the clean up. Gather all your materials up.
- ☐ You might have time for them to share their projects with each other and to evaluate the activity.
The learners might have ideas for the next time you teach this activity.

Helpful Hints for Leading Songs, Games & Arts and Crafts

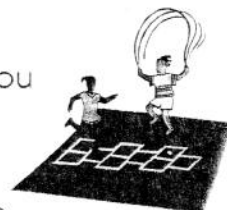
SONG LEADING HINTS

- Begin with songs the girls know or ones that are simple, easy choruses, repetitive songs, or short rounds.
- Sing the song for the audience; teach the song phrase by phrase, as they repeat after you; then sing it all together.
- Remind girls that shouting is not singing.
- Choose a variety of songs.
- Wait for everyone's attention.
- Teach the motions after they have learned the song's words.
- Avoid songs that might be offensive to religious or ethnic groups.



GAME LEADING HINTS

- Identify possible safety hazards, anticipate difficulties - adapt the game to group and situation.
- Organize teams or formations quickly.
- Make sure you have all equipment needed to play the game, including safety equipment.
- Make sure you tell and show the players the well-marked playing area boundaries.
- Gather the group together when giving instructions so everyone can see and hear you well.
- Try not to change rules during the game. If necessary, change only one.
- Arrange for total participation. Use rotation of players if everyone can't play at once.
- Encourage fair play, cooperation and playing for fun, rather than focusing on winning.



ARTS AND CRAFTS INSTRUCTING HINTS

- Keep the cost low. Scrounge or save materials when you can.
- Girls know when they are doing busywork. Have meaningful projects with a purpose.
- Encourage good work habits, neatness, and accuracy while allowing for CREATIVITY.
- Try a project before teaching it. Supply lists are sometimes incomplete and you may need to adapt the project for time limits or younger hands.
- Time how long it takes you to complete it and multiply by 3 for an estimate of how long it will take to teach it. Remember to include drying time if the project needs it.
- Make sure that everyone can get to materials and tools. Having 30 girls share 1 pair of scissors or 1 bottle of glue is very frustrating.
- Enjoy all results according to the girls' abilities.
- Allow time for clean up. Girls need to learn that this is part of the project, too.
- Let them create their project themselves. Even when they say, "I can't", don't do it for them. Help them learn how to do it.



WORDS THAT HELP

Use positive words and phrases instead of negative. Tell the child what to do. Make it clear what act gets approval. A positive direction is less likely to arouse resistance than a negative one.

Tone of voice is influential:

1. Quiet, firm tone suggests confidence and is reassuring.
2. Speak in a simple, direct manner with a low pitch.
3. Speak slowly.
4. Move closer to a child rather than shouting.
5. Be positive: e.g., "It is time to _____," "Do you need help?", "in here, we walk".

Positive: "Your feet need to be on the floor"

Negative: "Don't put your feet there"

Positive: "Chairs are for sitting"

Negative: "Don't sit on that table"

Discard words like GOOD, BAD, NAUGHTY, NICE, SHAME.

Instead of "GOOD" or "NICE", say, "You have learned to _____." "That was helpful or kind or thoughtful." "I liked the way you picked up your crayons". These kinds of words reinforce a child's feeling of self worth.

Use "I-Message" to Communicate Your thoughts and Feelings

"I-messages" are statements of fact. They tell the child how his behavior makes the adult feel. Often children don't know how their behavior affects others. "I-messages" are much more effective than "you-messages" when the child misbehaves.

Which sounds better?

I-Message

I need help in picking up now.
I don't feel like reading a story when I'm tired.
I sure get upset when I see mud on the floor.
I can't hear you with all that screaming.
I don't understand.

You-Message

You sure made a mess.
You're a pest!
You ought to be ashamed!
You better shut-up!
You're dumb.

Caution: Do not use "I-messages" to express anger to children. Expressing anger causes a young child to feel very upset and insecure.

Make Requests Simple

Young children have a hard time remembering several orders at a time.

Get the Child's Attention Before Speaking to Her

Children can concentrate on only one thing at a time. Call the child's name and allow her time to turn her attention to you before speaking to her.

Communicate at Eye-Level

Eye-contact improves communication. When talking with very young children, it may be necessary to stoop down to their level or to sit at a table with them.

Say "Please", "Thank You", and "You're Welcome" to Children

Children deserve the common courtesies which adults use with each other. And children learn by imitating the speech and behavior of adults.

Try Not to Interrupt and Scold Children When They Are Telling You Their Stories

Listening to children builds respect.

Don't Use Unkind Words Which Tear the Child Down

Unkind words have unhappy results and they cut off communication. Avoid unkind words that are ridiculing and shaming. They discourage the child and give her a poor concept of herself.

Use Kind Words to Encourage and Build Up a Child

Kind words bring happy results! They give children more self-confidence and help them to behave better, to try harder, and to achieve more. They create an atmosphere in which problems can be discussed openly and understandings reached.

Examples of kind words:

- Thank you for helping me clean the table.
- You did a good job of washing the dishes.
- That really makes me feel good.
- I like the way you remembered to hang up your coat.

Sharing:

- "She has the ball now. Soon it will be your turn."
- "You can play with _____ while you wait for the ball."
- "It is Jennifer's turn now. Hitting hurts."
- "Ask if you may have a turn."

When sharing group property:

"This belongs to all of us and we need to take turns. Your turn will come soon." Or "I'll see that you have your turn." See that the child gets a turn so that he/she realizes that you keep your word.

Clean Up:

- "Let's put the blocks into the box."
- "Let's empty all the can."
- Give specific suggestions.

Good communication helps children develop confidence and good relationships with others. Always, use good communication skills when working with children.

Page _____

LIT

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Girl Scout Time Log

Name: _____ Page _____

Indicate to which recognition this log applies: (Use a separate log for each recognition)

☐ Community Service Bar; ☐ Program Aide; ☐ Leadership Award; ☐ Girl Scout Silver/Gold Award; ☐ LIT[illegible]

How to Read the Safety Activity Checkpoints

Below is an overview of the format of each section on a Checkpoint.

Know where to do the activity - A quick list of each set of checkpoints.

Include girls with disabilities - Tips and special Web sites for information on including girls with disabilities.

Basic Gear - Includes clothing and equipment girls are likely to already have in their possession.

Specialized Gear - Includes clothing and equipment girls may need to purchase, rent, or borrow.

Prepare for the activity - These checkpoints discuss steps to take in advance of the activity. Not every category is listed here, and not every activity includes these categories.

- Communicate with council and parents. Tips for following council guidelines and keeping parents informed
- Ensure prerequisites. Ranges from an ability to swim to knowledge of primitive camping
- Arrange for transportation and adult supervision. Recommended adult-to-girl ratios for this activity
- Arrange for adult supervision, and verify instructor certification. Ensuring the volunteers or on-site instructors possess the proper training/certification
- Select a safe site. A game plan for ensuring the best experience possible
- Compile key contacts. Information on itineraries, phone trees, and other contact information
- Respect the environment. Tips for ensuring environmental responsibility
- Prepare for emergencies. First-aider requirements and other emergency precautions

On the day of the activity - these checkpoints include important final reminders on the day of the activity. Not every category is listed here, and not every activity includes these categories.

- Get a weather report. Ways to monitor the weather for any outdoor activity and/or activity requiring transportation
- Review rescue tips. Activity-specific rescue tips
- Use the buddy system: it's the best way to ensure no one is separated from the group or unable to get help
- Be prepared in the event of a storm with lightening. Special details for outdoor warm-weather activities

Links - Guide you to the best-known and best-respected Web sites.

Know-How for girls - Offers games, mini-lessons, and other fun ways to expand girls' knowledge

Jargon - helps you and the girls master activity-specific terminology

Archery: Safety Activity Checkpoints



One of the oldest weapons and hunting methods, archery is still used for its traditional purposes, but is common today as a recreational and competitive activity. There are a variety of styles and sizes of bows and arrows, but they're all used for one purpose: to hit a target. Archery is not recommended for Girl Scout Daisies. Girl Scout Brownies can participate in some archery activities if the equipment is designed for children of that grade level and body size. Participants must be old enough to understand safety procedures and handle equipment so as not to endanger themselves and others. Ensure that bows and arrows are appropriate to the age, size, strength, and ability of the girls.

Know where to participate in archery. Look for organized indoor and outdoor archery ranges. Connect with your Girl Scout council for site suggestions.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that the [National Center on Accessibility](#) provides to people with disabilities.

Archery Gear

Basic Gear

- ☐ Waterproof sunscreen and (SPF of at least 15) and lip balm
- ☐ Sunglasses

Specialized Gear

- ☐ Bows
- ☐ Arrows
- ☐ Targets (paper targets are typically mounted on hay bales)
- ☐ Wrist, finger, and arm protection, such as finger tabs and arm guards (right- and left-handed models)

Prepare for Archery

- ☐ **Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure. Make provisions for safe handling of archery equipment to and from the range.
- ☐ **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- ☐ **Arrange for adult supervision.** The recommended adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 12 Girl Scout Brownies
 - 16 Girl Scout Juniors
 - 20 Girl Scout Cadettes
 - 24 Girl Scout Seniors
 - 24 Girl Scout Ambassadors
 Plus one adult to each additional:
 - 6 Girl Scout Brownies
 - 8 Girl Scout Juniors
 - 10 Girl Scout Cadettes
 - 12 Girl Scout Seniors
 - 12 Girl Scout Ambassadors
- ☐ **Verify instructor knowledge and experience.** One adult is a certified [National Archery Association](#) instructor or has equivalent certification or documented experience according to your council's guidelines, as outlined in *Volunteer Essentials*. The instructor reviews the rules and operating procedures with girls beforehand, and posts safety rules at the site. Ensure that there is a ratio of 1 instructor for every 10 girls. Archery games away from a regular course are well supervised and appropriate to age, skill level, and location of shooting.
- ☐ **Compile key contacts.** Give an itinerary to a contact person at home; call the contact person upon departure and return. Create a list of girls' parents/guardian contact information, telephone numbers for emergency services and police, and council contacts—keep on hand or post in an easily accessible location.
- ☐ **Girls learn about archery.** Girls develop skills based on proper procedures and form, such as stringing the bow, nocking the arrow, getting the right stance, sighting, and observing safety practices. Before archery activity, girls learn the following:
 - Archers straddle the shooting line to shoot.
 - Girls waiting to shoot stay well behind the archery line. A quiver for holding arrows is provided for each line of shooters. Never point a bow and arrow at a person, even when not drawn.
 - Arrows are not picked up until the "load" command is given.
 - Never shoot an arrow until the "fire when ready" command is given.
 - Never draw the string and let go without an arrow; this is called dry firing and can break the bow.
 - When aiming arrow, keep tip pointed toward the target. Shoot only at target and never at anything else, including trees, animals, etc. Never shoot an arrow straight up into the air.
 - Wait until the all-clear command is given before retrieving arrows.
- ☐ **Dress appropriately for the activity.** Make sure girls and adults avoid wearing dangling earrings, bracelets, and necklaces that may become entangled in equipment. Also have girls tie back long hair.
- ☐ **Ensure that equipment is in good condition.** Make sure that arrows are not warped and do not have cracked nocks or loose or missing feathers; bowstrings do not have broken or loose strands, and bows do not have loose or broken arrow rests; backstops for targets are in good repair. A beginner uses arrows that extend one to two inches in front of the bow when the bow is at full draw. Only target tip arrows are used, never broadhead/hunting tips.
- ☐ **Prepare for emergencies.** Ensure the presence of a first-aid kit and a first-aider with certificates in First Aid, including Adult and Child CPR or CPR/AED, who is prepared to handle cases of puncture wounds and sunburn. If

any part of the activity is located 60 minutes or more from emergency medical services, ensure the presence of a first-aider (level 2) with Wilderness and Remote First Aid. See *Volunteer Essentials* for information about first-aid standards and training.

On the Day of the Archery Activity

- ☐ **Get a weather report.** On the morning of an outdoor archery activity, check weather.com or other reliable weather sources to determine if conditions are appropriate. If severe weather conditions prevent the archery activity, be prepared with a backup plan or alternate activity. Write, review, and practice evacuation and emergency plans for severe weather with girls.
- ☐ **Use the buddy system.** Girls are divided into teams of two. Each girl chooses a buddy and is responsible for staying with her buddy at all times, warning her buddy of danger, giving her buddy immediate assistance if safe to do so, and seeking help when the situation warrants it. If someone in the group is injured, one person cares for the patient while two others seek help.
- ☐ **Safeguard valuables.** Secure equipment in a dry, locked storage area. Archery equipment is stored in its proper storage container and locked when not in use.
- ☐ **Be prepared in the event of a storm with lightning.** Take shelter away from tall objects (including trees, buildings, and electrical poles). Find the lowest point in an open flat area. Squat low to the ground on the balls of the feet, and place hands on knees with head between them.
- ☐ **Practice safe archery.**

At an outdoor range:

- Targets are not placed in front of houses, roads, trails, or tents.
- Avoid areas with pedestrian traffic.
- Clear areas of brush; a hillside backstop is recommended.
- Be sure the shooting area and the spectator area behind the shooting area are clearly marked.
- In the shooting area, ensure a distance of at least 50 yards behind the targets and 20 yards on each side of the range. An outdoor range is not used after nightfall.
- Archery equipment is stored in the box and locked when not in use.

At an indoor range:

- Targets are well-lit, and doors or entries onto the range are locked or blocked from the inside.
- Do not block fire exits.

Archery Links

- **National Field Archery Association:** www.nfaa-archery.org
- **USA Archery:** www.usarchery.org
- **World Archery Center Instructor Courses:** Error! Hyperlink reference not valid.

Archery Know-How for Girls

- **Learn how to string a bow.** Read a step-by-step guide at Archery World U.K. Web site.
- **Learn archery safety basics.** Learn tips such as “Never put an arrow into a bow unless you are on the shooting line” on the Colorado Division of Wildlife Web site.

Archery Jargon

- **AMO length:** A standardized length for measuring bow strings
- **Anchor point:** Part of the bow to rest lightly as the string is pulled toward the face, usually the corner of the archer’s mouth or chin
- **Dry fire:** Shooting a bow without an arrow, which can damage the bow



girl scouts

Swimming: Safety Activity Checkpoints



A longtime Girl Scout tradition, swimming is one of the many ways that girls develop athleticism, leadership, and team-building skills. Whether swimming outdoors at camps and competitive events or in indoor pools, safety is one of the keys to having fun in the water. Girls and adults adhere to council requirements for swimming levels—in addition to the requirements of the organization you are working with—to participate in water activities. Consult a local organization such as your local parks and recreation department, YMCA, or [American Red Cross](#) for swimming lessons, or locate a swimming instructor in your area at [swim.com](#).

Know where to go swimming. Girl Scout camps, lakes, rivers, pools, and other camping facilities. Connect with your Girl Scout council for site suggestions.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that [USA Swimming Disability Committee](#) and [International Federation of Adapted Physical Activity](#) provide to people with disabilities.

Swimming Gear

Basic Gear

- ☐ Bathing suit (a one-piece is usually less cumbersome than a two-piece)
- ☐ Waterproof sunscreen (SPF of at least 15)
- ☐ Sunglasses
- ☐ Beach towel
- ☐ Dry clothing and sunglasses to wear after swimming
- ☐ Goggles, swim cap, and/or nose and ear plugs for girls who need them

Specialized/Rescue Gear

- ☐ Participants who are weak swimmers wear a U.S. Coast Guard–approved life jacket (Type III recommended) that fits according to weight and height specifications. Inspect life jackets to ensure that they are in good condition and contain no tears. Read about Coast Guard life jackets [here](#).
- ☐ Reaching pole
- ☐ Ring buoy or throw bag with firmly attached line approximately 30 feet long

- ☐ Rescue tube
- ☐ Backboard
- ☐ At least one graspable and throwable personal flotation device (Type IV buoyant cushion or ring buoy or equivalent) is immediately available for each group on the water

Prepare for Swimming

- ☐ **Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any clothing or supplies that may be necessary. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure.
- ☐ **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- ☐ **Arrange for transportation and adult supervision.** The recommended adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 6 Girl Scout Daisies
 - 12 Girl Scout Brownies
 - 16 Girl Scout Juniors
 - 20 Girl Scout Cadettes
 - 24 Girl Scout Seniors
 - 24 Girl Scout Ambassadors

Plus one adult to each additional:

- 4 Girl Scout Daisies
 - 6 Girl Scout Brownies
 - 8 Girl Scout Juniors
 - 10 Girl Scout Cadettes
 - 12 Girl Scout Seniors
 - 12 Girl Scout Ambassadors
- ☐ **Ensure the presence of watchers.** A watcher is a person trained in the use of basic water-rescue equipment and procedures who works under the direction of the lifeguard. American Red Cross Basic Water Rescue certification or equivalent is appropriate. Lifeguards and watchers are stationed at separate posts and stay out of the water, except in emergencies. An American Red Cross Lifeguarding Instructor or American Red Cross Water Safety Instructor (WSI) can provide training in Basic Water Rescue.

Swimming Lifeguards and Watchers Ratios

Number of Swimmers	Lifeguards	Watchers
1–10	1 adult	1*
11–25	1 adult	2*
26–35	2 persons, at least 1 is an adult; others may be 16 years of age or older.	3*
36–50	2 persons, at least 1 is an adult; others may be 16 years of age or older.	4*

*Some states allow watchers to be under the age of 18, but in all states, they must be at least 16 years of age.

These numbers are a minimum. The ratio of lifeguards and watchers to swimmers may need to be increased depending on the number of girls in one area, swimming level and ability, girls with disabilities, age level and ability to follow instructions, type of swimming activity (instruction, recreation), type of swimming area, weather and water conditions, and rescue equipment available. If you are unsure whether your swimming lifeguards and watchers ratios are sufficient, be sure to contact your council.

- ☐ **Ensure participants are able to swim.** Participants' swimming abilities are classified and clearly identified (for instance, with colored headbands to signify beginners, advanced swimmers, etc.) at council-approved sites, or participants provide proof of swimming-test certification. In the absence of swimming-test certification, a swim test is conducted on the day of the activity. Consult with your Girl Scout council for additional guidance.
- ☐ **Ensure the presence of lifeguards.** For swimming activities in public pools, hotel and cruise-ship pools, and backyard pools, the lifeguards are at least 16 years old and have American Red Cross Lifeguard Training certification or the equivalent. For swimming activities in lakes, slow-moving streams, and rivers, one adult lifeguard (certified in American Red Cross Lifeguard Training plus Waterfront Lifeguard course or the equivalent) is present for every 10 swimmers, plus one watcher. When girls are wading in water more than knee-deep, an adult with American Red Cross Basic Water Rescue certification or with documented experience according to your council's guidelines, as outlined in *Volunteer Essentials*. For swimming and wading activities, consult the "Swimming Lifeguards and Watchers Ratios" chart for standards.
- ☐ **Assess safety of swimming site.** Whether using council-owned or -operated swimming sites or using public, loaned, or donated facilities, the swimming site posts that its water quality passes the local [health-department tests](#) and sanitation regulations. In addition:

For pools:

- Pool water depths are clearly marked, and shallow areas are marked "no diving." Diving areas are separate from other swimming areas.
- The facility makes periodic maintenance checks. Maintenance requests and repairs are documented, and records are retained.
- Water pH and chlorine are tested and maintained at safe levels. Tests are documented, and records are retained.
- The decks around the pool are kept clean and clutter-free.
- The surrounding fence and gate or doors are locked when the pool is unsupervised.

For beach and other waterfront areas:

- Hazards are eliminated or clearly marked.
- Girls are instructed to avoid strong currents, sharp drop-offs, quicksand bottoms, rough surf, and other potentially dangerous conditions.
- As best as can be determined, the water is free of dangerous marine life.
- The bottom is relatively free of debris, sharp stones, and shells.
- Swimming, diving, and small-craft areas are separate. They are clearly marked or roped off or both.

- ☐ **Follow sliding safety standards.** The following rules are respected for activities that include slides:
 - A watcher signals that the next person may slide when the landing area is clear.
 - Only one person may be on the slide at a time.
 - Girls slide in a sitting position, never headfirst.
 - The landing area is off-limits to other swimmers.
 - The water in the slide landing area is at least 4 feet deep.
- ☐ **Follow diving-area safety standards.** The following rules are respected for activities that include diving:
 - The diving area is divided from the swimming area by a buoyed line.
 - The water in the landing area is a minimum of 10 feet deep for recreational diving boards. The boards are usually 12 to 14 feet long and less than 3 feet above the water's surface.
 - The water in the landing area is a minimum of 12 feet deep for competitive diving boards. The boards are usually 16 feet long and 3 to 10 feet above the water's surface.

- Diving is restricted to water of sufficient depth and checked in advance for submerged obstructions. Diving is prohibited in waters of unknown depth and conditions.
 - Recreational divers do not manipulate the adjustable fulcrum on the springboards. During recreational swimming periods, the adjustable fulcrum is locked in a fixed position, preferably in its most forward position, to reduce the spring of the board.
 - The maximum water depth extends 10 feet on each side of the center line of the board. If tides, drought, and similar forces affect the water depth, it is checked each time before diving is permitted.
 - Girls do not dive off the side of the board.
- ☐ **Follow water-park safety standards.** When participating in water activities at water parks, adults and girls must:
- Read and follow all park rules and the instructions of lifeguards.
 - Know their physical limits. Observe a water ride before going on.
 - Not dive. Always know the depth of the water before wading in.
 - Not run. Most minor injuries at water parks are caused by slips and falls.
 - Use extra care on water slides. They cause a significant number of injuries. See "Follow sliding safety standards."
 - In wave pools, stay away from the walls.
- ☐ **Prepare for emergencies.** Ensure the presence of a waterproof first-aid kit and a first-aider, who is prepared to handle cases of near-drowning and immersion hypothermia. See *Volunteer Essentials* for information about first-aid standards and training.
- ☐ **Compile key contacts.** Give an itinerary to a contact person at home; call the contact person upon departure and return. Create a list of girls' parents/guardian contact information, telephone numbers for emergency services and police, and council contacts—keep on hand or post in an easily accessible location.

On the Day of Swimming

- ☐ **Get a weather report.** If swimming outdoors, never swim on a stormy day. On the day of the activity, consult weather.com or other reliable sources to assess temperature and weather and water conditions. If weather conditions prevent the trip, be prepared with a backup plan or alternative activity.
- ☐ **Safeguard valuables.** Don't leave personal belongings and valuables unattended in a public place.
- ☐ **Use the buddy system.** Girls are divided into teams of two. Each person chooses a buddy and is responsible for staying with her buddy at all times, warning her buddy of danger, giving her buddy immediate assistance if safe to do so, and seeking help when the situation warrants it.
- ☐ **Be prepared in the event of a storm with lightning.** Exit water immediately, and take shelter away from tall objects (including trees, buildings, and electrical poles). Find the lowest point in an open flat area. Squat low to the ground on the balls of the feet, and place hands on knees with heads between them. During storms, if shore cannot be reached, keep a sharp lookout for boats and other obstructions.
- ☐ **Keep track of girls' whereabouts.** In a controlled waterfront, a checkboard system is used to indicate which girls are in the water and in which swimming area. In crowded areas, a color system is used for identification (for example, non-swimmers, novice swimmers, and skilled swimmers each have a wristband, hair band, or other marker of a different color).
- ☐ **Monitor time in water.** The length of a swimming period is determined by the swimmer's condition and comfort, weather conditions, and water temperature. Generally, 30-minute swimming periods are sufficient.
- ☐ **Respect basic swimming rules and safety precautions.**
- Girls do not dive into above-ground pools, shallow areas, etc.
 - Girls swim in supervised areas only.
 - Girls swim only during daylight hours or in a well-lit pool at night.
 - Girls do not swim immediately after eating, when overheated, or when tired.
 - Girls swim at a safe distance from any diving board.
 - Electrical appliances are not used in or near swimming areas.
 - Bottles, glass, and sharp objects are not allowed in swimming area.

- An emergency telephone is available, whenever possible.
- Drink water to avoid dehydration.

Swimming Links

- **American Red Cross Swimming and Water Safety program:** www.redcross.org/portal⇒Preparing and Getting Trained⇒Get Trained⇒Swimming and Water Safety⇒Learn to Swim
- **Swim America:** www.swimamerica.org
- **USA Swimming:** www.usaswimming.org
- **YMCA Programs for Aquatics:** www.ymca.net/programs/programs_for_aquatics.html
- **State and national parks and forests (may certify swimmers):** www.llbean.com/parksearch/us_search.html

Swimming Know-How for Girls

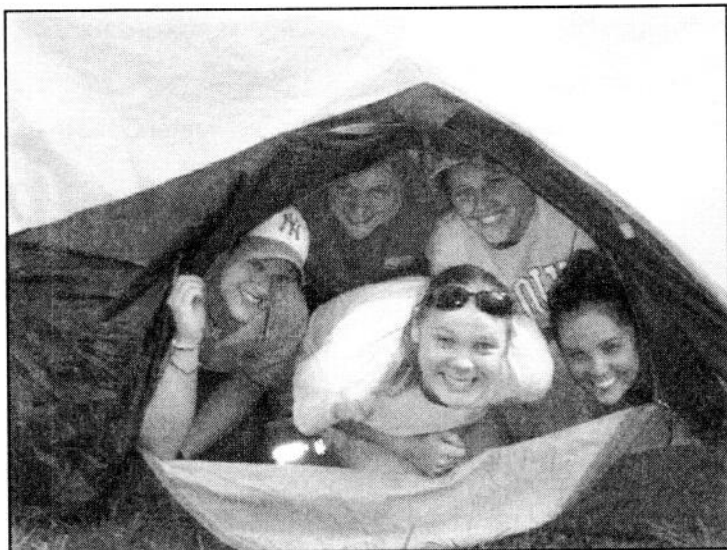
- **Learn swimming strokes.** Before you hit the water, read up about the five basic strokes: freestyle, backstroke, breast-stroke, butterfly, and sidestroke.
- **Create swimming games.** Marco Polo and Find the Penny are popular swimming games. What games can you create?

Swimming Jargon

- **Flip turn:** A tumbling turn in which the swimmer somersaults and twists her body as she approaches the pool wall, and then pushes off the wall with her feet
- **Leg:** One-fourth of a relay swum by four swimmers



Group Camping: Safety Activity Checkpoints



Camping, a great Girl Scout tradition, is one of the very first activities that Girl Scouts founder Juliette Gordon Low encouraged for girls. The key to an enjoyable group-camping experience is being prepared by packing just enough gear, supplies, and clothing that are appropriate for the weather, sleeping situation, and cooking meals. Girl Scouts advocate for the Leave No Trace method of camping, which involves leaving a campground the way it exists in nature, free of garbage and human impact.

Caution: Girls are not allowed to use firearms unless 12 years and older and with council permission; girls are never allowed to hunt or go on high-altitude climbs. Girls are also never allowed to ride all-terrain vehicles or motor bikes.

Camping with Girl Scout Daisies: Under the leadership of an adult, a Daisy troop may participate in an occasional overnight camping experience. Daisies who have completed kindergarten may independently participate at day camp and in resident camp experiences lasting up to three nights. Daisies who have completed first grade may independently participate in resident camp experiences lasting four or more nights.

Know where to camp. Girl Scout camps, public, private, state, and national parks and sites deemed appropriate by local and state authorities. Connect with your Girl Scout council for site suggestions and for information on using a non-council-owned site. Search for campground locations by location at [Reserve America](#).

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that [Global Explorers](#) and [Wilderness Inquiries](#) provide to people with disabilities.

Camping Gear

Basic Gear

- ☐ Clothing and rain jacket or poncho that can be layered
- ☐ Hat, gloves, and thermal underwear for cool temperatures
- ☐ Socks with sturdy shoes, hiking boots, or sneakers (no sandals, clogs, flip-flops, or bare feet)
- ☐ Waterproof sunscreen (SPF of at least 15)
- ☐ Hat

- ☐ Sunglasses
- ☐ Towels and basic personal hygiene supplies (shampoo, soap, comb, and so on)
- ☐ Daypack
- ☐ Insect repellent

Specialized Gear

- ☐ Flame-resistant tents or tarp (no plastic tents)
- ☐ Compass and map or map and global positioning system (GPS)
- ☐ Sleeping bag (rated for the anticipated temperature)
- ☐ Mosquito netting where necessary
- ☐ Cooking supplies (pots, pans, utensils, mess kit and dunk bag, and so on)
- ☐ Cooler for food storage
- ☐ Portable cook stoves and fuel whenever possible (to reduce the use of firewood)
- ☐ Flashlight and other battery-powered lights (no candles, kerosene lamps, portable cook stoves, heaters, or other open-flame devices are used inside tents)
- ☐ Lantern fueled by propane, butane, kerosene, or gas (for outdoor use)
- ☐ Water-purification kit

Prepare for Group Camping

- ☐ **Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure.
- ☐ **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity and to plan menus, rules for group living, and on-site activities.
- ☐ **Obtain camping credentials.** Ensure that the adult has been a part of council group or troop-camp learning on supervising group camping. Group camp education generally covers outdoor program activities, minimal-impact camping skills, safety procedures and standards, and methods of dealing with homesickness.
- ☐ **Arrange for transportation and adult supervision.** The recommended adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 6 Girl Scout Daisies (See "Camping With Girl Scout Daisies" details in this checkpoint's introduction)
 - 12 Girl Scout Brownies
 - 16 Girl Scout Juniors
 - 20 Girl Scout Cadettes
 - 24 Girl Scout Seniors
 - 24 Girl Scout Ambassadors

Plus one adult to each additional:

 - 4 Girl Scout Daisies (See "Camping With Girl Scout Daisies" details in this checkpoint's introduction)
 - 6 Girl Scout Brownies
 - 8 Girl Scout Juniors
 - 10 Girl Scout Cadettes
 - 12 Girl Scout Seniors
 - 12 Girl Scout Ambassadors
- ☐ **Compile key contacts.** Give an itinerary to a contact person at home; call the contact person upon departure and return. Create a list of girls' parents/guardian contact information, telephone numbers for emergency services and police, and council contacts—keep on hand or post in an easily accessible location. Also know the location of the nearest landline telephone in case cellular phones do not receive reception.
- ☐ **Ensure the safety of sleeping areas.** Separate sleeping and bathroom facilities are provided for adult males; many councils make exceptions for girls' fathers. Ensure the following:

- Each participant has her own bed. Parent/guardian permission must be obtained if girls are to share a bed.
- Adults and girls never share a bed.
- It is not mandatory that an adult sleep in the sleeping area (tent, cabin, or designated area) with the girls. If an adult female does share the sleeping area, there should always be two unrelated adult females present.

During family or “He and Me” events (in which girls share sleeping accommodations with males), ensure the details are clearly explained in parent/guardian permission slip.

- ☐ **Girls share resources.** Encourage girls to make a list of the gear and supplies, and determine what can be shared. Support girls in creating a checklist of group and personal equipment and distribute to group members.
- ☐ **Prepare for emergencies.** Ensure the presence of a waterproof first-aid kit and a first-aider with a current certificate in First Aid, including Adult and Child CPR or CPR/AED, who is prepared to handle cases from extremes of temperature, such as heat exhaustion, heat stroke, frostbite, cold exposure, hypothermia, as well as sprains, fractures, and altitude sickness. If any part of the activity is located 60 minutes or more from emergency medical services, ensure the presence of a first-aider (level 2) with Wilderness and Remote First Aid. A vehicle is available or an ambulance is on call at all times to transport an injured or sick person. See *Volunteer Essentials* for information about first-aid standards and training.

On the Day of Group Camping

- ☐ **Get a weather report.** On the morning of the camping trip, check weather.com or other reliable weather sources to determine if conditions are appropriate. If severe weather conditions prevent the camping trip, be prepared with a backup plan or alternate activity. Write, review, and practice evacuation and emergency plans for severe weather with girls.
- ☐ **Use the buddy system.** Girls are divided into teams of two. Each girl chooses a buddy and is responsible for staying with her buddy at all times, warning her buddy of danger, giving her buddy immediate assistance if safe to do so, and seeking help when the situation warrants it. If someone in the group is injured, one person cares for the patient while two others seek help.
- ☐ **Respect the environment and keep campsite clean.** Use the principles of minimal-impact camping described by [Leave No Trace](#). Store garbage in insect- and animal-proof containers with plastic inner linings, and cover it securely when there is a campsite garbage-pickup service. When there is no garbage-pickup service, remove garbage from campsite in plastic bags and discard, as appropriate. Recycle whenever possible. Do not bury food; carry out garbage, grease, and fuel canisters. Do not remove natural materials such as leaves or branches.
- ☐ **Be prepared for primitive campsites.** For sites that don’t have electric lights and toilet facilities, observe these standards:
 - Choose and set up campsite well before dark.
 - Use a previously established campsite if available.
 - Make sure the campsite is level and located at least 200 feet from all water sources and below tree line.
 - Avoid fragile mountain meadows and areas of wet soil.
 - Avoid camping under dead tree limbs.
 - Use existing fire rings if a fire is necessary.
 - If a latrine is not available, use individual cat holes—holes for human waste that are at least 200 feet away from the trail and known water sources—to dispose of human waste (visit www.lnt.org for more information).
 - Do dishwashing and personal bathing at least 200 feet away from water sources.
 - Store food well away from tents and out of reach of animals. Where necessary, hang food at least 10 feet high from a rope stretched between two trees. If the site is in bear country, check with local authorities on precautions to take.
 - See that garbage, tampons, sanitary supplies, and toilet paper are carried out.

Group Camping Links

- **American Camp Association:** www.acacamps.org
- **Go Camping America:** www.gocampingamerica.com

- **Leave No Trace:** <http://www.lnt.org>
- **National Camp Association:** www.summercamp.org

Group Camping Know-How for Girls

- **Create a camp kaper chart.** Divvy up cooking duties and get creative about pre-planning [outdoor meals](#).
- **Be ready with camp entertainment.** Before you go camping, read about camping stories, [songs](#), activities, and [games](#).

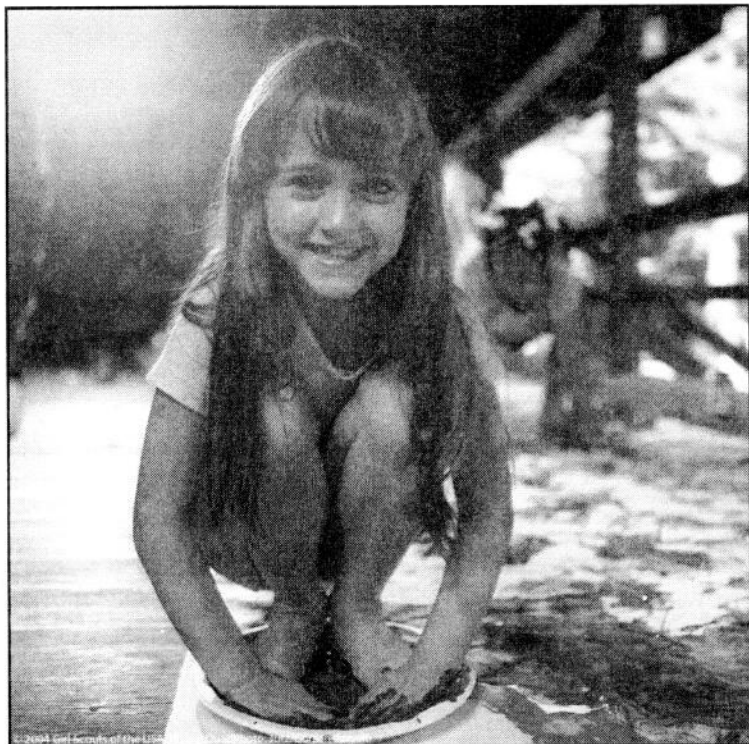
Group Camping Jargon

- **Kindling:** Small pieces of dry wood used to start a campfire
- **Mummy bag:** A sleeping bag that is tapered at the ends to reduce air space and to conserve heat

girl scouts



Arts and Crafts: Safety Activity Checkpoints



Whether girls are painting, knitting, bookbinding, sculpting, making origami or jewelry, or doing any one of a number of arts-and-crafts projects, the options for artistic and self-expression are endless. Girls are encouraged to plan details of arts-and-crafts activities, and it's important that activities are appropriate to each girl's age, experience with tools, attention span, and the complexity of the project. Also keep environmentalism in mind; for instance, when doing arts and crafts outdoors, don't use materials such as glitter that will pollute campgrounds.

Know where to do arts and crafts. Connect with your Girl Scout council for site suggestions. Ensure that the location is well-ventilated.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that The [National Institute of Art and Disabilities](#) and [National Arts and Disability Center](#) provide to people with disabilities.

Arts and Crafts Gear

Basic Gear

- ☐ Age-appropriate materials (for example, with younger girls, use water-based paints and products that are easily removed from clothes, and scissors with blunt ends)
- ☐ Clothing appropriate for the activity, such as gloves for handling hot objects
- ☐ Long hair is tied back; girls do not wear loose clothing or jewelry when using machinery or tools with moving parts

Specialized Gear

- ☐ Protective face- and eye-safety equipment, such as masks, shatterproof lenses, eyeglass guards, or goggles are worn when appropriate, for protection against sparks, dust, fumes, and debris.
- ☐ Due to a potential for extreme allergic reactions to latex, Girl Scouts recommends the use of vinyl or nitrile gloves when such gloves are necessary for an arts-and-crafts project.

Prepare for Arts and Crafts

- ☐ **Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure.
- ☐ **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- ☐ **Arrange for transportation and adult supervision.** The adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 12 Girl Scout Daisies
 - 20 Girl Scout Brownies
 - 25 Girl Scout Juniors
 - 25 Girl Scout Cadettes
 - 30 Girl Scout Seniors
 - 30 Girl Scout Ambassadors

Plus one adult to each additional:

- 6 Girl Scout Daisies
- 8 Girl Scout Brownies
- 10 Girl Scout Juniors
- 12 Girl Scout Cadettes
- 15 Girl Scout Seniors
- 15 Girl Scout Ambassadors

Supervision is increased when advanced equipment, such as soldering irons, burners, or power saws, is used. Use of cutting tools, hammers, and spray paints is carefully supervised.

- ☐ **Verify instructor knowledge and experience.** For activities beyond those described in Girl Scout publications, the instructor must have documented experience and skill in teaching arts and crafts according to your council's guidelines, as outlined in *Volunteer Essentials*. The instructor teaches girls the basic skills and demonstrates the safe use and care of equipment—for example, cutting tools are used with the blade away from the body.
- ☐ **Compile key contacts.** Give an itinerary to a contact person at home; call the contact person upon departure and return. Create a list of girls' parents/guardian contact information, telephone numbers for emergency services and police, and council contacts—keep on hand or post in an easily accessible location.
- ☐ **Select a safe arts-and-craft site.** Ensure that girls have sufficient space to move around while working; there is space for table work for each girl, when appropriate. Work sites are well ventilated for activities involving hazardous materials and spray paints (for example, turpentine, spray fixatives, varnishes) or ceramic dust. Flammable material is used only in work spaces away from ignition sources such as open flames, heaters, and candles. Provision is made for proper and safe disposal of all waste materials. Fire exits are clearly marked, and fire safety equipment is on hand. Food and beverages are not consumed in activity areas.
- ☐ **Prepare for emergencies.** When specialized equipment, power machinery, or chemicals are being used, ensure the presence of a first-aider with a current certificate in First Aid, including Adult and Child CPR or CPR/AED; also ensure a first-aid kit is available. Emergency procedures are clearly posted for swallowing a chemical, getting a chemical in the eyes, skin contact with a chemical, and so on. See *Volunteer Essentials* for information about first-aid standards and training.

- ☐ **Use safe equipment and materials.** Art materials are purchased from reputable sources, such as school-supply houses. Product labels clearly indicate what the material is and how to write or call the manufacturer. Girls never use donated or discarded material whose ingredients are not known; very old or unlabeled materials may be toxic and are not used. Care is taken to protect children from dyes, pigments, preservatives, and other chemicals that may provoke allergies. Children who are physically or psychologically disabled, or who are on medication, may be at greater risk from toxic materials. Kilns are ventilated, and children using them are directly supervised.
- ☐ **Educate about potentially hazardous materials.** The following materials may be used only after girls have received adequate safety instruction:
 - Dusts or powders that can be inhaled or that can get in the eyes
 - Organic solvents, volatile glues, or solvent-containing products such as aerosol sprays
 - Anything that stains the skin or clothing (or that cannot be washed out of clothing)
 - Acids, alkalis, bleaches, or other irritating or corrosive chemicals

Also be sure that girls wash their hands after using supplies that are labeled as hazardous. If transferring hazardous materials to another container, ensure this container is labeled "hazardous."

On the Day of the Arts-and-Crafts Activity

- ☐ **Get a weather report.** If the arts-and-crafts activity takes place outdoors, on the morning of the activity, check weather.com or other reliable weather sources to determine if conditions are appropriate. If weather conditions prevent the activity, be prepared with a backup plan or alternate activity, or postpone the activity. Write, review, and practice evacuation and emergency plans for severe weather with girls. In the event of a storm, take shelter away from tall objects (including trees, buildings, and electrical poles). Find the lowest point in an open flat area. Squat low to the ground on the balls of the feet, and place hands on knees with head between them.
- ☐ **Use the buddy system.** Girls are divided into teams of two. Each girl chooses a buddy and is responsible for staying with her buddy at all times, warning her buddy of danger, giving her buddy immediate assistance if safe to do so, and seeking help when the situation warrants it. If someone in the group is injured, one person cares for the patient while two others seek help.
- ☐ **Safeguard valuables.** Secure equipment in a dry, locked storage area.
- ☐ **Exercise caution when handling and storing equipment and supplies.** Equipment and supplies are locked in a storage area whenever possible. Safety and operating instructions for dangerous equipment (for example, power tools and kilns) are reviewed and posted. Scissors, knives, and other cutting tools are cleaned, oiled, and sharpened, as needed. Flammable materials, such as paints and solvents, are labeled and stored in a dry, well-ventilated area out of the reach of young children. Equipment and supplies are used for their intended purpose only. Turpentine or paint thinner may be used as a paint solvent with adequate ventilation. Gasoline is never used as a paint solvent. Solvent- or oil-soaked rags are kept in waste cans that meet fire safety codes and are emptied daily. Containers of solvents are covered. They evaporate quickly, and inhalation can be hazardous. Manufacturers' labels on paints, chemicals, and aerosol cans are read before product use; use these substances in well-ventilated areas only and do not expose to a flame. When transferring substances into other containers, label each container as to content and procedures for use and disposal. When girls gather natural materials (such as leaves), conservation principles are taught and practiced.

Arts-and-Crafts Links

- **National Safety Council:** www.usc.org

Arts-and-Crafts Know-How for Girls

- **Select cool craft projects.** What kinds of projects have you never participated in, but have always wanted to try? After discussing themes, available supplies, and techniques, create a list of potential projects and begin researching how to create the project. Perform keyword searches for the craft projects. These sites (among others) provide arts-and-craft projects: Girl Scout council of the Catawba Valley Area

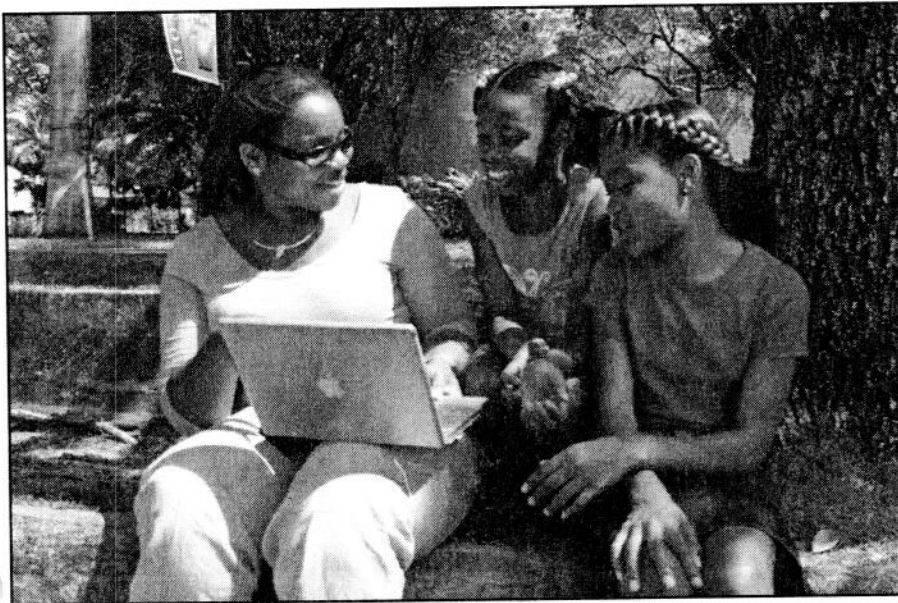
(www.cvgirlscouts.org/adults/crafts/index.htm), <http://familyfun.go.com/crafts>, and www.enchantedlearning.com/crafts.

Arts-and-Crafts Jargon

- **Assemblage:** An artistic process in which a three-dimensional piece of art is made from assembling found objects
- **Mosaic:** Artistic images and designs created by putting together small pieces of glass, stone, and other materials



Computer/Online Use: Safety Activity Checkpoints



Using the Internet in Girl Scouting isn't solely for girls participating in a virtual manner; girls use the Web to communicate with other girls, research travel plans and activities, and create Web sites for events and series opportunities. In addition, a Girl Scout group working with an adult may wish to do such things as:

- Earn a technology award or other award found online
- Promote the Girl Scout Cookie sale using the online marketing tools offered on Girl Scout product vendor Web sites
- Search for other Girl Scout council or group Web sites
- Research a badge or community resource
- Visit the [World Association of Girl Guides and Girl Scouts' \(WAGGGS\) Web site](#) or member countries' Web sites
- Create a static Web page on the Internet (a static Web page is one that looks the same each time users view it and does not allow guests to post to it)
- Set up a secure, password-protected Web site with a calendar and information for girls and families
- Use Girl Scout vendor Web sites to learn more about product activities
- Set up a social networking page (ages 13 and older)

Monitor Web sites that girls view, ensuring that they are safe and actively controlled. For online and product sales, refer to the Safety Activity Checkpoints called "Girl Scout Cookie/Council-Sponsored Product Sales." No girl or adult acting on behalf of girl members can collect money online for Girl Scout products or a money-earning activity online. The only exception to this is GSUA-approved magazine vendor programs.

Know where to use computers and go online. Connect with your Girl Scout council for site suggestions.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that [Independent Living Institute](#) provides to people with disabilities.

Prepare for Computer/Online Use

- ☐ **Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure.
- ☐ **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- ☐ **Arrange for transportation and adult supervision.** The adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 12 Girl Scout Daisies
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 - 25 Girl Scout Cadettes
 - 30 Girl Scout Seniors
 - 30 Girl Scout AmbassadorsPlus one adult to each additional:
 - 6 Girl Scout Daisies
 - 8 Girl Scout Brownies
 - 10 Girl Scout Juniors
 - 12 Girl Scout Cadettes
 - 15 Girl Scout Seniors
 - 15 Girl Scout Ambassadors
- ☐ **Verify instructor knowledge and experience.** Recruit a consultant with knowledge of computers if adults or girls need assistance with activities related to computers or the Internet.
- ☐ **Select a safe location to use computers and the Web.** Identify a location that provides group members with opportunities to use computers and access the Internet. Look for computers available for group use at a library, Girl Scout program center, school or college computer lab, computer rental store with training facility, or museum. Make sure that there are enough computers for each girl to learn by doing, even if there is some sharing (cooperative learning) taking place.
- ☐ **Understand the Girl Scout Internet Safety Pledge.** Before girls use the Internet, copy and distribute the safety pledge, which is available at the end of this document and in the footer of www.girlscouts.org. Discuss online safety issues with girls, so they know how to conduct themselves safely on the Internet. All girls must read, agree to, and sign the Girl Scout Internet Safety Pledge before going online; a parent/guardian also must sign.

On the Day of the Computer/Online Activity

- ☐ **Ensure girls' safety in Web site design.** A group that wants to design a Web site must understand that the Web is an open medium for anyone. An open site will attract more than the intended users. Documented instances of cyberstalkers make it imperative that any information that could jeopardize the safety and security of girls and adults is not disclosed on a Web site. The following measures ensure girls' safety:
 - Use only girls' first names online.
 - Never post girls' last names, addresses, phone numbers, or e-mail addresses.
 - Always have a parent's or guardian's permission when using pictures of girls on a Web site.
 - Do not post addresses of group meeting places or dates and times of meetings, events, or trips.
 - Do not allow automatic posting of messages to a Web site; all postings (such as message boards or guest books) should have adult oversight and be screened prior to posting live; ensure that the site does not show personal e-mail addresses (use a troop or group e-mail, or use an adult's e-mail).
 - An adult who wishes to communicate upcoming events with families of girls should use e-mail instead of posting details on a Web site, unless that site is password-protected.

- ❑ **Take care in posting links.** Be careful when selecting links to other Web sites that show on your site. The contents of potential links should be in keeping with Girl Scout principles and activities. Avoid linking to commercial sites selling merchandise to avoid implied Girl Scout endorsement of the products they offer. Seek out sites that enhance girls' participation in Girl Scouting; are tasteful; are grade-level-appropriate; show diversity; are beneficial for girls, adults, and families; and are in keeping with the Girl Scout organization's purpose. Fully explore each Web site link to determine that its content is appropriate to a Girl Scout audience. As a courtesy, e-mail the site's Webmaster, requesting permission to link to the site. Use similar criteria to determine what sites link to your group's Web site.
- ❑ **Respect copyrighted material.** A group Web site may not use copyrighted designs, text, graphics, or trademarked symbols without specific permission from the copyright or trademark holder. The basic principle is that, if it is not yours, don't use it. Girls may use trademarks owned by GSUSA, which include the trefoil shape; Girl Scout Daisy Pin and Girl Scout Brownie Pin; contemporary and traditional Girl Scout pins; the words Girl Scout Daisy, Girl Scout Brownie, Girl Scout Junior, Girl Scout Cadette, Girl Scout Senior, Girl Scout Ambassador, Girl Scouting, Girl Scouts, and Girl Scout Cookies; Girl Scout Brownie Try-its, Girl Scout Junior Badges, and all Girl Scout Cadette-Ambassador Interest Project awards, their names and symbols, as well as all Girl Scout journey insignia. Information on use of GSUSA graphics and trademarks can be found at www.girlscouts.org under Girl Scout Central: Graphics Gallery, and under the link for Terms and Conditions on each www.girlscouts.org footer. Girl Scout trademarks can be used only in accordance with guidelines for their use. The Girl Scout trefoil, for example, may not be animated or used as wallpaper for a Web site. Check with your council's Web site for complete graphics guidelines and approvals. Some names (such as commercial products and cartoon characters) are also trademarked and cannot be incorporated into Web site addresses. Permission is also required from the author or publisher for Web use of videos and music. Do not post words to copyrighted songs, poems, or book content, as permission must be granted from the record label, publisher, artist, poet, or author, and is nearly impossible to obtain.
- ❑ **Choose social-networking sites with care.** Groups whose girls are at least 13 years old and obtain parental permission may set up a troop or group social-networking site. This site must be approved by the council. Any Girl Scout use of a social networking site (such as Facebook, Twitter, and MySpace) for communication must have parental permission and must meet age limits set by the provider, which is 13 and older in most cases, as per the United States Child Online Privacy and Protection Act (COPPA) and the Child Online Protection Act (COPA). Any online marketing using social networking tools must follow guidelines outlined in the "Managing Group Finances" chapter of *Volunteer Essentials*. Any appearance in a Girl Scout-related video or picture online must have permission from each girl's parent or guardian, using the GSUSA girl/adult permission form. These forms should be held by the adult and/or council.

Computer and Online Safety Links

- **Girl Scouts of the USA:** www.girlscouts.org
- **Go Girls Only** (for girls grades 1–6): www.gogirlsonly.org
- **The Juliette Gordon Low Birthplace** in Savannah, Georgia: www.juliettegordonlowbirthplace.org
- **Girl Scout Cookies** (for information on Girl Scout Cookies): www.girlscoutcookies.org
- **Girl Scout council Finder:** www.girlscouts.org/councilfinder

Computer and Online Safety Know-How for Girls

- **Blog about Girl Scouting.** Planning a take-action project, road trip, or camping adventure? Consider documenting your plans and experiences on a council or national blog and divvy up the documentation duties (photography, writing, editing, and so on) among the group.

Computer and Internet Jargon

- **HTML:** The acronym for HyperText Markup Language, the language or code used to create Web pages; learn HTML basics at www.htmlgoodies.com

- **Search engine optimization (SEO):** The practice of designing Web pages so that they rank as high as possible in search results from search engines, such as Google and Yahoo!; this process often involves incorporating commonly searched keywords into static text, headlines, and body text



Girl Scout Internet Safety Pledge for All Girl Scouts

I will not give out personal information such as my address, telephone number(s), parents' or guardians' work address/telephone number(s), and the name and location of my school without the permission of my parent or guardian.

I will tell an adult right away if I come across or receive any information that makes me feel uncomfortable.

I will always follow the rules of Internet sites, including those rules that are based on age of use, parental approval and knowledge, and public laws.

I will never agree to get together with someone I "meet" online without first checking with my parents or guardians. If my parents or guardian agree to a meeting, I will arrange it in a public place and bring a parent or guardian along.

I will never send a person my picture or anything else without first checking with my parent or guardian.

I will talk with my parent or guardian so that we can set up rules for going online. We will decide on the time of day that I can be online, the length of time that I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

I will not use the Internet to collect money for Girl Scout products, and I will follow all safety guidelines related to Girl Scout product sales.

I will practice online "netiquette" (good manners) at all times when online.

- I won't spam others.
- I will not bully nor will I tolerate bullying (and I will always tell a trusted adult if this is a problem).
- I won't use bad language.

I will be guided by the Girl Scout Promise and Law in all that I do online.

Signed,

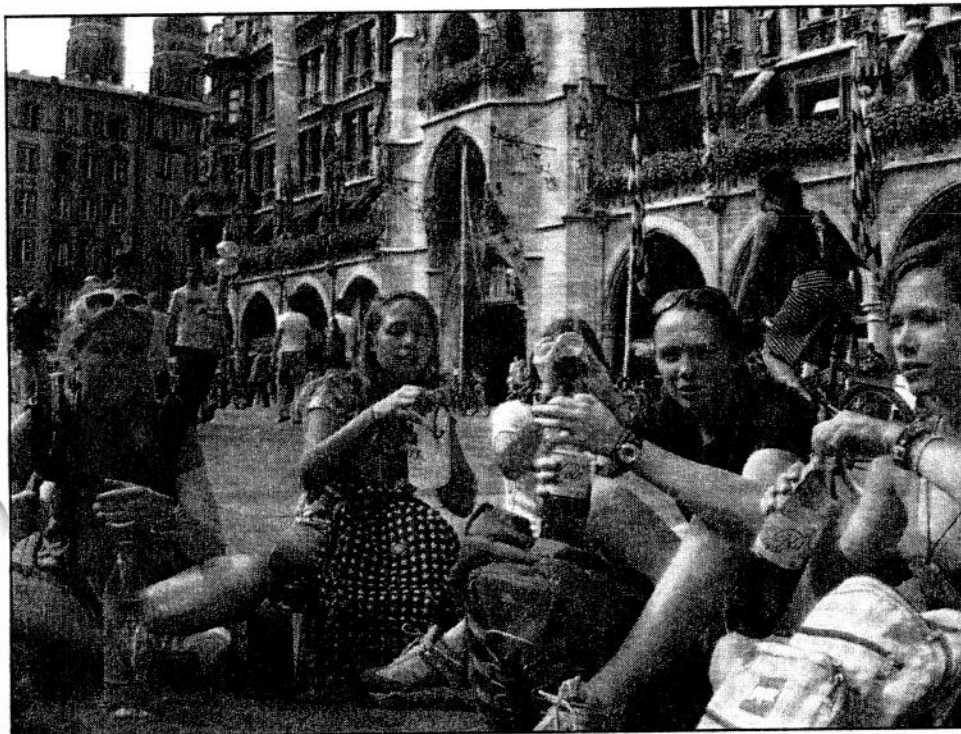
Girl Scout _____ Date _____

Parent/guardian _____ Date _____

The GSUSA Online Safety Pledge is based upon the Online Safety Pledge developed by the National Center for Missing and Exploited Children (www.missingkids.com).



Parades and Other Large Group Gatherings: Safety Activity Checkpoints



Whether you're participating in a parade or planning a Girl Scout event, series, or other large group gathering, it's important to represent Girl Scouts in the best possible way and encourage girls to plan the festivities.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations.

Gear for Parades and Other Large Group Gatherings

Basic Gear

- ☐ Girl Scout uniform, pin, or some other means of group identification
- ☐ Comfortable walking shoes
- ☐ Sunscreen (SPF of at least 15) and sunglasses on sunny or hazy days

Prepare for the Parade and Other Large Group Gathering

- ☐ **Communicate with council and parents.** Inform your Girl Scout council and girls' parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure.

- ☐ **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- ☐ **Arrange for transportation and adult supervision.** The recommended adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:

- 6 Girl Scout Daisies
- 12 Girl Scout Brownies
- 16 Girl Scout Juniors
- 20 Girl Scout Cadettes
- 24 Girl Scout Seniors
- 24 Girl Scout Ambassadors

Plus one adult to each additional:

- 4 Girl Scout Daisies
- 6 Girl Scout Brownies
- 8 Girl Scout Juniors
- 10 Girl Scout Cadettes
- 12 Girl Scout Seniors
- 12 Girl Scout Ambassadors

- ☐ **Compile key contacts.** Give an itinerary to a contact person at home; call the contact person upon departure and return. Create a list of girls' parents/guardian contact information, telephone numbers for emergency services and police, and council contacts—keep on hand or post in an easily accessible location.
- ☐ **Consider the appropriateness of the activity or event.** When planning parades or large group gatherings, think about the needs, interests, and readiness of the girls; the sponsor; the needs of the community to be served; scheduling concerns; GSUSA and council guidelines on fund-raising, endorsements, collaborating with other organizations, and maintaining nonprofit status.
- ☐ **Respect parade and large-group gathering standards.** Local regulations and permit procedures are observed for public gatherings, facility use, food handling, certificates of insurance, and sales or excise tax. Guidelines for personal protection are observed. Local authorities are contacted for safety and security suggestions and assistance applicable to the parade or event. For safety reasons, name tags or other personal identification are not worn in public places. GSUSA and council guidelines on publicity, photo releases, and interviews are observed.
- ☐ **Select a safe location.** The location for any community event, large group gathering, or parade is inspected in advance, with consideration for the following, as they apply: Accessibility to the group and to the public; suitability to event size, age groups, and kinds of activities; parking availability; availability of restrooms; security arrangements; lighting for evening and indoor events; vulnerability to inclement weather; proximity to medical facilities; availability of police protection; fire safety. Also ensure that occupancy limits are not exceeded for indoor gatherings and events. Emergency exits are sufficient, well marked, and operational, and an emergency evacuation plan is in place. A food-preparation area used for large groups of people meets state and local standards. Sufficient portable water and restrooms are available to participants. Provisions are made for garbage removal and site cleanup.
- ☐ **Make appropriate plans for parade floats.** Floats drawn by trucks and automobiles are covered by automobile insurance in the name of the vehicle owners. Float construction is safe, using no toxic or highly flammable materials, and secured to the body of the float and the vehicle. Floats are equipped with portable ABC fire extinguishers. Riders on floats have secure seating, or a secure handhold or safety harness if standing. Floats are not overcrowded. Participants do not walk close to moving floats. An adult accompanies girls on any moving float. Any coupling of a trailer to a vehicle is appropriate to the load and has a safety chain. Nothing is distributed to onlookers from a moving vehicle or a float.
- ☐ **Prepare for emergencies.** Ensure the presence of a first-aid kit and a first-aider with a current certificate in First Aid, including Adult and Child CPR or CPR/AED. An emergency vehicle is available at large group gatherings. Location of the nearest telephone is known at all times, and the adult carries emergency-contact phone

numbers. An evacuation plan is part of written and oral communication with participants for any large indoor or outdoor gathering. See *Volunteer Essentials* for information about first-aid standards and training.

On the Day of the Parade or Other Large Group Gathering

- ☐ **Get a weather report.** On the morning of the activity, check weather.com or other reliable weather sources to determine if conditions are appropriate, and make sure that the ground is free of ice. If severe weather conditions prevent the activity, be prepared with a backup plan or alternate activity, or postpone the activity. Write, review, and practice evacuation and emergency plans for severe weather with girls. In the event of a storm, take shelter away from tall objects (including trees, buildings, and electrical poles). Find the lowest point in an open flat area. Squat low to the ground on the balls of the feet, and place hands on knees with head between them.
- ☐ **Use the buddy system.** Girls are divided into teams of two. Each girl chooses a buddy and is responsible for staying with her buddy at all times, warning her buddy of danger, giving her buddy immediate assistance if safe to do so, and seeking help when the situation warrants it. If someone in the group is injured, one person cares for the patient while two others seek help.
- ☐ **Take safety precautions.** Instruction is given on safe pedestrian practices, when applicable. Adults know girls' location at all times. Advance arrangements are made for picking up the girls after the event and parents and girls understand the arrangements. Adults and girls pick a place to meet in case of separation from the supervising adult or the group.

Parades and Other Large Group Gatherings Link

- **National Safety Council:** www.nsc.org



girl scouts

Playgrounds: Safety Activity Checkpoints



Playing is just as much a fun activity for kids as it is a critically important part of their creative and social development. KaBOOM! is a nonprofit organization whose mission is to ensure there's a "great place to play within walking distance of every child in America." With the help of sponsors and adults, the organization has developed hundreds of playgrounds in underprivileged areas.

Safety is an important part of having fun on the playground. Each year in the United States, more than 200,000 children are treated in hospital emergency departments for injuries sustained on playground equipment. Injuries can be reduced by placing resilient surfacing below equipment, better maintaining equipment, improving supervision, and using age-appropriate equipment.

Know where to play. The U.S. Consumer Product Safety Commission provides a Public Playground Safety Checklist that aids with selecting a safe playground. Connect with your Girl Scout council for site suggestions.

Include girls with disabilities. Communicate with girls with disabilities and/or their caregivers to assess any needs and accommodations. Learn more about the resources and information that Boundless Playgrounds provides to people with disabilities.

Playground Gear

Basic Gear

- ☐ Clothing appropriate for the weather
- ☐ Sunscreen (SPF of at least 15)
- ☐ Portable drinking water
- ☐ Tissues and hand wipes

Prepare for Playground Activity

- ☐ **Communicate with council and parents.** Inform Girl Scout council and parents/guardians about the activity, including details about safety precautions and any appropriate clothing or supplies that may be necessary. Follow council procedures for activity approval, certificates of insurance, and council guidelines about girls' general health examinations. Make arrangements in advance for all transportation and confirm plans before departure.
- ☐ **Girls plan the activity.** Keeping their grade-level abilities in mind, encourage girls to take proactive leadership roles in organizing details of the activity.
- ☐ **Arrange for transportation and adult supervision.** The recommended adult-to-girl ratios are two non-related adults (at least one of whom is female) to every:
 - 6 Girl Scout Daisies
 - 12 Girl Scout Brownies
 - 16 Girl Scout Juniors
 - 20 Girl Scout Cadettes

Plus one adult to each additional:

 - 4 Girl Scout Daisies
 - 6 Girl Scout Brownies
 - 8 Girl Scout Juniors
 - 10 Girl Scout Cadettes
- ☐ **Compile key contacts.** Give an itinerary to a contact person at home; call the contact person upon departure and return. Create a list of girls' parents/guardian contact information, telephone numbers for emergency services and police, and council contacts—keep on hand or post in an easily accessible location.
- ☐ **Select a safe playground.** Inspect the site to be sure it is free of potential hazards, and make sure emergency medical care is accessible. Physical activities are separate from more passive or quiet activities; areas for play equipment, open fields, and sandboxes are in different sections of the playground. Equipment and activity areas are without visual barriers; there are clear sightlines everywhere on the playground to facilitate supervision. Traffic patterns are clearly separate for individual pieces of equipment. Moving equipment, such as swings or merry-go-rounds, is located toward a corner of the playground. The playground does not have rocks, roots, and other protrusions from the ground that may cause girls to trip.
- ☐ **Ensure that playground equipment is safe.** Equipment is anchored so that it does not tip, slide, or move in an unintended manner. All wood parts are smooth and free of splinters. Wet or damaged equipment is not used. All metal edges are rolled or have rounded capping. There are no sharp points, corners, or edges on any components of playground equipment. There are no accessible pinch, crush, or tearing points on individual pieces of equipment. Protrusions or projections of playground equipment cannot entangle girls' clothing.
- ☐ **Assess safety of playground surface.** Hard-surfaced materials, such as asphalt or concrete, are unsuitable under and around playground equipment of any height, unless they serve as a base for shock-absorbing materials, such as a rubber mat. Acceptable playground surfacing materials are rubberlike materials, sand, gravel, and shredded wood products.
- ☐ **Dress appropriately for the activity.** Make sure girls and adults avoid wearing dangling earrings, bracelets, and necklaces that may become entangled in equipment. Clothing is snug-fitting or tucked in to avoid snagging or tangling in any of the playground equipment. Wearing clothing with drawstrings on a hood or around the neck is not permitted.
- ☐ **Be prepared for emergencies.** Ensure the presence of a first-aid kit and a first-aider with a current certificate in First Aid, including Adult and Child CPR or CPR/AED. See *Volunteer Essentials* for information about first-aid standards and training.

On the Day of the Playground Activity

- ☐ **Get a weather report.** On the morning of the playground activity, check weather.com or other reliable weather sources to determine if conditions are appropriate, and make sure that the ground is free of ice. If severe weather conditions prevent the activity, be prepared with a backup plan or alternate activity, or postpone the

activity. Write, review, and practice evacuation and emergency plans for severe weather with girls. In the event of a storm, take shelter away from tall objects (including trees, buildings, and electrical poles). Find the lowest point in an open flat area. Squat low to the ground on the balls of the feet, and place hands on knees with head between them.

- ☐ **Use the buddy system.** Girls are divided into teams of two. Each girl chooses a buddy and is responsible for staying with her buddy at all times, warning her buddy of danger, giving her buddy immediate assistance if safe to do so, and seeking help when the situation warrants it. If someone in the group is injured, one person cares for the patient while two others seek help.
- ☐ **Girls learn about and practice safe playground activities.** Adults teach girls to use equipment properly, safely, and as intended. Girls should not run, push, or shove on the playground. Girls should not stand close to a moving swing or other moving apparatus. Girls wait their turns to use equipment such as slides. Girls must not tease or play with neighborhood pets.
- ☐ **Keep track of girls' whereabouts.** Conduct a head count before and after playground activities. Ensure that girls know where to go and how to act when confronted by strangers or intruders and are able to sound an agreed-upon alarm.

Playgrounds Link

- **Safe Kids:** www.usa.safekids.org

Playground Know-How for Girls

- **Create your own games.** You've probably played capture the flag, hide-and-seek, and four square (www.squarefour.org/rules). What games can you create as a group?
- **Play it safe on the playground.** The [Children's Hospital of Pittsburgh](#) provides a playground safety checklist and a cartoon that covers important items such as keeping shoes tied and holding onto ladder rails.



Handout #48

Inclusion of Children

With Disabilities or Other Special Needs

Healthy Children, Strong Families, Caring Communities

Why Inclusion

For children with special needs, an inclusive child care program provides belonging, acceptance and developmentally appropriate practices. They learn typical developing skills from their classmates, when and how to use these skills, and they have an opportunity to develop friendships with typically developing peers. They are provided opportunities to develop positive attitudes toward themselves and others who are different from themselves.

Qualities of an Inclusive Environment

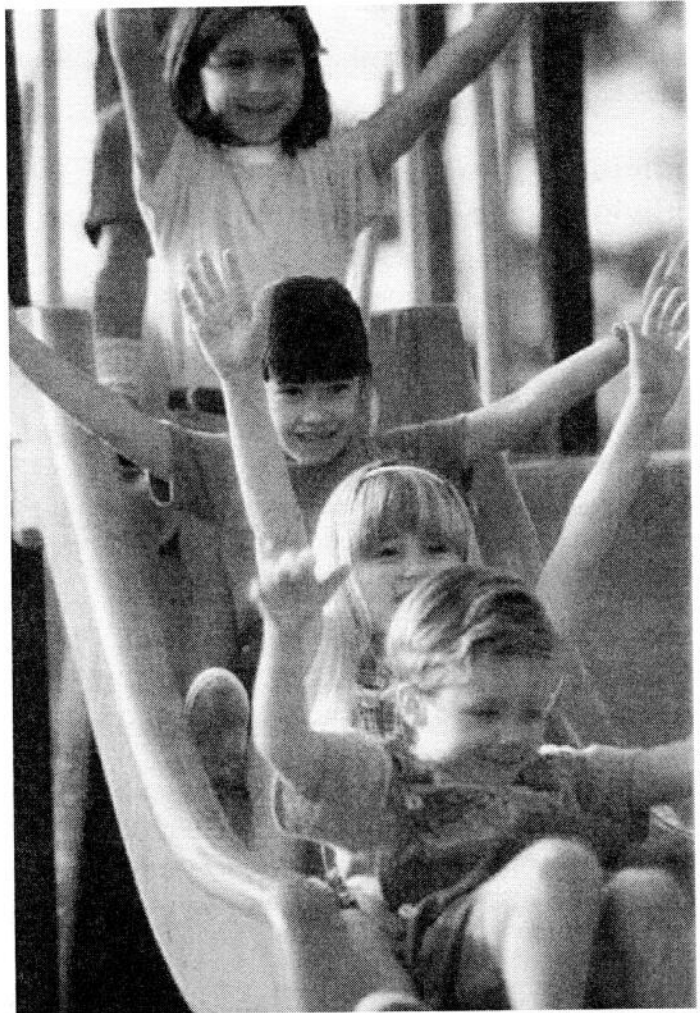
- The goals for a child with a disability or other special need are met in a typical early childhood setting to the greatest extent possible.
- The child has access to and participates in the curriculum and activities.
- Support services are available to the provider/staff to help best meet the individual needs of the child.

The Americans with Disabilities Act

- The Americans with Disabilities Act (ADA) assures full civil rights to individuals with disabilities, including access to and accommodations in preschools and child care settings
- The Individuals with Disabilities Education Act (IDEA) strengthens mandates for inclusion of preschoolers, infants and toddlers.

The intent of the ADA is to make finding child care less problematic. Under the ADA (a federal civil rights law) child care centers cannot discriminate against parents or children with special needs, nor can they charge more than they would for any other child.

Child care centers and homes must be willing to make "reasonable accommodations" which meet children's individual needs. This presents exciting opportunities to plan for and include children with



disabilities or other special needs in all early childhood settings. Everyone benefits.

Making Accommodations

Making accommodations to your program need not be difficult or expensive. Develop a plan of action:

- Evaluate your recruitment, enrollment and employment policies and procedures to make sure they are non-discriminatory
- Assess the physical accessibility of your home. Accommodation may be as simple as rearranging furniture or installing a ramp or a handrail

- Look for ways to accommodate children, staff and families with disabilities
- Change daily routines to match a child's needs
- Lower a coat hook for accessibility
- Add Braille labels
- Ask about adaptive equipment
- Learn important signals to communicate with a child or adult who uses sign language
- Meet a child at the curb when the parents have difficulties with mobility.

Individual Education Plan (IEP) and Individualized Family Service Plan (IFSP)

Children with disabilities or other special needs may be eligible for special education and related services. To determine whether a child qualifies for these services, the child must be assessed by the child's home school district. This applies to children who are from three to 21 years of age. If the child qualifies for special education, the school district must then develop an Individualized Education Plan (IEP). This is a plan that identifies goals and objectives which are set up by a team including the child's teacher, parent/guardian and other specialists.

A child under three years-old may be assessed by the local regional center, such as Alta Regional or the Sacramento Office of Education Infant Development Program. A child who is under the age of three years and qualifies for special education must have an Individualized Family Service Plan (IFSP) that documents and guides the early intervention process for the child with a disability or special need and their family.

In any child care program the child's individual temperament, learning strengths, needs and interests should be taken into account when planning activities and setting up the child care environment. An IEP or IFSP will identify the child's goals and can be easily incorporated into the child care program.

Tips for Child Care Providers

The following tips from the California Child Care Health program are intended to help providers care for children with disabilities and other special needs. When considering adaptations it is helpful to consider the severity of the disability, the child's age and developmental level.

Developmental Delays

- Teach in small steps
- Give clear directions, speak slowly and clearly using only a few words
- Move the child physically through the task so he can feel what to do
- Stand or sit close to the child to help as needed
- Help the child organize his world by providing structure, consistency and by labeling things with pictures and words
- When moving from one activity to the next let the child know ahead of time and allow plenty of time for the transition
- Work closely with agencies and personnel who provide specialized services. These specialists are a great resource for answering questions and brainstorming when problems arise.

Speech and Language Delays

- Be a good listener and observer
- Engage infants and toddlers in shared conversations by reading their sounds, gestures, facial expressions and body language
- Give directions using as few simple words as possible in complete sentences
- Use everyday activities such as singing songs, reading books and dramatic play to encourage language development
- Talk about what you or the child is doing as you are doing it
- Encourage the child to talk about what he is doing by asking specific questions
- Repeat what the child said and add missing words, or ask the child to repeat what you are saying
- Build on what the child said by adding new information
- Praise the child's efforts at communicating even if he doesn't do it exactly right.

Visual Disabilities

- Use communication during activities such as dressing and eating to help the child get oriented
- Think about the physical space of the room. Be wary of sharp edges on tables, curled up edges of rugs and other potential hazards

- Once you've found an arrangement of furniture that works for the room, try not to change it too much as the child may rely on it to navigate through the room
- Give specific directions and use descriptive language
- Call children by their names. Address them directly, not through someone else. Example: "Juan, do you want some banana?" Not, "Do you think Juan wants some banana?"
- Avoid glaring lights. Increase or decrease the room lights gradually
- Display simple, clear, uncluttered pictures that are easy to see
- Avoid standing with your back to windows. The glare may make you look like a silhouette
- Encourage hands-on and sensory experiences such as touching, holding, exploring, tasting, smelling and manipulating
- Ask first if the child needs assistance — try not to assume you should help.

Physical/Neurological Problems

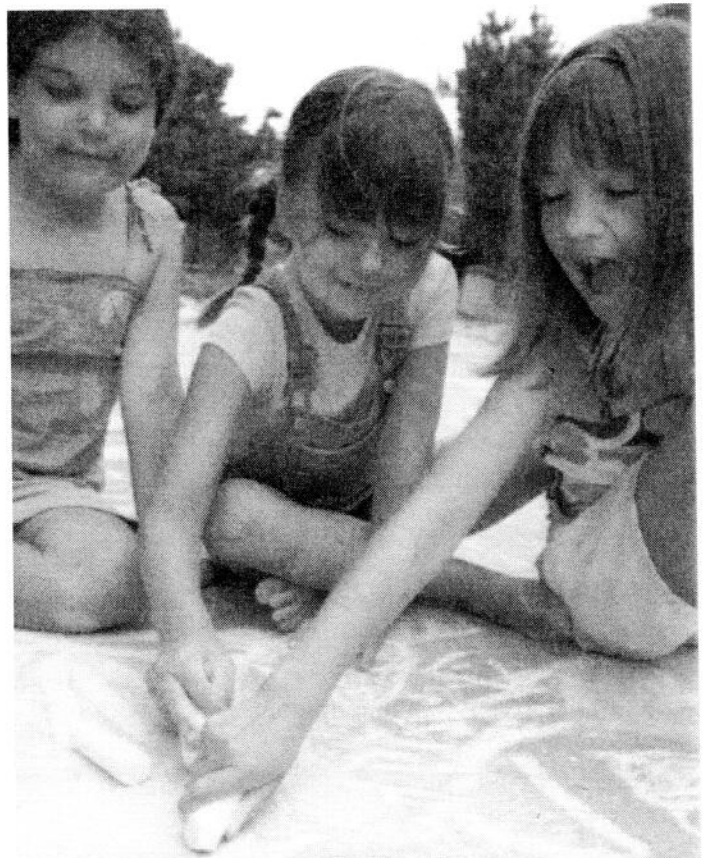
- Consider the physical space. Are there any obstacles that prevent the child from moving safely in the area? Are the pathways wide enough to accommodate special equipment such as walkers or wheelchairs?
- Know the child's strengths and needs so that independence is realistically encouraged and supported
- Assist the child with activities he may not be able to do alone such as kicking a ball
- Ask any therapists involved with the child to show you proper positioning techniques and how to use and care for special equipment
- If you are having difficulty positioning or feeding the child, consult his parents for suggestions
- Give all staff opportunities to hold and position the child to ensure everyone is comfortable
- Try to experience the disability yourself so you can gain a better perspective
- Work closely with other agencies and personnel who provide specialized services like early intervention or therapy
- Whenever possible, ensure the child's positioning

is similar to what other children in the class are doing (such as floor time)

- If the child is unable to use playground equipment, schedule other outdoor activities he can participate in, such as blowing bubbles or flying kites.

Deaf or Hard of Hearing Children

- Find out from the parents the degree of the child's hearing loss and what that means for the child
- Ask the child's parent how to use and care for the hearing aid or other special equipment
- Support the child socially
- Be sure you have the child's attention before giving instructions
- Face the child and speak in full sentences
- Use visual cues such as pictures or gestures as you talk
- Encourage the child to let you know when she doesn't understand by using a special signal
- If the child doesn't understand at first, rephrase your comment rather than repeating it



- If the child uses sign language, learn some simple sign language symbols
- Provide opportunities for the child to talk
- Try not to change activities abruptly. Alert the child to any change in schedule ahead of time
- Provide a routine and structure for the child. Use cues such as timers, bells and lights
- Allow the child time to practice new activities away from the group or allow children who are withdrawn to watch new activities first
- Seat the child close to you. Give occasional physical and verbal reassurances and encouragement
- Let the child bring a familiar object with him when entering new situations or beginning a new activity
- Help the child make choices by limiting the number of choices available
- Allow the child to have a safe emotional outlet for anger or fear.

Techniques for Managing Behavior

- Ignore negative behavior when you can
- Notice and praise positive behavior. Focus on what the child can do and accentuate the positive
- Acknowledge the child's feelings
- Model the kind of behavior you want to see in them
- Prevent problems by considering how the schedule, structure and physical space support your goals for children
- Help children to talk about, act out and understand their strong feelings and behaviors
- Follow through with realistic consequences
- Be aware of what behaviors are your "hot buttons" and work with other staff to make sure you have the support you need. Seek additional help if the behavior persists or you feel the need for support
- Give children a variety of reasonable choices
- Provide developmentally appropriate activities in a safe, nurturing environment
- Give the child enough time to comply with your request
- Develop a plan for how you will handle difficult behavior the next time
- Be consistent with the way the child's family and

culture handles behavioral issues and their social and emotional goals for the child

- Remember to have fun with the children!

This information was taken from the "California Child Care Health Program, Health & Safety Notes, Including Children With Special Needs: Tips for Child Care Providers"

Resources

The Americans with Disabilities Act (ADA)

www.ada.gov

The ADA home page contains the Department of Justice's regulations and publications.

Alta Regional Center

916/978-6400

www.altaregional.org

Alta Regional is a program that serves people with disabilities and is a point-of-entry into the Developmental Disability Service system. Regional centers provide intake and assessment to determine eligibility and service needs. Alta provides services to eligible children from birth.

The California Child Care Law Center

415/394-7144

www.childcarelaw.org

The Child Care Law Center can provide general information and technical assistance in understanding the law's requirement. The center also has other low-cost information available, including basic ADA information in languages other than English.

Sacramento Quality Child Care Collaborative (QCCC)

916/369-0191

www.childaction.org

The QCCC is a partnership of community agencies, educational and governmental institutions, private business and the First 5 Sacramento Commission to help Sacramento County child care centers and family child care homes provide quality child care programs for children. Collaborative services are free. Services include training, technical assistance, resources and consultation.

You may find additional resources and information at the public library and at Child Action, Inc.'s Resource Library at 9800 Old Winery Place, Sacramento. Please call 916/369-0191 for information, or visit our website at www.childaction.org.

Eggs, Chickens, Dinosaurs aka Evolution

Have the group in a circle. Everyone starts out as an egg and places their hands above their head and together so that they look like an egg. When you say go each person will find another egg. Once they found that person they will then fackle (Rock, Paper, Scissors). The loser stays an egg and the winner becomes a chicken, placing their arms as wings and making chicken noises. The chicken then looks for another chicken while the egg looks for another egg. When you win as a chicken you become a dinosaur, placing your hands out and roaring like a dinosaur. If you lose as a chicken you drop back down to an egg. Dinosaurs then find other dinosaurs, where they will play to become the ultimate people. Ultimate people put their hands over their heads like superman and look for others like them. If you lose as a dinosaur you go back to being a chicken, looking for other chickens. If the Ultimate person loses to another Ultimate person they go back to a dinosaur, and if they win they stay as ultimate people.

Alternative Version- Evolution

This is a game of rock-paper-scissors. There are 4 levels of evolution (Egg, Chicken, Dinosaur, and Human) and all participants begin on the same level, the Egg.

Participants may evolve up or down a level depending on whether they win the rock-paper-scissors. For example, if 2 Chickens play the winner becomes a Dinosaur and the loser becomes an Egg. Only similar beings may play each other to evolve. For example, Eggs may not play Dinosaurs.

To be an Egg, participants should be squatted down on their heels. To be a Chicken, participants should be hunched low with arms like chicken wings. To be a Dinosaur, participants should be standing tall with arms up overhead. Once participants evolve to be human, they are finished and may sit down until the rest of the group is done. The game is over when there are only 3 people left, 1 Egg, 1 Chicken, and 1 Dinosaur.

To add a variation, ask each participant to answer a question before beginning each rock-paper-scissors game

OUTCOMES ARRANGED BY
GRADE LEVEL

Daisy

Brownie

Junior

Cadette

Senior

Ambassador

GIRL SCOUT GRADE LEVEL

Daisy

grades K-1



DISCOVER OUTCOMES

Girl Scout Daisies understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls ...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might ... *
Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.	are better able to recognize their strengths and abilities.	make positive statements about their abilities or demonstrate to others what they can do (e.g., "I was a good friend to Luna today").
Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.	begin to understand the values inherent in the Girl Scout Promise and Law.	identify actions that are fair/unfair, honest/dishonest in various scenarios.
	recognize that their choices of actions or words have an effect on others and the environment.	give an example of when their actions made something better for someone else.
Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.	gain greater knowledge of what is healthy for mind and body.	name behaviors that contribute to good health (e.g., eating fruit, getting exercise).
Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.	demonstrate increased interest in learning new skills.	ask lots of questions/make lots of observations about the world around them.
Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.	recognize that the thoughts and feelings of others can vary from their own.	make statements that show they recognize another's feelings or opinions, such as "You are sad" and/or "You are happy."

*Can you think of other sample indicators/signs?

**Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

CONNECT OUTCOMES

Girl Scout Daisies care about, inspire, and team with others locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might ...
Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.	are better able to demonstrate helpful and caring behavior.	spontaneously offer to help someone in need of assistance (e.g., opening door, carrying package).
	are better able to identify and communicate their feelings to others.	express their feelings verbally (e.g., "I feel lonely when the others don't include me"), rather than nonverbally (e.g., crying, withdrawing, lashing out).
Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.	begin to learn how to work well with others.	name something about themselves that helps them work well in a group (e.g., "I listen well").
Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.	begin to understand what conflict is.	give examples of conflict situations in their lives.
	learn simple conflict-resolution strategies.	express feelings using "I statements" when they find themselves in a conflict situation (e.g., "I'm sorry I hurt your feelings").
Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.	recognize that it's OK to be different	identify characteristics that make them different from other girls (e.g., hair color, food preferences, other likes/dislikes, family structure).
	increasingly relate to others in an inclusive manner.	notice when others are excluded from activities (e.g., "It's not fair that no one is playing with Annie").
Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.	are better able to identify people and places that make up their community and understand their various contributions.	identify people who provide services in their communities (e.g., doctors provide medical care, teachers provide education).
	gain increased understanding of how they belong to various groups in their communities.	give examples of the various groups to which they belong (e.g., Girl Scouts, sports team, religious community).

*Can you think of other sample indicators/signs?

Girl Scout Daisies act to make the world a better place.

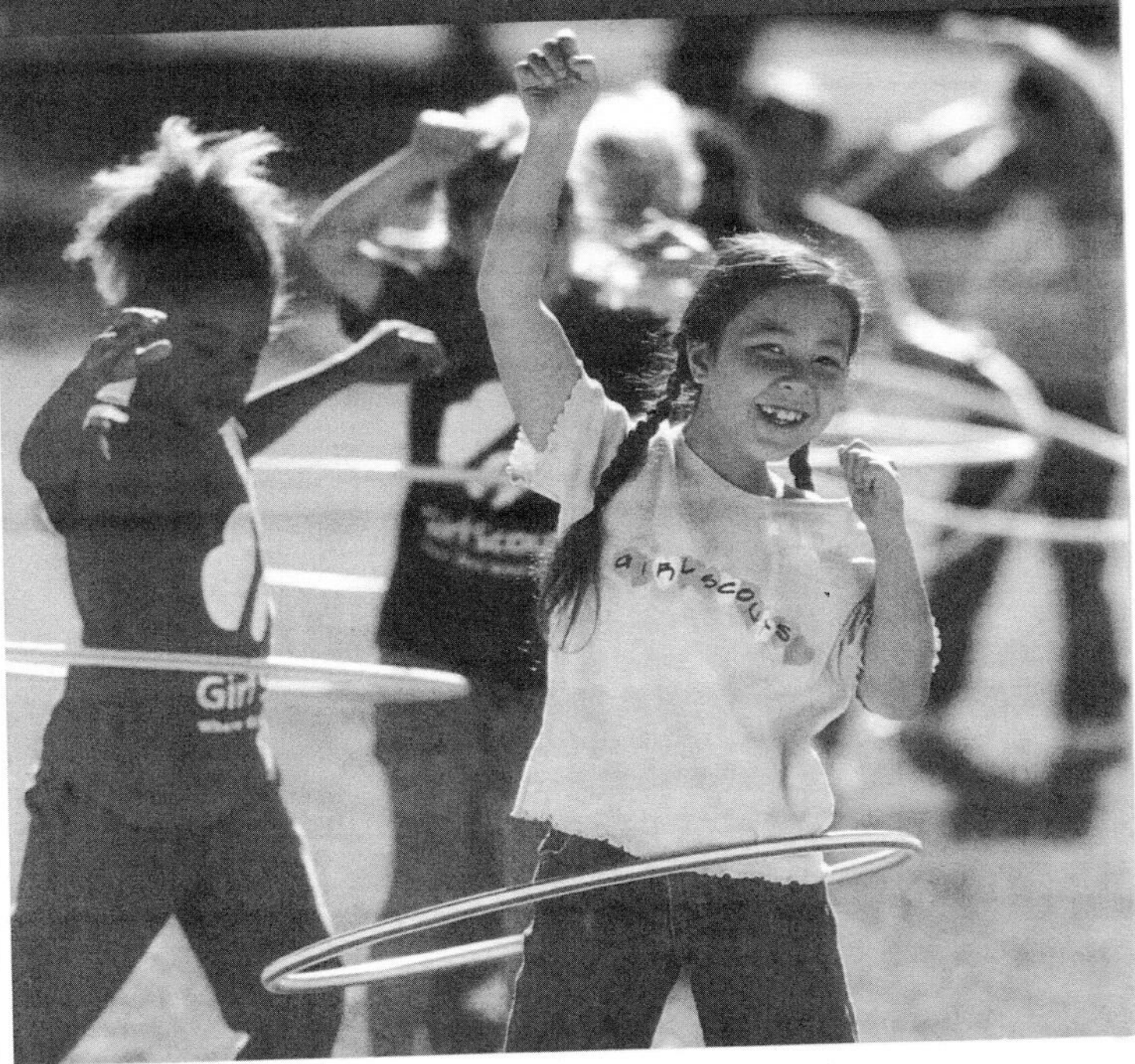
TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might...
Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.	gain increased knowledge of their communities' assets.	name people/places they consider helpful and valuable in their communities.
Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.	learn the basics of planning a project.	with adult guidance, make a list of resources needed to complete their project (e.g., materials for creating get-well cards for a children's hospital).
Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.	recognize that they can act on behalf of others.	recognize situations when they can "make something better" for someone else (e.g., through words or actions).
Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.	are better able to assist peers and seek help from them.	respond to requests for help/assistance with actions or words.
Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.	feel their actions and words are important to others.	give an example of something they have done to make them feel like an important part of their group (e.g., help choose an activity, lead a game, help make up a rule).

*Can you think of other sample indicators/signs?

GIRL SCOUT GRADE LEVEL

Brownie

grades 2-3



Girl Scout Brownies understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might...
Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.	positively identify with their gender and cultural, linguistic, racial, and ethnic groups.	name things they like about being a girl. recognize how their characteristics make them unique (e.g., when drawing a picture of themselves, a girl can say, "I am Korean, and I speak Korean and English").
	have increased confidence in their abilities.	express pride in their accomplishments when speaking with others.
Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.	begin to apply values inherent in the Girl Scout Promise and Law in various contexts.	explain how they will take responsibility on the playground, at home, and at school.
	are better able to examine positive and negative effects of people's actions on others and the environment.	explain the difference between right and wrong choices. provide alternative choices to actions that harm the environment (e.g., throw plastic bottles in recycle bin, not in trash can).
Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.	are better at making healthy choices and minimizing unhealthy behaviors.	identify two hours of after-school sports as healthier than two hours of after-school computer games. name healthy choices they make (e.g., walking every day, choosing healthful snacks).
Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.	are more open to learning or doing new and challenging things.	enjoy trying new activities (e.g., building a fire, pitching a tent). report doing things they thought they couldn't do.
	recognize that one can learn from mistakes.	feel it is OK to make mistakes and might describe an instance in their own lives where they learned from a mistake.
Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.	are increasingly able to consider other viewpoints in deciding what to do or believe.	listen to and consider each others' opinions when making decisions.
	are better able to recognize and examine stereotypes (based on gender, race, income, ability, etc.) that they encounter.	identify ways they or others are treated differently based on gender, race, income, and ability and can explain why stereotyping is harmful.

*Can you think of other sample indicators/signs?

**Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

Girl Scout Brownies care about, inspire, and team with others, locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might ... *
Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.	begin to understand how their behavior contributes to maintaining healthy relationships.	identify healthy/unhealthy behaviors (e.g., honesty, caring, bullying) when presented with a relationship scenario.
	are better able to show empathy toward others.	make empathetic statements (e.g., "I helped Kim with that because she was getting frustrated") and/or report being more caring in their interactions with others.
Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.	gain a better understanding of cooperative and team-building skills.	be able to identify strengths or talents that each girl brings to group projects (e.g., "Monica is good at drawing and I am a really good singer"); describe ways to make group projects more fun (e.g., switching roles, brainstorming, listening to each other).
Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.	are better able to apply basic strategies for conflict resolution when conflicts arise.	name helpful ways to deal with anger/frustration in a conflict (e.g., talk things out instead of acting out or hitting).
Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.	begin to understand the meaning of diversity.	explore their differences and similarities (e.g., based on culture, ethnicity, ability, life experiences).
	strengthen their appreciation of differences in others.	not make fun—and might encourage others not to make fun—of those who look/talk/behave differently from themselves.
Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.	have greater interest in participating in community events, activities, and social networks.	positively describe their participation in at least one community event and/or activity (e.g., help at a cancer walk, start a "Park Keeper" club).
	recognize the importance of being part of a larger community.	give examples of how group/community members help and support each other (e.g., in their neighborhood, school).

*Can you think of other sample indicators/signs?

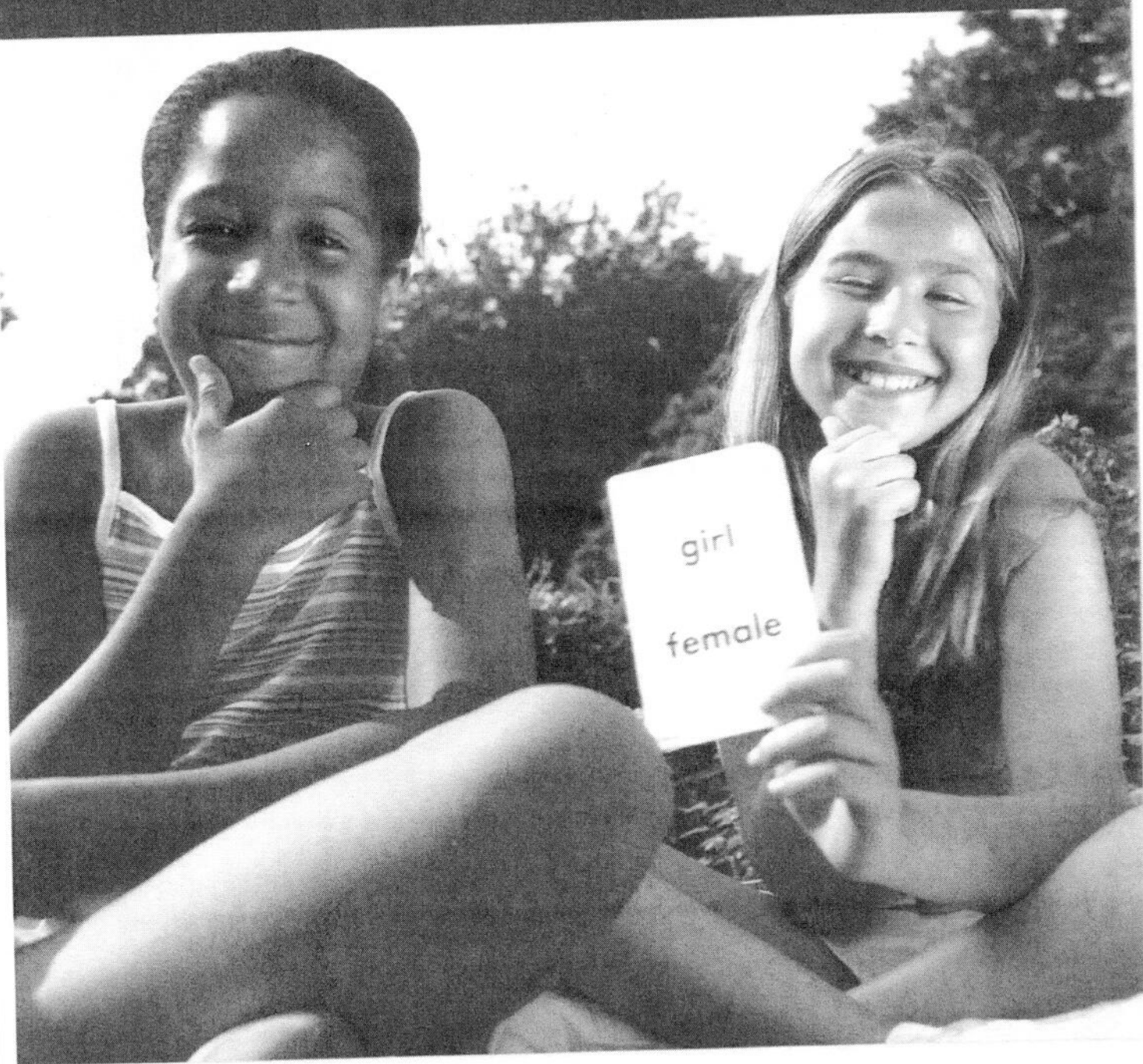
Girl Scout Brownies act to make the world a better place.

TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might...
Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.	develop basic strategies to identify community issues.	use various ways to gain information about their communities (e.g., the Internet, library, personal interviews). list things about their community that are valuable and things that could be improved.
	gain a greater understanding of how Take Action Projects might impact their communities.	explain how the issue they agreed to take action on can benefit their community (e.g., other girls, families, a church).
Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.	are better able to develop a basic plan to reach a goal or a solution to a problem.	identify two or three steps and resources (people, materials, information) needed to reach a goal or solve a problem (e.g., how to get ready for camp).
	are better able to create alternative solutions to problems.	reflect on a real-life problem or a scenario and state an alternative solution, such as "Next time, I will do this instead."
Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.	gain a better understanding of their rights and those of others.	name rights people have in their schools, families, or communities (e.g., to be safe, to be treated fairly, to be heard).
	learn and begin to apply basic advocacy skills.	define what advocacy means and give examples of advocates in their communities. use words or actions to show concern and intervene when another person is not being treated well (e.g., stand up for someone being teased).
Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.	are better able to explain their ideas or teach new skills to others.	demonstrate or teach a skill to other girls (e.g., how to sell cookies, how to make a puppet).
	can communicate their reasons for engaging in community service and action.	explain why they chose a community action project (e.g., meals to seniors, holiday gifts to needy children), how/why it benefited others, and what they learned from it.
Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.	increasingly feel they have important roles and responsibilities in their groups and/or communities.	describe ways their actions contributed to bettering something (for their families, neighborhood, environment).
	exhibit increased determination to create changes for themselves and others.	give examples when they succeeded in making positive change for themselves or others.

*Can you think of other sample indicators/signs?

Junior

grades 4–5



Girl Scout Juniors understand themselves and their values and use their knowledge and skills to explore the world.

DISCOVER OUTCOMES	BY GRADE LEVEL Girls ...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might ... *
Girls develop a strong sense of self: Girls have confidence in themselves and their abilities, feel they are able to achieve their goals, and form positive gender, social, and cultural identities.	are better able to recognize how situations, attitudes, and the behaviors of others affect their sense of self.	compare how various situations (home, school, etc.) bring out various aspects of self.
	gain a clearer sense of their individual identities in relation to, and apart, from outside influences.	report increased confidence in dealing with outside pressures that try to dictate their thoughts and behaviors (e.g., peer pressure, advertising, cultural traditions).
Girls develop positive values: Girls form their beliefs and values based on the Girl Scout Promise and Law, learn to consider ethical aspects of situations, and are committed to social justice and community service and action.	gain greater understanding of ethical decision-making in their lives.	give examples of using the Girl Scout Promise and Law in deciding to "do what's right."
	have increased commitment to engage in sustainable community service and action.	feel it's important to help people and the environment in ways that will have a long-term positive impact; exhibit increased interest in Take Action Projects on issues of fairness and social justice in their communities.
Girls gain practical life skills—girls practice healthy living:** Girls gain skills that prepare them for a positive, healthy, and independent future.	gain greater understanding of what it means to be emotionally and physically healthy.	describe how being stressed can affect physical health.
	are more aware of family, cultural, and media influences on making healthy choices.	list ways in which media promotes/inhibits healthy behavior (e.g., fast food ads).
Girls seek challenges in the world: Girls develop positive attitudes toward learning, seek opportunities for expanding their knowledge and skills, set challenging goals for themselves, and take appropriate risks.	increasingly recognize that positive risk-taking is important to personal growth and leadership.	when asked to identify attitudes important to accomplishing goals, mention risk-taking and give examples from their own lives.
	are better at exploring new skills and ideas.	report using a variety of resources to pursue topics of interest (e.g., the Internet, popular culture, art, poetry).
Girls develop critical thinking: Girls learn to examine ideas from a variety of viewpoints and further use critical thinking to explore implications of gender issues for their lives and their leadership development.	show greater skill in gathering and evaluating information.	consider various factors before deciding what to believe (e.g., how credible is the source of information, is there a hidden agenda).
	are better able to consider multiple perspectives on issues.	show increased interest in learning about different sides of issues (e.g., with other girls, in public forums).

*Can you think of other sample indicators/signs?

**Healthy Living is one example of a practical life skill. Outcomes and indicators for other practical skills will be developed over time.

Girl Scout Juniors care about, inspire, and team with others locally and globally.

CONNECT OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might ... *
Girls develop healthy relationships: Girls learn to form and maintain meaningful and caring relationships, communicate effectively, protect their rights in relationships, and know when to seek help from others.	strengthen communication skills for maintaining healthy relationships.	name communication strategies that help them in their relationships (e.g., listening to the ideas of others, encouraging others instead of criticizing them).
	are more competent in addressing negative treatment by others.	identify bullying tactics and aggressive behaviors in others. name people they can turn to for help when dealing with difficulties in relationships.
Girls promote cooperation and team building: Girls recognize the value of working together and learn to make decisions that benefit the whole group. They can build effective teams, learn to be accountable for their shared goals, and show recognition for others' accomplishments and contributions.	are better able to initiate and maintain cooperation on their teams.	with minimal adult guidance, apply specific strategies for promoting cooperation (e.g., listening to all ideas, rotating tasks and roles, developing shared goals).
	increasingly recognize how cooperation contributes to a project's success.	consistently prefer solving problems in teams or as a group and explain why this can be more effective than working alone.
Girls can resolve conflicts: Girls learn to recognize and analyze different conflict situations and develop skills for constructive conflict resolution and prevention.	are better able to select conflict-resolution strategies to fit the situation.	describe and/or demonstrate conflict-resolution responses for various settings, such as home, school, or neighborhood. explain why one strategy works in one situation but not another (e.g., at home can resolve conflict with sibling by talking with parent; but this would not work at the playground).
	are better at analyzing conflict situations.	give reasons why they fight with each other.
Girls advance diversity in a multicultural world: Girls learn to think and act in a way that promotes an inclusive environment, respecting and valuing diverse backgrounds, viewpoints, and life experiences.	recognize the value of promoting diversity in the world.	report that it's important to promote inclusiveness in various contexts and can explain why. demonstrate increased interest in interacting with others from different backgrounds (e.g., ethnicity, culture, class, religion, gender, ability).
	develop greater awareness of various forms of discrimination in the world.	when presented with various situations (e.g., from stories, news, movies, music, or their community), identify discrimination.
Girls feel connected to their communities, locally and globally: Girls feel that they are part of a larger community and recognize the importance of building diverse, supportive social networks for their personal and leadership development.	are better able to recognize the importance of knowing about and actively participating in community groups.	identify various sources of information for what is going on in their communities (e.g., the internet, magazines, interviews with people). describe how being involved in their communities resulted in stronger connections to others (e.g., Take Action Project resulted in an adult from the community volunteering to teach girls a particular skill).
	begin to feel part of a larger community of girls/women.	enjoy connecting with girls/women locally, nationally, or globally (e.g., through reading about them, face-to-face interactions, e-mail).

*Can you think of other sample indicators/signs?

Girl Scout Juniors act to make the world a better place.

TAKE ACTION OUTCOMES	BY GRADE LEVEL Girls...	SAMPLE INDICATORS/SIGNS When the outcome is achieved, girls might...
Girls can identify community needs: Girls learn to identify issues in their local and global communities and come up with realistic possibilities for action.	learn to use strategies to determine issues that deserve action.	use community asset mapping to identify opportunities to better their communities.
	are better able to determine whether projects can be realistically accomplished.	consider time and/or financial constraints before selecting an issue to tackle.
Girls are resourceful problem solvers: Girls can use their knowledge and skills to set up and implement creative and effective "action plans," locate tools and resources they need, and know when, where, and how to enlist help from others.	are better able to create an "action plan" for their projects.	outline steps, resources, and time lines and assign responsibilities for their project with minimal adult guidance report increased confidence in creating action plans for their goals.
	gain a greater ability to locate and use resources that will help accomplish their project goals.	feel confident contacting community partners who can help them achieve their goals (e.g., school officials who can display girls' fliers on bulletin boards).
Girls advocate for themselves and others, locally and globally: Girls develop the ability to speak out on their own behalf and seek opportunities to act and speak on behalf of others.	strengthen their abilities to effectively speak out or act for themselves and others.	identify concrete steps they can take to effect desired changes (e.g., whom to contact about creating safer streets for bicycling in their neighborhood).
Girls educate and inspire others to act: Girls learn to effectively explain their ideas to others and motivate them to get involved in community service and action.	learn various strategies to communicate and share Take Action Projects with others.	use various ways to tell others about their Take Action Projects (e.g., fliers, presentations). explain what makes a successful persuasive message/action for various audiences (e.g., presentation to peers, petitions to officials).
Girls feel empowered to make a difference in the world: Girls feel empowered to use their leadership skills to effect change in their lives and their world, and feel their contributions are valued in the larger community.	are more confident in their power to effect positive change.	describe various expressions of power around them (e.g., power over others, power to do something, power with others). explain how shared power helped them create better or longer-lasting changes (e.g., working together vs. doing it alone).
	feel they have greater opportunities for involvement in the decision-making of their communities.	give examples of when they participated in the decision-making processes in their Girl Scout council, church, school, etc.

*Can you think of other sample indicators/signs?

GIRL SCOUT GRADE LEVEL

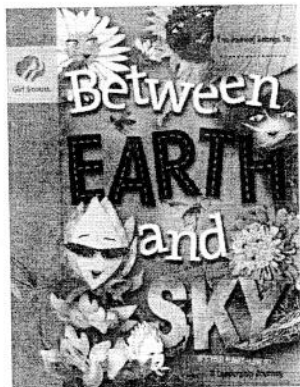
Cadette

grades 6–8



BETWEEN EARTH AND SKY

GIRL SCOUT DAISIES – IT'S YOUR PLANET—LOVE IT!



BASIC OVERVIEW

Girl Scout Daisies join their flower friends for a cross-country road trip in their special flower-powered car! As they travel the country living the values of the Girl Scout Law, the flowers explore the natural world around them, learning what's local and why that's important. Along the way, the flower friends (and the girls!) sample the sights, and the wisdom of women working to protect Planet Earth. Daisies earn their Blue Bucket, Firefly, and Clover (uses resources wisely!) awards as they experience what's great about their own region and learn to use their own special skills to help people and Planet Earth.

SNAPSHOT OF THE DAISIES JOURNEY

- **SESSION 1- Getting Ready for the Road** – The Daisies begin to express their feelings and start to understand and experience the joys of travel, especially outdoors in nature.
- **SESSION 2 – The road Trip Begins** – The Daisies continue to explore what makes them unique as they start to consider the feelings of their sister Daisies and expand their knowledge of shapes in nature.
- **SESSION 3 – You, Me, How Different We Can Be** – The Daisies continue to explore their feeling and how they might differ from one girl to another. They also explore the range of colors in nature and earn their Blue Bucket Award.
- **SESSION 4- Living the Law, and So Many Seeds** – The Daisies explore living the Girl Scout Law through favorite flower friends and expand their knowledge of seeds and how they travel as a step to understanding how vegetation can vary around the world. The girls also try their hand at origami.
- **SESSION 5 – Special Skills, and Textures, Too** – The Daisies continue to explore their similarities and differences as they consider the skills they contribute to their Daisy group and gain an understanding of the diversity of shapes in nature.
- **SESSION 6 – We Have Skills and So Do Plants** – The Daisies make use of their special skills and begin to understand the special skills of plants, too. The girls also have an option to paint with natural colors made from fruits, vegetables, and other natural items, and they earn their Firefly Award.
- **SESSION 7 – In the Land of Milk and Cheese** – The Daisies take the flowers friends story to a personal level by learning about how foods can affect how they feel and by tasting foods from their region. They also take a walk in nature to explore textures.
- **SESSION 8 – When the Flowers Meet the Trees** – The Daisies choose a project idea, practice talking about it, and create visual tools for their project. They also have an option to make bark rubbings.
- **SESSION 9 – Protecting a Natural Treasure** – The Daisies team up to protect a natural treasure of Earth and hear the final chapter of the flower friends' road trip story.
- **SESSION 10 – On the Road to New Adventures** – The Daisies celebrate all they've learned and done along the journey! The girls also earn the Clover Award.

BETWEEN EARTH AND SKY JOURNEY AWARDS

This journey presents Daisies the opportunity to earn three awards. Girls consider their feelings and skills and then take into account the feelings and skills of those around them. The girls then move on to engage their larger community and then they move out into their community to "do." Although there's no set way to present it, you might spark the excitement of this award series by presenting the *Between Earth and Sky* background patch to all the Daisies at their first session. Or choose a way that works for the group.



- To earn the **Blue Bucket Award**, girls:
 - Tell one another about their feeling and the feelings of those around them.
 - Take part in role-playing activities that encourage them to resolve conflicts, negotiate, and be considerate to others.
- To earn the **Firefly Award**, girls:
 - Think about and talk about their own skills and those of their sister Daisies.
 - Choose a skill that they can teach others, either at home or in their community.
 - Steps to the award are built into the suggested activities in the Sample Sessions.
- To earn the **Clover Award**, girls:
 - Learn about and commit to protecting a natural treasure in their region.
 - Educate and inspire others in their community to join with them to protect the local treasure, too.

DAISIES JOURNEY ACTIVITY SUGGESTIONS

- **Petals**
 - **Rose Petal:** When you clean up after your Daisy meeting, is there anything you can recycle, re-use or pass on to someone else?
 - **Green Petal:** Plan a book exchange so girls can trade books they've already read.
 - **Orange Petal:** Talk about littering and how it affects the environment.
- **Outdoors**
 - Go outside and enjoy a snack. Does food taste better in fresh air?
 - Wander through a park and see how many seeds you can find.
 - Go on a walk to look for weeds. Pretend you're a flower friend – what will you say to the weeds?
- **Trips**
 - Take a trip to a local nursery to learn how flowers are grown.
 - Eat at a restaurant or make a family meal using local ingredients (just like Lupe, Zinni, and Clover at the Morning Glory Inn!).
 - Visit an orchard or tree farm and learn how trees are cared for.
- **Traditions**
 - Invite another group of Daisies to a tea party in honor of the very first Daisy, Juliette Gordon Low. Greet them with the Girl Scout Handshake.
 - "Make New Friends, but Keep the Old" – send a postcard to a friend or family member who has moved away.
 - Tell your family about your favorite flower friend and what line of the Girl Scout Law she stands for.
- **Cookies**
 - As you sell cookies, check out our online resources:
 - ◆ Smart Cookies in the Daisy Garden
 - ◆ More Adventures of Smart Cookies in the Daisy Garden.

WOW – WONDERS OF WATER

GIRL SCOUT BROWNIES – IT'S YOUR PLANET – LOVE IT



BASIC OVERVIEW

Brownies learn about the water cycle through a "Green Tea for the Blue Planet," and enjoy making their own rainbows as they explore the precious resource of water. Brownies pledge to LOVE water by protecting it, then team up to advocate for other people to SAVE water, too. As they SHARE what they have learned, they find they can inspire even more people to protect Earth's water. Along the way, Brownies experience what it is like to live in places where there is not enough water. They come to understand why the right to clean water is so important to everyone on Earth.

SNAPSHOT OF THE BROWNIE JOURNEY

- **SESSION 1- Loving Water** - The Brownies begin exploring the Wonders of Water, what they LOVE about water, and why it's important to protect water.
- **SESSION 2 - "Green" Tea for a Blue Planet** - Through a festive tea party, the Brownies learn about the water cycle. They realize that everyone on Earth shares water, and that's why it's so important to save and protect it.
- **SESSION 3 - Water for All** - The Brownies report back on how they carried out their promises to protect water and earn their LOVE Water awards. They then engage in water-gathering and rationing activities to experience how families make do in places where clean water is scarce. This deepens the Brownies' understanding of the importance of saving Earth's water.
- **SESSION 4 - Teaming Up to Advocate for Water** - The Brownies create a team plan to SAVE water.
- **SESSION 5- Advocates Communicate!** - The Brownies prepare to carry out their SAVE project as a team. They might also be learning more about their water issue through a guest visitor or even a field trip.
- **SESSION 6- SAVE!** - The Brownie Team advocates for saving water.
- **SESSION 7- Planning to SHARE** - The Brownies discuss the success of their SAVE effort and what they learned from it. They earn their SAVE Water awards and get creative as they plan to educate and inspire more people to protect water.
- **SESSION 8- SHARE!** - The Brownies SHARE what they've learned and how they've acted to SAVE water with others (younger kids, family members, school, and community). They invite their guests to take action for water.
- **SESSION 9- WOW!** - The Brownies reflect on their journey—from loving water as individuals, to saving water as a team, to sharing what they know with even more people and inviting them to protect water, too. The girls receive their WOW! awards.

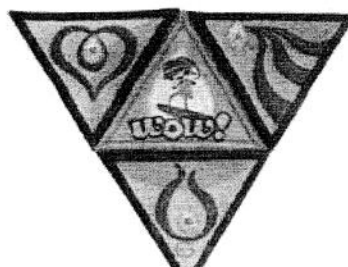
WOW! JOURNEY AWARDS

The **WOW!** Journey presents Brownies with the opportunity to earn four awards. Girls begin with small, personal acts and then move out to purposeful teamwork that engages the larger community and influences its members in significant ways.

- **LOVE Water** - This first award encourages girls to become aware of the many ways they use and enjoy water. As they begin to understand the science of water and its importance in the world, they will also make a personal commitment to protect it.
- **SAVE Water** - The second award is earned when the Brownies team up and speak up as advocates to protect water or keep it clean in their community. Girls start thinking as a team about what they will do for water. By making an effort that moves beyond themselves, the girls begin to realize the impact that group efforts can produce.
- **SHARE Water** - Girls earn the third award as they create an even bigger ripple by sharing their efforts for water with others, educating and inspiring them to join in, and asking them to commit to a water promise.
- **WOW!** - Girls culminate their journey by earning the WOW! Award, a grand finale that symbolizes the powerful change they've brought to their community. They earn the award by showing proof of their SHARE Water efforts, and by describing how their efforts relate to the Girl Scout Law and how they have had an impact as leaders.

BROWNIE JOURNEY ACTIVITY SUGGESTIONS

- **Badges**
 - **Careers:** Find out about careers related to water, such as oceanographer, firefighter, or professional surfer.
 - **Sports and Games:** Spend a day playing sports or games that involve water (Can you shout, Marco! Polo!?).
 - **Outdoor Adventurer:** So what if it rains while you're hiking? Water — in all its forms — is a WOW!
- **Outdoors**
 - WOW yourself with water — visit a lake, river, marsh or the beach! What WOWs you?
 - Go outside after a rain and count how many puddles you see.
 - Visit a Girl Scout camp and learn about protecting the water there.
- **Trips**
 - Visit an aquarium and look for the creatures Brownie Elf and her friends saw in the ocean.
 - Organize a field trip to your town's water purification plant.
 - Take a boat trip and look for sea creatures and birds.
- **Traditions**
 - Early Brownies enjoyed slogans like LAH (Lend a Hand) and HOP (Help Other People). Create your own slogan about saving water and use it every day!
 - Make a SWAP with seashells.
 - Find out about water issues around the world. Take time out on World Thinking Day to consider how you can make a difference.



GET MOVING!

GIRL SCOUT JUNIORS – IT'S YOUR PLANET – LOVE IT!



BASIC OVERVIEW

Juniors build their skills as leaders who Energize, Investigate, and Innovate. They earn these three prestigious new leadership awards as they explore their own energy, the energy in their places and spaces (buildings), and the energy of getting from here to there (transportation). Dez, the fashionista spider, is also back to add some wit to the journey as she tries to figure out life "off the grid." From their own paper-making experiment to making beads from newspapers and magazines to forming a "perpetual human motion machine," Juniors will find that GET MOVING! is crammed full of energizing stuff to make and do!

SNAPSHOT OF THE JUNIOR JOURNEY

- **SESSION 1- Start Your Engines** - Juniors begin to experience the various forms of energy and how they can make the most of their own energy to conserve Earth's energy. They get an overview of the journey and its prestigious leadership awards, discuss the basics of energy efficiency, make recycled paper, and name their unique personal energy.
- **SESSION 2- Pledging to Save Energy** - Juniors commit to an energy pledge, take a look at how plants use energy, and sort through some of the wasted energy they see around them—all activities leading to the Energize Award. They also consider a Team Energy Pledge, assess the waste in excess packaging, make beads from recycled paper, and consider how leaders use energy.
- **SESSION 3- Get Wild About Energy (and How to Conserve It)** - Juniors investigate how animals use energy according to their needs and consider what humans might learn from them. They also compare and contrast animal and human communication strategies.
- **SESSION 4- Investigating Buildings** - Juniors begin to explore energy use in buildings as they delve deeper into the science of energy and get ready to conduct an energy audit of a community building.
- **SESSIONS 5 & 6 The Energy Audit** - The Juniors conduct an energy audit of a community building and then educate and inspire others about the importance of energy efficiency as they move toward their Investigate Award.
- **SESSION 7 - Gearing Up to Go** - The Juniors begin thinking about their Innovate project. They discuss various project ideas, learning interviewing techniques, talk about their ideas for energizing food choices, and make silhouettes.
- **SESSION 8 -Moving in New Directions** - The Juniors move toward a team decision on an Innovate project. Depending on the girls' interest, they may conduct a walkability/bikeability survey of their community, and then make a team decision on their project.
- **SESSIONS 9 & 10 - Innovate!** - The Juniors plan and carry out their Innovate project, taking action to create changes in energy use on Earth, and educating and inspiring others along the way. The girls also check on their teamwork and conflict-resolution strategies.

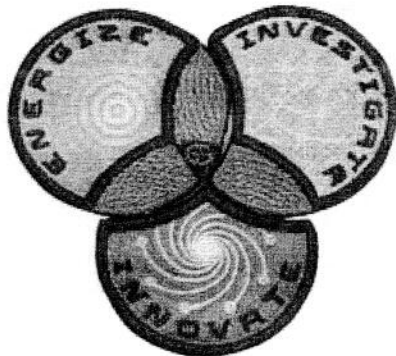
- **SESSION 11 - Crossing the Finish Line** - The Juniors reflect on and celebrate their accomplishments along the journey, earn the Innovate Award, and look ahead to more energizing adventures in Girl Scouting.

GET MOVING! JOURNEY AWARDS

- To earn the **Energize Award**, girls:
 - Make an Energy Pledge to reduce their energy use in one or more ways
 - Try at least two other Energize activities suggested along the journey
 - Check out how other people are tackling energy issues
- To earn the **Investigate Award**, girls connect with their Girl Scout crew to:
 - Learn about energy use in their buildings
 - Work with their families to make an energy improvement at home
 - Investigate energy use in a community building and suggest ways to make it more energy-efficient
- To earn the **Innovate Award**, girls:
 - Identify an energy issue in the community, research it, create a plan, and carry it out, all the while reaching out to others to join in, too
 - Share the news, reflect on what they accomplished, and celebrate it

JUNIOR JOURNEY ACTIVITY SUGGESTIONS

- **Badges**
 - **Dance:** Got lots of energy? Work it off by making up a crazy dance!
 - **Car Care:** Learn the latest trends in energy-efficient cars — then go a step further and design your own!
 - **Horse Rider:** Once you've mastered your horsemanship skills, volunteer at a stable that teaches children with disabilities to ride.
- **Outdoors**
 - Walk around the block after dark and see how many constellations you can find — and think about ways to save energy at night while you're at it!
 - Visit a butterfly garden or go bird-watching.
 - Make walking salads and then head out on a hike with your friends.
- **Trips**
 - Plan a trip that gets you traveling in a new way — on a bike, a bus or a train!
 - Go to the zoo and watch how animals move.
 - Take a tour of an energy-efficient building — and get there using public transportation.
- **Traditions**
 - Use the Quiet Sign each time you and your friends need to conserve some energy!
 - Organize a parade and volunteer to carry the flag.
 - On World Thinking Day, remember girls who live without electricity. When you save energy, how are you helping them?



5 FLOWERS, 4 STORIES, 3 CHEERS FOR ANIMALS GIRL SCOUT DAISIES – IT'S YOUR STORY - TELL IT



BASIC OVERVIEW

On this journey Daisies learn to care for animals and for themselves; then they get creative—through murals, dance, drawing, puppets—and tell their story of caring for animals. Caring for animals, caring for themselves—that builds confidence!

A SNAPSHOT OF THE DAISY JOURNEY

- **SESSION 1- Starting Our Animal Adventure** – The Daisies identify ways they can care for animals.
- **SESSION 2 – Caring that Counts** - The Daisies explore many ways that caring for animals is like caring for themselves.
- **SESSION 3 – Tail Tales** – The Daisies use their imaginations and problem-solving skills as they continue to explore how the needs of animals are similar to their own.
- **SESSION 4 – All Creatures Great and Special** – The Daisies begin to explore how animals, like people, are unique, including in the ways they communicate and move.
- **SESSION 5 – Out and About with Animals** - The Daisies learn more about the day-to-day needs of animals in preparation for teaching others about animal care.
- **SESSION 6 – A Postcard is Worth a Thousand Words** - The Daisies continue to explore the needs of animals and begin to focus on specific animal needs in their community.
- **SESSION 7- Inspired by Animals** - The Daisies continue to explore how caring for animals resembles caring for themselves and begin to experience the good feelings that caring gives them.
- **SESSION 8 – What Animals Tell Us** - The Daisies strengthen their communication skills as they progress on their Red Robin Project.
- **SESSION 9– Teaching Others with Confidence!** - The Daisies educate and inspire others on animal care, building their own confidence along the way.
- **SESSION 10– Many Skills to Learn** - The Daisies come to understand how caring for themselves, and caring for animals, makes them feel.

5 FLOWERS, 4 STORIES, 3 CHEERS FOR ANIMALS JOURNEY AWARDS

This 5 Flowers, 4 Stories, 3 Cheers for Animals Journey presents Daisies with the opportunity to earn three awards. Although there's no set way to present them, you might spark the excitement of this award series by presenting the Garden Patch background to all the Daisies at their first session. Or choose a way that works for your group.

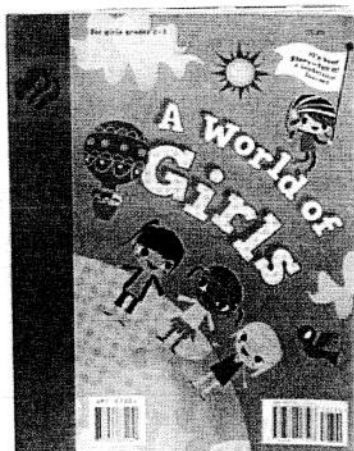
- **Birdbath Award** - This first award is earned when Daisies learn to care for animals and for themselves through role-play and experiences within the group sessions and outside.
- **Red Robin Award** - This second award is earned when the Daisies use their new knowledge and creativity to teach others how to care for animals.
- **Tula Award** - This third award is earned when Daisies gain courage and confidence in teaching others about animal care.

DAISY JOURNEY ACTIVITY SUGGESTIONS

- **Petals**
 - **Yellow Petal:** Collect paper towels and newspaper for the SPCA or Wake County Animal Shelter
 - **Spring Green:** Take your neighbors dog for a walk or put up a birdfeeder for the birds in the neighborhood. Fill it with bird seed
- **Outdoors**
 - Go to a local park and see how many local animals and birds you can identify. Can you tell what they are eating? Can you tell where they are living?
 - Learn about animals in Africa. Pretend you are on a safari. Act out how the different animals move and the noises they make.
 - Build a birdbath for a community meeting place or your Girl Scout meeting location
- **Trips**
 - Take a trip to the zoo to see how the animals are cared for
 - Visit the Wake County Animal Shelter or SPCA to see how animals are rescued and prepared to be adopted
 - Visit a bird sanctuary
- **Traditions**
 - Talk with your Girl Scout troop and see which of the Girl Scout Laws apply to this Journey.
 - Make an animal or bird SWAP
 - Learn and sing an animal or bird song as part of your closing ceremony of your Girl Scout meeting.



GIRL SCOUT BROWNIES – IT'S YOUR STORY - TELL IT



BASIC OVERVIEW

Stories teach Brownie Girl Scouts clues about how they can create positive change in the world—change that affect girls. On this journey Brownies learn to use clues in stories to make the world better. Next they get creative—through a medium of their choice—and tell their story of what they accomplished. Finally finding clues to better the world and sharing stories of their success—that builds confidence!

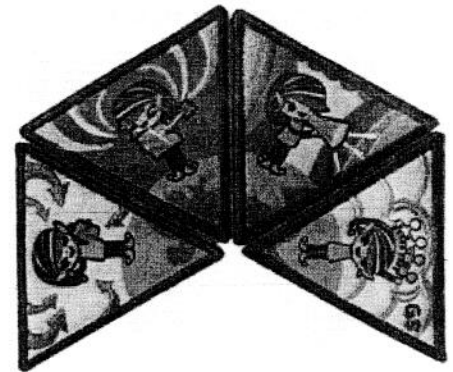
SNAPSHOT OF THE BROWNIE JOURNEY

- **SESSION 1- Girls Around the World** - The Brownies have fun exploring how stories and games can link them to the wide world of girls—and how they belong to this wide world of girls, too!
- **SESSION 2 – Girls in Our World** - The Brownies enjoy seeing how they already belong to so many circles, or “worlds”, of girls and women. They go on to explore how stories about women and girls often hold clues about actions they can take to make the world a better place.
- **SESSION 3 – From Story Clues to Story Change** – The Brownies use their growing awareness about all that stories can teach us to explore how they can create new stories through their actions. They find that they have the power to make the world a better place!
- **SESSION 4 – Planning for Change a Story** – The Brownies choose a clue for change that will benefit girls in their community.
- **SESSION 5 & 6 - Change a Story: Making it Happen** - The Brownies move ahead with carrying out a team project to benefit girls in their community.
- **SESSION 7& 8 – Planning and Telling Our Story of Change** - The Brownies gain confidence by planning for and telling an audience the story of the change they made and inspiring that audience to keep the change going.
- **SESSION 9- Our Whole Story** - The Brownies earn their *Tell a Story Award*, consider their place in the world of girls, and begin to plan a celebration of all they've learned and accomplished on this journey.
- **SESSION 10 – World of Girls Celebration** - The Brownies create works of art that express what it means to them to belong to a world of girls, as they celebrate their journey and their place in the world.

A WORLD OF GIRLS JOURNEY AWARDS

The World of Girls Journey presents Brownies with the opportunity to earn four awards.

- **Hear a Story Award** - Brownies see that stories hold clues for how to better the world
- **Change a Story Award** - Brownies realize they have the power to change things for the better for girls in the world
- **Tell a Story Award** - Brownies have the confidence and knowledge to educate and inspire others
- **Better World for Girls! Award** - Brownies understand they belong to a large and far-reaching world of girls



BROWNIE JOURNEY ACTIVITY SUGGESTIONS

- **Badges**
 - **Making Friends:** Friends are another kind of family. They're the people you have fun with and who help you when you need it.
 - **Making Games:** You can have fun without a computer, a deck of cards, or even a ball. Games are everywhere.
 - **Letterboxer:** Letterboxing is an amazing adventure game played by people all over the world.
- **Outdoors**
 - Go outside and learn to play games from other countries
 - Create a scavenger hunt in which each girl gets a grid with a bunch of boxes and it identifies a category. Have the girls go around asking one another questions and filling in the boxes with the names of the girls that fall into each category.
 - Visit a Girl Scout camp and pretend you are in a different country
- **Trips**
 - Take a trip to the library and ask if the librarian would lead a discussion with girls about clues in stories and how to find them
 - Visit a local newspaper and talk with a reporter about how they get their story ideas
 - Take a trip to the History museum and find stories about other famous woman in the world.
- **Traditions**
 - Listen to a story of Juliette Low and listen for clues about hardships and trials Daisy encountered
 - In a Brownie Circle stand and introduce themselves and the Brownie next to them to the assembled guests and describe something they share in common until the entire group is introduced and they have all had a chance to share
 - Find out about games other Girl Scouts play around the world.

aMUSE

GIRL SCOUT JUNIORS – IT'S YOUR STORY - TELL IT

BASIC OVERVIEW



On this journey, Juniors try on whatever roles they choose for themselves, and then get creative – in any way they like! They tell stories and inspire others to try on new roles too. Trying on new roles and realizing their limitless potential – that builds confidence!

SNAPSHOT OF THE JUNIOR JOURNEY

- **SESSION 1- Casting Call** - The Juniors have fun getting to know all the roles available in the world for women and girls.
- **SESSION 2 – Girls Can Be Anything!** – The Juniors continue to explore the many roles available to them and start to learn about stereotypes.
- **SESSION 3 – Callbacks** – The Juniors reach out to women in their community to explore all the roles available to them.
- **SESSION 4 – Tell Us Your Story** – The Juniors learn more about roles women play in real life and in the media.
- **SESSION 5 - Gathering of Storytellers** - The Juniors team up to create an educational and inspiring story about stereotypes that sends other into a call to action – stop stereotyping.
- **SESSION 6 & 7 – Our Muse, Your Project** - The Juniors turn their story into a form of creative expression that will educate and inspire others to stand up to stereotypes.
- **SESSION 8 – Showtime!** - The Juniors tell their story to educate and inspire others about the importance of stopping stereotypes.
- **SESSION 9 – Who I Am Now** - The Juniors explore what beauty means to them, how they see themselves, and how it informs their story.
- **SESSION 10 – Who I Might Be** - The Juniors explore how healthy bodies support them taking on roles, and how they can support and appreciate their bodies.
- **SESSION 11 – Celebrating Me/Celebrating Us** - The Juniors celebrate their roles and their accomplishments along the journey and gain the courage to continue trying on new roles throughout life.

aMUSE JOURNEY AWARDS

The aMUSE Journey presents Juniors with the opportunity to earn three awards. All of these awards build foundation leadership skills critical to moving up the Girl Scout ladder of leadership and becoming lifelong leaders.



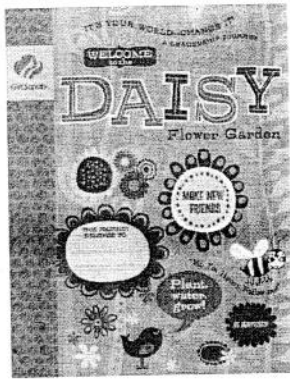
- **Reach Out!** - This first award helps Juniors understand the many roles women and girls play in the world around them and the leadership skills used to play them.
- **Speak Out!** - The second award helps Juniors to be aware of how stereotypes could hold themselves and other back from trying on roles, and they Take Action to help stop stereotypes.
- **Try Out!** - The third award gives juniors the courage and confidence to try out new roles.

JUNIOR JOURNEY ACTIVITY SUGGESTIONS

- **Badges**
 - **Geocacher:** Geocaching is your chance to be part global explorer, part detective
 - **Playing the Past:** Dream up a character: a girl or woman who lived in another time period.
 - **Social Butterfly:** Have you ever found yourself in a group or place where you didn't know how to act?
- **Outdoors**
 - Go camping and make up stories and skits around the camp fire.
- **Trips**
 - Go to the movies to watch a movie about a woman who took on a role that most likely a man would do.
 - Go to a fire station or police station and talk with a woman Firefighter or Police officer. Learn about all the obstacles they had to overcome in their jobs.
 - Visit a children's theater performance.
- **Traditions**
 - Change your Girl Scout opening meeting by learning the Girl Scout promise and reciting it in a different language or having a snack from a different country at snack time.
 - Find a Girl Scout pen pal or email friend from another country. Find out what Girl Scout traditions are the same as our and which ones are different.
 - Find out about different issues with Girl Scouts in different countries around the world. Create a workshop to share your findings at World Thinking Day to make other girl scouts aware.

WELCOME TO THE DAISY FLOWER GARDEN

GIRL SCOUT DAISIES – IT'S YOUR WORLD – CHANGE IT!



BASIC OVERVIEW

In this journey for kindergarteners and first-graders, a favorite pastime—gardening—meets the Girl Scout Law. The result is a storybook world of flowers and little girls who, together, do great things. Girl Scout Daisies will especially enjoy meeting the colorful, global characters who teach them to live the Girl Scout Law. The adult "how-to" guide offers Garden Story Time tips, key ideas for garden projects, and all the Girl Scout history and traditions needed for an adventure starring Amazing Daisy, a new flower friend for Girl Scout Daisies.

SNAPSHOT OF THE DAISY JOURNEY

- **SESSION 1 - Welcome to the Daisy Flower Garden** Girls meet one another, hear about the Girl Scout Promise, sample the Daisy story, plant their mini-garden, and play Daisy Circle, Garden-Style.
- **SESSION 2 - Buzzing Toward Girl Scout Values** Girls say hello in Spanish, recite the Girl Scout Promise, greet each other with the Girl Scout sign, water their mini-garden, and enjoy a "garden scamper", while discovering how Girl Scout values are part of their daily lives.
- **SESSION 3 - Greetings and Friendships** Girls say hello in French, deepen their understanding of the Girl Scout Law-particularly "being responsible for what I say and do" – maintain their mini-garden, and play an "imitating nature" game. Their achievements earn them the Watering Can Award.
- **SESSION 4 - Good Thoughts, Good Deeds, Garden Needs** Girls say hello in Dutch and Persian/Farsi, maintain their mini-garden, brainstorm a larger planting/growing project, and play What's in the Bag – all the while deepening their understanding of how Girl Scout values play out in their lives and their community.
- **SESSION 5 - Doing and Growing** Girls say hello in Japanese, maintain their mini-garden, plant/ grow (according to their Take Action Project), and take part in an active Secret Garden Time. Girls who carry out their Take Action Project to make the world a better place earn the Golden Honey Bee Award.
- **SESSION 6 - Celebrating the Law with a Garden Party** Girls say hello in a language of their choice, reflect on their Take Action Project, and say and explain the meaning of the Girl Scout Law. For their achievements, girls are awarded the Amazing Daisy Award and rewarded with a garden party.

"WELCOME TO THE DAISY FLOWER GARDEN" JOURNEY AWARDS

For Girl Scout Daisies, the best way to experience this leadership philosophy is by practicing the Girl Scout Law. So the journey's three awards, which tie directly to the garden theme, recognize girls' progress in applying the Law to their lives.

- **The Watering Can Award** represents girls being "responsible for what I say and do." Girls earn the award by caring for their mini-garden and beginning to understand how the Promise and Law play out in their daily lives.
- **The Golden Honey Bee Award** represents taking action through a gardening effort for others to make the world a better place. The award is named for Honey, the bee who is one of the Daisy Flower Garden characters.
- **The Amazing Daisy Award** represents knowing—and living—the Promise and Law, just like Amazing Daisy, the main character of the journey.

DAISY JOURNEY ACTIVITY SUGGESTIONS

- **Daisy Petals**
 - **All petals (examples)**
 - Yellow Petal: Draw a picture of yourself being friendly and helpful.
 - Blue Petal: Find examples in your journey book that show how to be honest and fair.
 - Violet Petal: Make a card for a Girl Scout Daisy in another troop.
- **Outdoors**
 - Go on a walk and collect an item from nature (a leaf, a pine cone, a rock). Take turns sharing what you've found.
 - Lie on the grass and find shapes in clouds or tree branches.
 - Visit a garden or park and see how many flowers you can find. (Do any look like the flower friends?)
- **Trips**
 - Meet neighbors who have moved from another country. Learn how they say "hello."
 - Go to a history museum and search for "treasures," like the letter from long ago that the girls find in the Daisy Flower Garden.
 - Visit a farmers' market and talk to people who collect and sell honey.
- **Traditions**
 - Sing the new Girl Scout Daisy song — it's in your journey book!
 - Make a friendship circle with other Daisies, then say the Girl Scout Promise together.
 - Make a poster that says "Hello" in many languages. Give it to girls who will be new Daisies next year.



BROWNIE QUEST

GIRL SCOUT BROWNIES – IT'S YOUR WORLD – CHANGE IT!



BASIC OVERVIEW

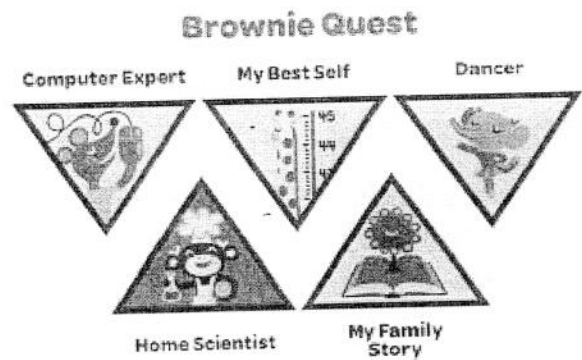
Girl Scout Brownies will travel along two colorful trails—one they can enjoy on their own and one they explore with their Girl Scout group. Along the Quest, they will meet three new friends and a bright and shining elf—in a brand-new Brownie story meant to inspire their own Take Action Projects.

SNAPSHOT OF THE BROWNIE JOURNEY

- **SESSION 1 - Discovering . . . You:** Brownies join in a circle and, with a ball toss, introduce themselves and name their skills and qualities. **Values:** Brownies “go ELF” to search for values of the Girl Scout Law. **Family:** Each Brownie heads home to discover the family’s special qualities and the value of the Law that resonates most with her family.
- **SESSION 2 - Discovering and Connecting -In the Brownie Star Circle:** Brownies share their family discovers and joins in the first Quest ceremony, earning their first key. **By Teaming Up:** Brownies play cooperative games, and then create their own Team Agreement. **With Family:** Brownies commit to leading a healthy-living activity with their families.
- **SESSION 3 - Connecting and Taking Action - Making a Circle Map:** Brownies explore how the “circles” of their lives grow outward: Family, Girl Scouts, Community, and World. **Posting Commitments:** In the Map’s Family Circle, Brownies post Commitment Cards noting their family’s healthy-living actions. **Caring for Community:** The Team expands its circle of caring through two stories- one real, one fictional- that serve as springboards to writing letters to a school or town official to seek healthy-living improvements. **Earning the Second Key:** Brownies close with the Quest’s second award ceremony.
- **SESSION 4 - Choosing a Take Action Project - Brownie Brainstorm:** Team members consider community places where they could Take Action to make a difference. **Brownie Team Trade:** the Team “goes ELF” while deciding on top ideas for taking action. **Brownie Plan:** the Team talks about preparations and materials they need to Take Action.
- **SESSION 5 - Taking Action Brownies Get Busy:** Depending on their project, the Team creates a skit, gathers supplies or donations, learns about a community issue, etc. **Brownie Team Reflects:** The girls describe their project and their thoughts about it. **ELFing It Up:** Time permitting, the Team creates “what if?” endings to “The ELF Adventure” story, sings Brownie songs, or makes a gift to swap.
- **SESSION 6 - Making the world a Better Place Wrapping Up:** Brownies conclude their efforts to reach out and make an impact in their community. **ELFing It Up One More Time:** Time permitting, the Team explores new endings/ adventures for “The ELF Adv.,” makes healthy treats, tries the extra puzzles and activities in their Quest books, or creates a closing ceremony. **Meeting Juliette:** The Team considers how Juliette Gordon Low discovered, connected, and took action, and adds a note to her in their books. **Earning the Third Key:** Brownies take part in their third award ceremony.
- **SESSION 7 - Closing Celebration:** Wrap up the journey with cheer as Brownies find that when they Discover, Connect, and Take Action, they are leaders! They earn the Quest Award and add a leadership commitment” card to their Quest books. Follow tips in the guide for the ceremony.

"BROWNIE QUEST" JOURNEY AWARDS

Girl Scout Brownies are invited on a search. The three keys they will uncover along their journey are the keys of the Girl Scout leadership philosophy. As Brownies move through the journey, the Quest Master Map offers a visual record of their progress along the Quest. The girls have their own mini version of the Quest Map in their book.



- **The Discover Key** – To earn this award, each Girl Scout Brownie will discover herself and her values—as a Girl Scout and a member of her family.
- **The Connect Key** – To earn this award, each Girl Scout Brownie will connect as a member of a Brownie Team, with her family on a healthy-living activity, and, as a group with their community to increase healthy-living opportunities
- **The Take Action Key** – To earn this award, Girl Scout Brownies will team up to identify a community place where the team can Take Action. Then they join together to make a plan to Take Action and carry out their Take Action Project to improve their world.
- **The Brownie Quest Award** – At the end of the Quest, the girls also earn the journey's culminating award, the master lock that needs all three of their keys in order to open. Through this award, the Brownies will see that, together, their three keys—Discover, Connect, and Take Action—unlock the meaning of leadership.

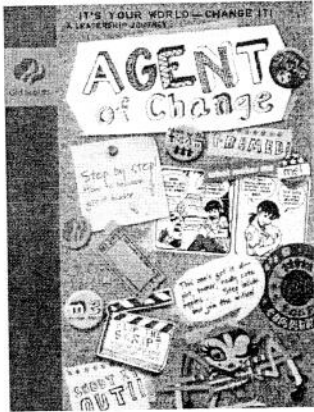
BROWNIE JOURNEY ACTIVITY SUGGESTIONS

- **Badges**
 - Penny Power: Collect loose change with other Brownies, then donate the money to a community cause.
 - Eating Right, Staying Healthy: Visit a farmers' market and eat a vegetable you've never tried before.
 - Building Art: As you go on your journey, think about how buildings in your town were designed – then imagine what kind of building you'd like to create.
- **Outdoors**
 - Hide a dozen keys at camp and have a treasure hunt. Maybe each key can have a friendship message!
 - Make like the Brownie Friends and create a tree house or fort using boxes, old blankets, and other found materials.
 - Plant a tree – maybe even at your Girl Scout camp!
- **Trips**
 - Visit places where people help people, like a food pantry, hospital or nursery school.
 - Use the visitors' map to explore a zoo or botanical garden.
 - Go on a hike or walk through a park and count the different kinds of trees. Do any look like the ones the Brownie Friends saved?
- **Traditions**
 - What good deeds are you learning about on the Quest? Do three more so you can have your pin turned right side up!
 - Gather all the Brownies in your town to sing the Smile Song.
 - Add your "three keys" to your sash or vest, then wear it with pride!



AGENT OF CHANGE

GIRL SCOUT JUNIORS – IT'S YOUR WORLD – CHANGE IT!



BASIC OVERVIEW

In this journey, there's a whole spiral of it waiting for Girl Scout Juniors. The journey is filled with ceremonies and circles, real-life heroines, and special new characters, including the fashion-savvy spider named Dez. Along the way, girls learn how their own power combines into team power and then moves out to become community power (kind of like how Dez weaves her web from the inside out). The journey's centerpiece is a comic story of girl heroines who will inspire the Juniors as they take action to improve their own community.

SNAPSHOT OF THE JOURNEY

- **SESSION 1- Discover My Power-** Girls have a chance to see their own strengths and powers in everyday ways and start comparing them to those of past and present "heroines."
- **SESSION 2- Great leaders and Great Teams-** using the knowledge they've gained about strengths and powers of "heroines," girls connect personal power to the values expressed in the Girl Scout Law. They then explore what power means in girls' lives and in society, and see their power in action. They earn their first award, **The Power of One Award**.
- **SESSION 3- SuperShelter-Makers-** Building on their understanding of their own power and the power of past and present women, the girls explore the powers used by teams of fictional girls who, in a comic-book-style story, take action to improve their community. The girls then create their own supergirl story.
- **SESSION 4- Learn, Listen, Act!- Taking Idea to Action-** The girls use the power of story to identify what they care about enough to take action in their own community. They begin to see how, with team power, they can accomplish great things together.
- **SESSION 5- Ready, Set, Take Action!-** Reaching out into the community, the girls gather the tools and resources needed to take action for change and earn the **Power of Team Award**.
- **SESSION 6 & 7- Time for the Take Action Project-** Combine the **Power of One Award** and the **Power of Team Award**, girls do their Take Action Project. Then they take time to reflect on and celebrate the change they have accomplished as they earn their cumulative award, **The Power of Community Award**.

Agent of Change Awards

This Junior journey is filled with fun and friendship. From its start to its closing celebration, the girls will move from a deeper understanding of themselves to exploring how powerful they are as a team, to realizing the added strength they gain by reaching out in the wider community to take action with its members. Agent of Change offers girls a chance to earn three awards and record progress throughout the journey in their own "Award Tracker."

- To earn **The Power of One Award**, girls will discover and share the powerful story of a forgotten woman or girl from around the world who mobilized others and made a difference, discover all the ways their own strengths and powers help them create change in the world, and discover what the Girl Scout Law and true "heroines" have in common
- To earn **The Power of Team Award**, girls connect with their Girl Scout crew to create a "super girl" story in which the characters take one small situation they care about and strive for long-lasting community

change. Girls will also make a team decision and write their team hopes for a Take Action Project that reaches into a community network to solve a problem together with community members

- To earn **The Power of Community Award**, girls take action on their plan, reach out, join others and get them involved, and start something that snowballs into a change in their world. Girls join in their Girl Scout Junior circle to reflect on what they accomplished and celebrate it.

Junior Journey Activity Suggestions

- **Badges**
 - Create a playlist of music that gets you in the mood to change the world!
 - Art to Wear: Make t-shirts or buttons with empowering slogans.
 - Creative Solutions: Start brainstorming — how many ways can you come up with to solve the world's problems?
- **Traditions**
 - Girl Scouts have always loved putting on plays! Act out scenes from books or movies that show girls taking action — or, better yet, write your own!
 - Learn to start a fire (with adult help) while you're at camp. Don't forget to enjoy S'mores while you practice your teamwork!
 - Learn to put on a Flag Ceremony — or teach someone who doesn't know how.
- **Travel**
 - Visit a local college or university and talk to a professor (social work? journalism? law school?) about how to make the world a better place.
 - Visit a party planner who organizes charity events. How does she help people change the world while having a good time?
 - Visit a historic site. What event happened there and how did it help change the world?
- **Outdoor**
 - Create an obstacle course, and then run it alone, in pairs, and as one big Junior group to learn about the Power of One, the Power of Team, and the Power of Community.
 - Plan an outdoor award ceremony using symbols found in nature.
 - On a weekend camping trip, tell stories about women or girls who changed the world — or make up a comic story starring your team!
- **Cookies**
 - Ask your cookie customers what changes they'd like to see in the community. Write their answers in your "idea bank" for possible Take Action projects.
 - Think about using some of your cookie proceeds to fund your journey trips or Take Action project.
 - When you e-mail your customers to tell them their cookies have arrived, add a few notes about your Take Action project.
- **Bronze Award**
 - Go to the next level with your journey Take Action project and earn your Bronze Award!
 - If you have several good ideas for your journey Take Action project but some seem "too big," add them to your idea list for your Bronze Award.
 - Say thanks to everyone you meet along a journey! You never know when you'll need to tap your growing network for help — for example, with your Bronze Award!



**IT'S YOUR
WORLD—
CHANGE IT!**

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Girl Scout Time Log

Name: _____ Page _____

Indicate to which recognition this log applies: (Use a separate log for each recognition)

☐ Community Service Bar; ☐ Program Aide; ☐ Leadership Award; ☐ Girl Scout Silver/Gold Award; ☐ LIT[illegible]