



Working with Girl Scout Brownies



The Girl Scout Mission

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

The Girl Scout Promise

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

The Girl Scout Law

I will do my best to be
Honest and fair,
Friendly and helpful,
Considerate and caring,
Courageous and strong, and
Responsible for what I say and do
And to
Respect myself and others,
Respect authority,
Use resources wisely,
Make the world a better place,
And be a sister to every Girl Scout.

Girl Scouts of Eastern Oklahoma gseok.org

Girl Scout Hardesty Leadership Center
4810 South 129th East Avenue, Tulsa, OK 74134
Phone: 918-749-2551 or toll free 800-707-9914
Fax: 918-749-2556 or toll free 866-749-2556
Training Department: training@gseok.org

Bartlesville Girl Scout Service Center
511 East 11th Street
Bartlesville, OK 74003-5051

Stillwater Girl Scout Lodge
315 West 12th Avenue
Stillwater, OK 74074-4418

Muskogee Girl Scout Office
219 West Broadway
Muskogee, OK 74401

Ada Girl Scout Office
119 North Broadway, Ste 11
Ada, OK 74820

McAlester Girl Scout Service Center
301 West Seneca Avenue
McAlester, OK 74501-6229

Ponca City Girl Scout Program Center
811 East Grand Avenue
Ponca City, OK 74601

The Girl Scout Store at the Tulsa Hardesty Leadership Center

Phone: 918-745-5252 or 800-707-9914
Email: store@gseok.org

Hours of operation:
Tuesday – Friday: 9:30 a.m. – 5:30 p.m.
Saturday: 10:00 a.m. – 2:00 p.m.
Sunday & Monday: Closed

Telephone for all locations:

**918-749-2551
800-707-9914**

If you need to see a staff person, please call customer care at 918-749-2551 (or email customercare@gseok.org) to make an appointment. Outlying service centers and offices are not always open due to staff out working in their communities.

Who Are Brownies

Girl Scout Brownies are girls in second and third grades. A girl can become a Girl Scout Brownie any time during the year. At the Brownie level, girls have lots of energy and like to run, walk and play in groups. They are developing fine motor skills and can use basic tools. They also love to create music, dance and play act. Brownies think in concrete terms but are beginning to process more abstract concepts such as numbers, time and distance. They have improved self control and can recognize appropriateness in behavior, follow rules and listen. They also have an increased attention span but still need clear directions and structure. Girls this age are spending more time with their peer group and often turn to their peers for information and prefer to spend time with girls, rather than boys. They are becoming more modest as they are more aware of their body image and want more privacy and emotional freedom. They can also understand more complex emotions such as confusion and excitement and are better at controlling and concealing emotions.

Understanding the developmental characteristics of Girl Scout Brownies will help you in your role as their leaders. You will be able to appreciate why girls do what they do. Please note: These are broad, general characteristics. Each girl will grow at her own pace.

Physical (large muscle and finely tuned movements)

- Can skip, throw a ball, roller skate and jump rope
- Can trace around hand, draw shapes, mold clay objects
- Reproduce letters and words

Intellectual (thinking and language)

- Vocabulary develops at a high rate
- Start reading
- Interested in fantasy and make-believe
- Vivid imaginations

Emotional

- Moods may change from minute to minute
- Need lots of praise and encouragement
- React negatively to too much direction
- Interested in the difference between good and bad

Social Skills

- Enjoy playing in groups
- Demonstrate independence from their families
- Want to have lots of friends and some have a best friend
- Begin social telephoning and like to help others

Tips for Girl Scout Brownie Leaders

Value each girl:

- Build on the strengths of each girl
- Recognize individual talents and abilities
- Develop a friendly relationship with each girl
- Let each girl know she can trust you

Relating with the girls:

- Be fair and consistent
- Try to be at the girls' eye level
- Use simple words and terms whenever possible
- Offer help in small doses
- Be calm, and use a quiet voice when speaking with the girls
- Only offer a choice when there really is one ('Do you want to wash your hands?' is probably not what you mean!)
- Allow a girl to sit out activities if she wishes—respect their choices
- Maintain a culture of respect for all girls
- Be sure to praise desirable behavior
- Encourage girls to solve problems and work together to solve conflicts
- Model the behavior you'd like to see (you are a positive role model your girls will likely always remember!)
- Have fun with the girls—let them see you enjoying their company and activities

Structuring Meetings and Activities:

- Change activities often!
- Give clear directions and state your expectations
- Give positive directions: 'please keep your hands to yourself' (not 'don't hit people')
- When transitioning from one activity to another, say that's what you're doing
- Make sure activities aren't too difficult—if too much adult help is needed, the activity should probably be saved until later
- Expect the girls to have varying talents and abilities—encourage them to help each other
- Have something else to do for those who finish early
- Give warning times at 5 and 2 minutes before it is time to clean up
- Have a variety of activities—active, calm, loud, quiet, reflective, silly, outside, inside, messy, relaxing
- Plan backup activities—just in case
- Snack time offers girls a great chance to relate informally with each other and build relationships
- Stay flexible!

Troop Management

Girl Scouts embraces girls of all abilities, backgrounds and heritage with a specific and positive philosophy of inclusion that benefits everyone. Each girl – without regard to socio-economic status, race, physical or cognitive ability, ethnicity, language or religion – is an equal and valued member of the group. Make a commitment to inclusion and diversity in your troop. When new girls want to join, invite them with open arms, even if you feel they are different from others in your troop. “Inclusion” is an approach and attitude, rather than a set of guidelines.

If a girl with a disability joins your troop, probably the most important thing you can do is ask the girl or her parent what she needs to have a successful Girl Scout experience. You may need to change a few rules or approach an activity in a more creative way. For example, you might invite a girl to perform an activity after watching others doing it first; ask the girls to come up with their own ideas to modify some activities. Often what counts the most is staying flexible and having a diverse troop is a great learning experience for everyone.

One goal of Girl Scouts is to provide girls with a safe space in which they feel comfortable being themselves. Be sure to recognize and support each girl, promote fairness, build their trust in you and each other, and inspire open communication. There may be situations where you must take action to protect the safety of a child. These issues could include child abuse, neglect or bullying. Review the guidelines for reporting abuse and neglect from GSEOK Troop Leadership Training. If you find yourself concerned about a member of your group, talk to your council representative.

Getting Started with Parents

Hold a parent meeting at the beginning of the year and be very clear about your expectations. The World of Girls Journey has information on creating a support network and using Cadettes to help lead the troop. If you would like older girls to assist you in your troop meetings, discuss your needs with your service unit manager. Many troop leaders have parents sign a parent contract stating they will bring snacks one week, offer help in some other way or only attend meetings if they are specifically helping out in some way. There are suggestions for your parent meeting in GSEOK Troop Leadership Training including a parent handbook and a sample parent meeting agenda.

Preventing Parent Problems

Make sure families are aware of troop ground rules and consequences. Be consistent and fair. Involve families in problem-solving specific problems. Protect girls’ privacy – discuss particular girls with others only when necessary, and always with caution!

Working with Over-Involved Parents

The best way to educate these parents is at the beginning of the year with parent contracts. Explain that Girl Scouting is about creating leaders and that girls should be making the decisions as much as possible. You may also encourage parents to take training so they can help in a constructive way. If the problem arises later in the year, talk to parents again, on an individual basis as needed. Feel empowered to be firm and ask parents to leave a troop meeting if they are detracting instead of contributing. Talk to your service unit manager and/or your mentor if you need further help.

Working with Under-Involved Parents

The best way to engage these parents is at the beginning of the year with parent contracts. Survey parents to find out what resources or knowledge they can provide. Be sure to ask people for specific things (coordinating transportation for a trip, helping with a particular program or serving as a First Aider on a camping trip). If the problem arises later in the year, talk to parents again, on an individual basis as needed, to remind them that you need their support to keep the troop going. Keep in mind that some parents cannot or should not be expected to volunteer with the troop and these may be parents of girls who need Girl Scouting the most. Give everyone opportunities, but don't expect every parent to be equally involved.

Fielding Questions or Topics from Parents That I Haven't Learned Yet

Don't be afraid to say you don't know! Being a Girl Scout volunteer is a continual learning process. Let the parents know you will try to find the answer to their question; Use it as an opportunity to get your parents involved!

Sensitive Issues Situations

Please read the scenarios below

Holly

Holly is nearly a year older than the majority of the other girls in the troop because her parents delayed her entry into school for family reasons. Holly is big for her age and quite self-confident and assertive. She often becomes impatient with some of the girls and calls them babies when they don't complete a task as well or as quickly as she does.

Teresa

In Teresa's home, Spanish is the primary language spoken by all family members. While several of the girls in the troop are already reading, Teresa struggles to understand spoken English and communicate what she needs to others.

Octavia

Octavia has a learning disability that affects her ability to read and to follow oral directions. She is often distracted by sights and sounds that do not seem to disturb others, and she has trouble completing tasks. She also becomes easily frustrated.

Trina

Trina is extremely shy. In large groups she never speaks up, and even in smaller groups she tends to observe rather than participate. When asked to help out or do an activity, she often refuses, saying that she can't or that she doesn't know how. Yet she is at every Girl Scout Brownie troop meeting, and her foster parent tells you that she is anxious to belong.

Before reading any further, stop for a moment and think about how you would handle these situations. Make a list of some of your ideas

My Thoughts:

Adapting Activities

There are many resources available to leaders who are working with girls who have special needs. Focus on Ability is an excellent book that will introduce volunteers to the rewards, pleasures, and challenges of working with girls who have disabilities. Although this book is out of print, you can borrow it from your local Girl Scout Service Center.

Implications and Adaptations to Sensitive Issues Situations

Holly

Implications: Activities that some of the girls enjoy provide no challenge to Holly. She may often finish program activities before the other girls.

Adaptations: Rather than have all the girls do the same badge activities, allow the girls to choose individually which activities they would like to do to complete the badge. Steer Holly toward the more challenging activities. (or substitute an activity that meets the same purpose.) Ask Holly to help lead the activities. (Let girls share the work.)

Teresa

Implications: Teresa may be unable to follow directions that include several steps or that include written words such as "Kaper Chart." She may feel isolated from the other girls because of language differences.

Adaptations: Break down directions for activities into easy steps and demonstrate each step. Make use of the many illustrations in the girl's handbook to show Teresa what to do. (change the method)

Set up a rotating buddy system so that every girl, including Teresa, has someone to help her when she needs it. (let the girls share the work)

Octavia

Implications: Any activities that require a lot of reading may be beyond Octavia's capability to complete. She may exhibit disruptive behavior when she becomes frustrated at her inability to follow directions for an activity.

Adaptations: Give directions in steps and limit the number of steps to three or fewer at a time. (Change the method)

Help Octavia select activities that emphasize actively doing things rather than reading or writing. (Modify the activity)

Trina

Implications: Trina may not be willing to do badge activities that require her to get up in front of a group and speak or demonstrate something. In the Girl Scout Brownie Ring she is unlikely to share her opinions, and consequently her interests may not be reflected in the troop's program plans.

Adaptations: To get some ideas about Trina's interests, talk to her alone to find out what she likes about Girl Scout Brownies. Meet with her foster parents to discover Trina's interests outside of Girl Scouts. (Change the method.)

Allow Trina to choose program activities that she can work on by herself or with one or two others. (Substitute an activity that meets the same purpose)

Planning Meetings

Planning the Girl Scout Year

Volunteer Toolkit

Online resource for leaders with yearly troop meeting plan options.

Start with a Troop Calendar

Try using one or more large pieces of chart paper. This belongs to the troop, and helps the girls plan. Use the space at the top to hold ideas of the things that they need to do and the things that they would like to do.

Add in important Girl Scout dates for activities and holidays. Be sure to include Fall Product Program and Cookie Program, Investiture and Rededication, an end of year Court of Awards and/or Bridging ceremony.

Other dates to keep in mind:

The Girl Scout year runs from October 1 – September 30.

October 31 – Founder’s Day (Juliette Low’s Birthday)

February 22 – Thinking Day

March 12 – Girl Scout Birthday

Week of March 12 – Girl Scout Week (Girl Scout Sunday to Girl Scout Sabbath)

April 22 – Girl Scout Leader’s Day

A week in April – Volunteer Appreciation Week

Plan Upcoming Activities

Look at the calendar as a group; decide where things go. The Fall Product Program is always in October/November, so write Fall Product Program in October and November, with actual dates, and cross it out in the ‘ideas’ box. Cookie Program preparation begins in January and continues through March. Determine if your troop is likely to do booth sales and look at times that would be ideal for that. Discuss when to have Investiture and Rededication, perhaps October.

Girls Select Activities

When the girls select activities for the fall, or the spring (maybe they want to attend a spring camporee?), put them up in the ‘ideas’ area. Then, look at the activities and the calendar and schedule things in. No room for some things? That’s OK. Leave them up in the ‘ideas’ area. Maybe they will need some ideas later. Review the Program Guide for any council activities that the girls want to attend.

Next step

A few months later, maybe before winter break, review the calendar – how does it look? Do they want to add anything? Change anything? The calendar is FLEXIBLE, and the GIRLS decide what they do and when.

Dealing with Girls Who Have Busy Schedules/ Are Overcommitted

First, lower your expectations. They don’t need to do everything. Encourage girls who missed earning an award at a meeting to earn it at home by doing the same or a similar activity. Try to plan dates for major events (field trips and ceremonies) with parents to ensure maximum participation.

Providing a Well-Rounded Experience

The P.A.C.E. award (#274F) is a planning tool, along with the appropriate *Girl's Guide to Girl Scouting*, GSUSA and Girl Scouts of Eastern Oklahoma websites and other age-appropriate program materials, designed to insure all girls are achieving or exceeding program and activity goals that will provide for a well-balanced, exciting and quality experience. Troops of all program levels (Daisy through Ambassador) may earn this patch. Troops must complete every requirement to qualify as a P.A.C.E. Troop. Be sure to review this award with the girls early in the year so you can incorporate all of the requirements on your calendar.

Ideas you will certainly want to present to the girls include:

- Using the Journey books and handbooks to complete activities
- Service projects
- Field trips that enhance program activities
- Inter-troop activities, both with older girls and with younger girls
- Participate in service unit activities
- Some activities at a council camp
- Some outdoor skills activities
- Council activities – see the most recent Program Guide or check out the online program calendar
- A summer activity

The Girl Scout Brownie Meeting

In general, Girl Scout Brownie meetings last one hour and meet once a week or twice a month. Because every girl is different, so is every troop. The most important thing is that your troop schedule is meeting the needs of the girls and their parents and that the interests of the girls are also being met. If your troop is participating in weekend or events or activities on non-regular meeting nights, you might cancel your regular troop meetings for that week, so as not to overwhelm the girls, their families or yourself.

Troop meetings typically include: a gathering activity, opening, business, and activity with any necessary clean-up and a closing. Let's take a look at each part of a meeting in a little more detail.

Gathering Activities

These activities are planned so that when girls arrive at the meeting they have something to do until the meeting begins. This allows girls to learn to work independently, gives leaders a chance to greet each girl and family members and finish setting up before the meeting. For Brownies, this may be as simple as coloring pages or a game that is easy to join. It can be something physical such as jumping rope or quieter, like working on a puzzle. When you are ready for the meeting to start, you can use the quiet sign to signal attention and quiet. The Quiet Sign should be taught to even the youngest Girl Scouts. If you wish to get the group's attention, calmly raise your right hand in the air. When the group sees this, they raise their hands too, and "when your hand goes up, your mouth goes shut." Traditionally, the Quiet Sign is the raised hand with five fingers. The fifth Law in the old Girl Scout Law was "to be courteous." So, when girls raise their hand in the Quiet Sign, they are being courteous to the speaker. Sometimes you'll see people using the three-fingered sign raised. This is a newer tradition, and it works, too!

Opening and Closing

The opening focuses the meeting and allows the girls to start. The closing lets girls know it has officially ended. Openings/closings could take the form of the Promise and the Law, a simple flag or other ceremony, a group cheer, greetings in other languages, a group hug, a song, a poem, a game or a Friendship Circle. In a Friendship Circle, girls stand in a circle. Each girl puts her right arm over her left and holds hands with the person on each side of her. The Friendship squeeze is started by one girl, and then passed around the circle until it comes back to the girl who started it. When the squeeze is finished, raise your right hand, lift your arms and turn clockwise out of the circle. Give the girls experience with different openings and closings and then let them choose what they want to do. They may want to alternate or stick with one favorite.

Business

Troop business may include taking attendance, making announcements, collecting dues or planning upcoming events or activities. Business is often conducted in a Brownie Ring, which is described in the Troop Government section of this training. You may choose to incorporate either of the following methods for keeping discussions orderly.

Talking Sign

Years ago, Brownies had a special two-fingered sign and their own Brownie Promise. Now, Brownies say the same Promise as all other Girl Scouts. The Talking Sign is used when the girls are sitting in their Brownie Ring. When a girl has something to say, she makes the two-fingered sign and taps the floor in front of her.

Talking Stick

Girl Scout troops often use a talking stick when having discussions. The talking stick is actually a Native American tradition, and can be plain or decorated. Only the person holding the talking stick may speak—if a girl wishes to speak, she would use the talking sign to signal that she would like to have the talking stick passed to her. Sometimes troops use some other sort of object such as a stuffed animal as a “talking bear” or other object.

Your business time may include sharing time, or it could be separate, or even happen during snack time. Each girl may be given the chance to share or it can be limited to one or a few. Encourage girls to talk about their interests, feelings, and daily experiences.

Activity

This is the majority of most of your meetings. With Brownies you might present broad categories and have them choose an activity. These will depend on what the girls want to do in the troop. You might let them choose an outdoor activity, a service learning activity and a fun activity, along with some badges or a Journey to start the year.

Snack

Depending on when you meet, you might choose to have a snack at your meetings. Girls can take turns bringing the snack, and passing them out. This should be an enjoyable and informal time when the girls can relax and enjoy being together. Encourage parents to sign up to bring snacks. Alert parents of any food allergies and discuss the importance of healthy snacks as opposed to packaged sweets. Although these are easy to serve, they do not teach the girls about healthy eating and they can leave you with a group of girls on a sugar high followed by a sugar low. Healthy living is a priority for the Girl Scout movement, and it is best to start with our youngest members. You might want to create a snack bucket that goes home with the girl who is responsible for bringing snacks to the following meeting. It can be a

plastic tote box, decorated popcorn tin, or a smaller token reminder, such as a plastic piece of fruit or a recycled food container. You might include the following reminder:

Your daughter has brought home the Brownie Troop Snack Bucket. Please send it back with your daughter to our next meeting with enough healthy snacks for _____ girls. Girls in our troop are allergic to: _____. You will need to provide plates and/or napkins as necessary, but we have reusable cups at our meeting place.

Clean-Up

A Girl Scout always leaves a place cleaner than she found it. Clean-up is a troop responsibility, and a real chance for the girls to learn to be responsible. All of the girls should help with the clean up, and one or two girls can be assigned as checkers on the kaper chart.

Kaper Charts

The handy tools help you to divide responsibilities and opportunities. A kaper is a job or chore that must be done. In Girl Scouting, a kaper chart is prepared which indicates all the jobs available and who is responsible for each one. In other words, a kaper chart is a way of dividing the jobs so that each girl has a part. To make a kaper chart, first decide:

1. Which kapers should be divided
2. Whether the kapers should be handled by groups or individuals
3. If groups, group size
4. What type or style to use
5. How to rotate the girls

Keep in mind that kaper groups allow leaders to mix the girls in different ways. Typically, groups would stay together for a few times and then are mixed up again. Sometimes, however, girls are rotated more often to give them an opportunity to meet lots of different girls. Sometimes, groups use a combination of kaper charts for different functions: e.g. one for groups splitting major jobs, one for flag ceremony jobs. Don't forget: You can have kaper charts for adults too!

Kapers for Groups:

Note that you probably wouldn't have all these jobs—choose the ones that work for your troop size and needs

Opening: Choose and lead the opening. Will it be a flag ceremony, a favorite game or song, the Promise, or another suggestion from the girl?

Business Assistants: Pass out and collect papers, take attendance, collect dues

Passers: Pass out any supplies during the meeting

Hostesses: Prepare and pass out snack, lead grace

Clean Up: Everyone cleans, but these girls make sure it gets done

Closing: Choose and lead the closing. Will it be a song, giving a compliment to a neighbor, or the Friendship Circle?

Out: Large troops might need to rotate groups out

Kapers for Individuals:

Choose the kapers that work for your troop, perhaps combine some.

Opening Kapers: Promise leader, Law leader, flag holder, flag ceremony caller, Color Guards, Good Deed Roll Call, Bridge of Silence (2) -These girls make a bridge prior to the flag ceremony and everyone files through underneath, when the girl passes under she stops talking.

Business Kapers: Secretary-attendance, treasurer— dues.

Misc. Kapers: Line leader, hand out craft supplies, Game Girl-chooses a game, Song Singer—chooses a song, Share Bear-gets to tell a story on the topic of their choice, Historian-takes 3-4 photos at each meeting, floater fill-in in case someone is absent, Free-no job this time.

Snacks Kapers: Bring/pass snack, bring/pass drinks, table wipers, lead grace.

Clean Up Kapers: Push in chairs, or stack them, Queen of Clean-cleans up after snack, Kaper Keeper moves kaper assignments at the end of the meeting.

Closing Kapers: Friendship Fairy-starts the Friendship Squeeze, Out Scout-starts GS Out Game at closing.

Girl Scout Brownies can and should be responsible for the chores involved in running their troop. They can also be taught that doing these kapers is fun!

Do It/Did It:

Another way to help divide up responsibilities and opportunities is with a Do It/Did It system. Many troops use “Do It/Did It” cans to fairly take turns for special opportunities. Put a popsicle stick with each girl’s name in the “Do It” can. When one of those situations comes up, pick a stick and put that one in the “Done It” can. When all girls have had a chance, put them all back in the “Do It” can and start over. When girls know that eventually it will be their turn to be first for something, “it” in a game, the flag carrier, or even the person who gets to sit next to the leader, they can wait more patiently when it isn’t their turn. You’ll know which things to use the cans for when the girls are all raising their hands and wanting to be picked!

Additional Tips for the Girl Scout Brownie Meeting

- 1. Be Prepared:** Set up materials, make sure all adults involved know their roles at the meeting.
- 2. Connect With Each Girl:** Take the time to greet each girl and find out how she is feeling. If the girls are full of energy, you may want to save that quiet activity for another time.
- 3. Five and One Minute Warnings:** Transitioning can be difficult for girls of this age group. Time warnings help.
- 4. Establish Routines:** This lets girls know what to expect, and gives them ownership of their meeting. Use Kaper Charts, let them know where things are kept, off limits areas, etc.
- 5. Goodbye:** Make sure to learn who is responsible for picking up each girl.

Meeting Planner: Date _____

GATHERING ACTIVITY	
OPENING (5 mins.)	
BUSINESS BROWNIE RING (5-8 mins.)	
PROGRAM ACTIVITY (20 mins.)	
SHARING TIME (5 mins.)	
SNACK TIME (10 mins.)	
CLEAN-UP (5 mins.)	
CLOSING (3 mins.)	

Additional Adults, Program Volunteers _____

“Up Your Sleeve” Activities _____

Permission slips, fliers, etc. to be handed out _____

Permission slips to be collected _____

Reminders for next meeting _____

Handling Conflict

The following techniques are helpful in resolving many conflicts. Other situations may require different techniques.

Mediation: Each girl has a chance to tell her side of the story without interruption. The girl tells you what the problem was and what happened. Each girl tries to develop some possible solutions. The girls try to choose one.

Active Listening: You or one of the girls restates or paraphrases what each of the girls involved in the conflict has said. You could use phrases such as “It sounds like you said...” or “You are saying ...” or “Do you mean ...?” Use phrases that sound natural. Such phrases can lead to the main reason for the conflict, which you can then go on to resolve quickly.

Time Out: This can be used when you know the girls are capable of solving the problem themselves. You ask the girls to go off by themselves for a set period of time and return to you with their solution.

Role Reversal: This can help girls to see each other’s viewpoint. Ask each girl to state the point of view of the other girl.

Skillful Listening: The way you and the girls listen and speak to each other is important for resolving conflict. Listening is a skill.

- Do you look at a girl when she is speaking to you?
- Do you listen actively so that a girl knows you have heard what she said?
- Do you wait to give a girl a chance to answer you?
- Do you avoid interrupting her?
- Do your body language and facial expressions agree with what you are saying?
- Do the girls understand that putdowns are not allowed in the troop or group meeting?

If the communication among the girls and between you and the girls is positive, then you have already taken a large step toward avoiding conflicts in your Girl Scout Brownie troop or group.

Prevention and Intervention

When you first think in terms of why certain behaviors are happening, it often will lead you to an appropriate action you might take. For example, if you think the girls might be disruptive because they’re bored, the obvious way to fix the problem would be to switch activities or provide something else to do. Generally, though, “an ounce of prevention is worth a pound of cure” with behavior problems.

There are 2 parts to behavior management with girls – prevention and intervention. Prevention is about heading off the possibility of problem behavior. It is important to having a group run smoothly. The key to prevention being successful is to involve the girls in the prevention process. While it is ideal to prevent any conflicts before they arise, sometimes intervention is necessary. You should help your Brownies learn to resolve conflicts among themselves. Talk to them about conflict resolution early in the year, before any problems arise.

Remember to consult with your service unit volunteers or your mentor if you have specific problems and need help or advice.

Below is a list of challenges you might face with your girls. For each situation choose the items from the prevention and intervention columns that could be helpful in managing that situation or add in your own ideas.

What's Happening?	Preventions	Interventions
Bored		
Condition such as ADHD		
Continuing a situation from earlier		
Don't like each other		
Girls in a developmental stage where this is normal		
Girls need some development of social skills		
Having a bad day		
Looking for attention		
Might have something serious going on at home		
Might need some special attention		
Might not feel welcome		
Shyness		
Some issues going on at school		
Not interested or enjoying the activity		
Need to 'get wiggles out'		

Preventions

- A. Avoid forcing participation
- B. Change activities often
- C. Don't focus too much attention on a girl who doesn't want it
- D. Establish regular meeting routine
- E. Keep mixing girls in different groups
- F. Mix in active games and activities
- G. Plan a variety of activities
- H. Positive reinforcement of steps towards participation
- I. Praise positive behavior
- J. Rotate girls, change groups often
- K. Talking Stick
- L. Team-building games and activities
- M. Troop ground rules
- N. Try to give each girl special attention whenever possible
- O. Try to plan some small group activities

Interventions

- 1. Allow for differences of personality or temperament
- 2. Assign girls as "good turn partners" who secretly do nice things for their partner
- 3. Change activity
- 4. Don't reward tattler—might be appropriate to give both girls a time out
- 5. Give it time
- 6. In the beginning, pair girls for activities—rotate them and watch who works well together
- 7. Ignore the behavior if it's not too disruptive
- 8. Redirect—give the girls something else to do
- 9. Remind girls of the Girl Scout Law
- 10. Separate the girls involved
- 11. Sit close to the girl
- 12. Speak privately with the girl
- 13. Stay out of it—don't get overly involved in officiating disputes
- 14. Time out
- 15. Try re-directing the girl's attention
- 16. Use the buddy or big sister assignment approach
- 17. Use Quiet Sign

Going Beyond the Meeting

Girl Scout Brownies enjoy their regular troop meetings, but they like to plan and look forward to field trips and opportunities to go 'Beyond the Meeting'. **Before you take your girls on an outing you will need to complete the Beyond the Meeting Training.** That session will cover how to get your girls involved in the planning process as well as what forms and policies you will need for your particular activity.

If your girls have not taken trips/gone camping before, you will want to start out slowly, exploring the outdoors, holding a cookout, and eventually having a sleepover. Once your Brownies are comfortable with the outdoors and/or overnights, feel free to go camping or take longer trips. Just remember that you want to progress at an appropriate pace, giving them things to look forward to as they get older.

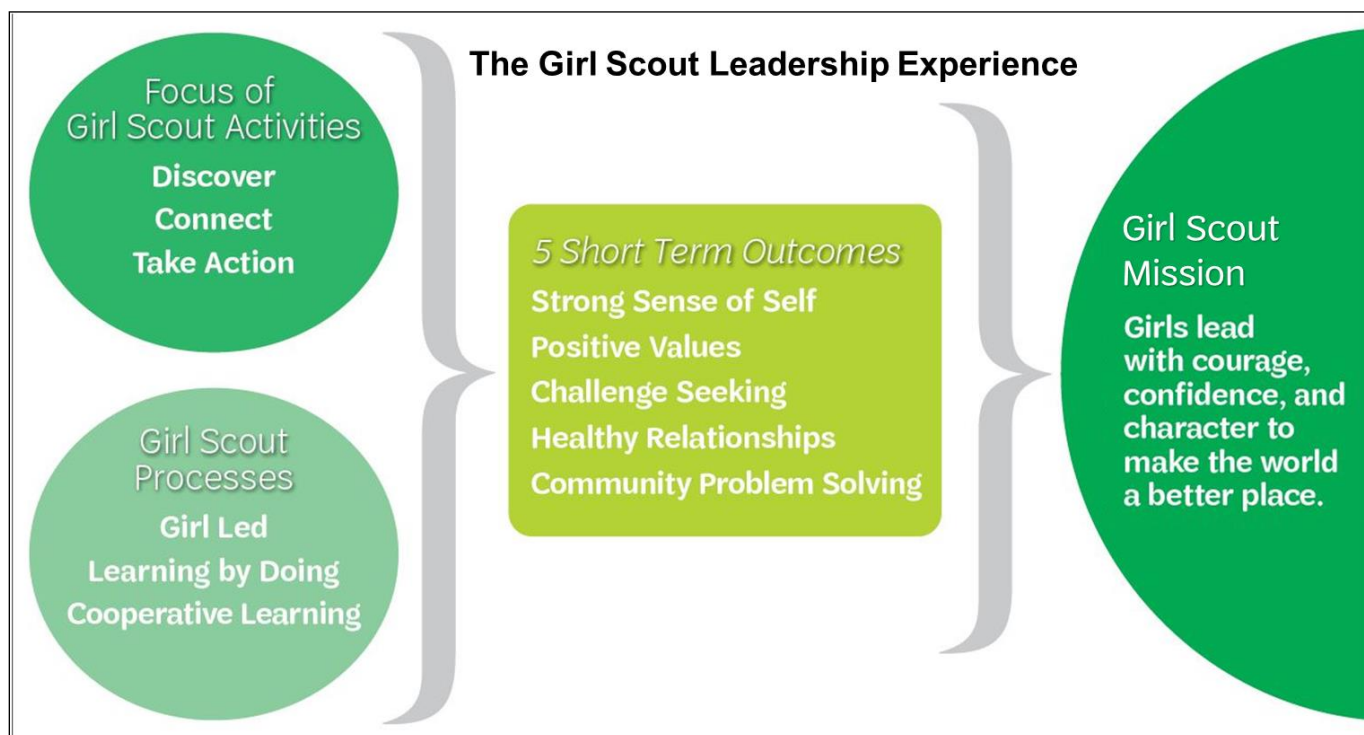
Sample Activities for Girl Scout Brownies

- Visiting a zoo to feed—and learn how a veterinarian cares for—baby animals
- Marching in a community parade
- Working on Girl Scout Brownie Badge: decorating a T-shirt, learning a magic trick, exploring life on the prairie
- Planning an overnight to celebrate their birthdays
- Deciding how many cookies to sell to earn money for trips
- Camping and making s'mores over a campfire
- Learning to swim at summer camp

Girl Planning

The Girl Scout Leadership Experience

During your time as a volunteer, you will play an important role in building girl leaders by guiding girls through the Girl Scout Leadership Experience (GSLE). The GSLE is the foundation of all Girl Scout program activities, describing *what* girls do in Girl Scouts, *how* they do it, and how they will *benefit* from their participation.



Through our national curriculum, girls learn about themselves and their values, and stretch to seek and meet challenges beyond what they might in other settings. They also learn to connect with friends, family, and community to create positive relationships and band together on issues of importance to them. Girls are challenged to look and think critically at the world around them and consider how they can best address significant problems they are passionate about solving. When girls participate in the GSLE, they experience 5 measurable leadership benefits or “outcomes” – ultimately resulting in Girl Scouting achieving its mission. No matter where girls live or what their age or background, as Girl Scouts they are part of a powerful, national experience.

The Planning Process

A girl and an adult are in partnership when they work together to complete a task, resolving issues, or plan an activity. There are three processes that should be considered when planning. Under each, give an example of how you might use that in your troop meeting:

Girl Led – This is just what it sounds like – girls play an active part in figuring out the what, where, when, how, and why of their activities. They lead the planning and decision-making as much as possible as they prepare to become active participants in their local and global communities.

Learning by Doing – A hands-on learning process that engages girls in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills. As they participate in meaningful activities and then reflect on them, girls get to explore their own questions, discover answers, gain new skills, and share ideas and observations with others.

Cooperative Learning – Through cooperative learning, girls work together toward shared goals in an atmosphere of respect and collaboration that encourages the sharing of skills, knowledge, and learning. Working together in all-girl environments also encourages girls to feel powerful and emotionally and physically safe, and it allows them to experience a sense of belonging even in the most diverse groups.

Let's look a little deeper into the first process. There are lots of terms you might hear describing this: Progression, Girl Ownership, the Girl/Adult Partnership, and Girl Led. What it really means is that girls of every grade level should take an active role in determining what, where, when, why and how they will structure activities. Your role is to provide grade-level appropriate guidance while ensuring that girls lead as much as possible. Brownies will need some guidance. But by letting them lead the decision making, you're helping to develop a team relationship, making space for the development of leadership skills and allowing girls to benefit from the guidance of caring adults.

Girl Planning: How Does It Work?

Leaders can use the Brownie Ring to gather the girls' ideas. In the beginning, give general choices for the girls to choose from. For example, if the troop is planning to celebrate the Girl Scout Birthday on March 12 with another troop, the discussion could be as follows:

Leader give general choices by asking: "What kind of activity would you like to do at the party? We could play party games, sing songs, or make something." After gauging the girls' interest in what type of activity, the leader would then ask for a few suggestions of that type of activity or activities.

After the girls have some experience in planning and decision-making, the troop could try some simple brainstorming to elicit their ideas.

As the girls gain even more experience, they can begin to narrow choices. It's best to avoid voting - this creates winners and losers. It is best to help the girls learn to try to build consensus by discussing pros and cons of different ideas. Girls can start by advocating for their choices to see if they can persuade others to choose a certain idea. Girls can also begin to work to eliminate ideas that are not doable or are less popular with the group.

The important thing with girl planning is to keep moving them more and more towards the day when they will be able to make decisions without any adult assistance. That is probably not going to happen at the Brownie level, but Brownies can and SHOULD move in that direction.

Once the leader has had a chance to gauge the girls’ interests, it is time for the adult leadership team to put those preliminary plans into action.

If the discussion goes like this	The leader might:
The girls seem to unanimously like one idea over the others	Make that activity happen!
The girls as a group seem to favor two or more ideas	The leader might plan a mix of those ideas for all to participate
The girls seem split—some of the girls seem to favor one idea, and the rest of the group seems to prefer another	The leader might plan a mix of activities, and let the girls choose which to participate
	OR the leader might work with the girls to plan a mix of activities for all to sample
	OR the leader might work with the girls to plan the activity that the majority wished to do and set aside the other ideas for a different time

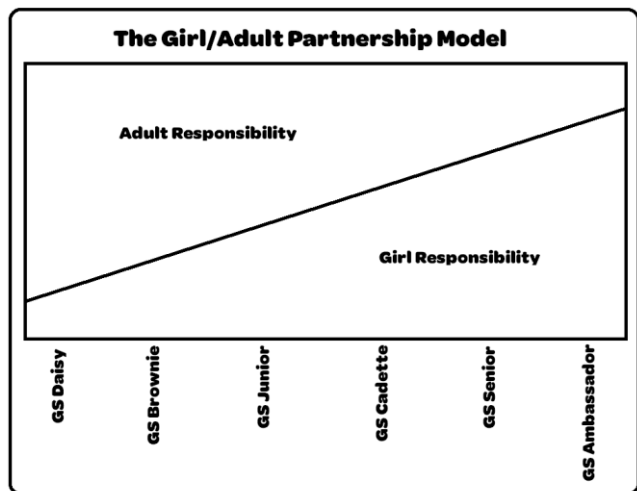
The bottom line is that the adult leadership team should strive to find ways to get the girls’ input in what the troop does, and look for ways to make those ideas happen. It’s all about listening to the girls, and letting go of preconceived notions of what the troop should be doing.

Can Brownies really make decisions and be leaders?

Of course! Brownies can offer ideas, make choices, plan events, lead discussion and help resolve conflicts. All they need is a space and encouragement. Encourage older Brownies to help lead the younger ones. Establish routines and keep a kaper chart so that girls can take some responsibility for leading activities, taking roles in ceremonies, passing out snacks, cleaning up and otherwise helping out.

Adults foster girl/adult planning by:

- Asking questions, rather than providing answers.
- Guiding, rather than leading.
- Advising, rather than judging.
- Helping a girl to think through a decision, rather than deciding for her.



Ideas to help girls identify their needs and interests and determine if the troop program is meeting them.

Activity Collage

Have each girl make a poster, using pictures cut from old magazines. The poster should show what the girl likes to do and the things she wants to try in the troop. Save the poster. Later, each girl can check to see which activities her troop did that are on her poster.

Expectation Checklist

Have an open discussion about what the girls expect from Girl Scouting during the troop year. List all the different responses on newsprint and post them somewhere in the meeting place. Encourage the girls to put a check mark next to an expectation that they feel has been fulfilled. Review the chart later to determine which expectations were met and which were not.

Want Ads

Have each girl write an ad in which she describes the Girl Scout troop that fits her needs. She might consider including such items as the time she can spend on troop activities, the distance she can travel to and from meetings, how active the troop should be, and things she definitely wants to do with the troop.

Recruitment Ads

Have the girls create ads through which they hope to attract new members. After the girls have read their ads aloud, ask them why they emphasized certain points.

Clotheslines and Balloons

String up a clothesline. Have each girl write a question or a concern related to the event or activity on a piece of paper. Fold it in half and pin it to the clothesline (with clothespins, of course). While the event or activity is happening, tell the girls that when their question is answered or the concern is no longer a concern, they should quietly remove their pieces of paper from the clothesline. The same procedure can be done with balloons. Only this time, the girls write their questions on balloons and stick them on the wall (with static electricity). During the event or activity when a question is answered or a concern met, the girl can break the balloon.

In Girl Scouting, it's not what we do, it's how we do it!

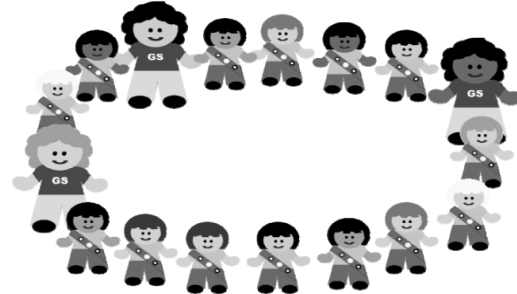
The leadership skills that are developed and the self esteem that grows when girls play a key role in decision-making are more important than the trip or activity they take part in, or the award they earn.

Troop Government

The Brownie Ring is the form of “troop government” for Brownies.

When it is time for the Brownie Ring, the leader takes the hand of one girl and starts saying the following rhyme:

Round and round, and round about,
Take the hand of a Brownie Scout,
Here we are in the Brownie Ring,
Ready for ‘most anything!



takes

When the girls see and hear this, they join in saying the rhyme with you and grab the hand of the last person in line. The leader may choose to simply walk the perimeter of the circle that will become the Brownie Ring, or might make a game of it and have the line wind around all around the meeting room before ending up in a circle.

When the girls are assembled into the circle, or Brownie Ring, they are ready for announcements, troop discussions, decision-making, or any other business the troop has at hand. It is a learning process and an organized time for girls to express their ideas and become part of the formal group decision making process. While Brownies may not be ready to plan entire meetings, they can certainly help decide on the main activities and plan specific activities or events, and a Brownie Ring is a great way to do that. Generally, the business portion of the meeting should be kept pretty short. Conventional wisdom is that children have about one minute of attention span per one year of age. That means that for Brownies you have about 6-8 minutes to finish this “sitting still” time. In a Brownie ring anyone can lead the conversation and everyone in the troop participates in discussion and decision making. Girls may take turns serving as officers to lead the Brownie ring or you can utilize some of the other techniques described in the Planning Meetings part of this training.

Reaching Consensus vs. Voting

Consensus: The process of synthesizing several diverse elements together.

There are several advantages for using consensus rather than voting: With consensus people can and should work through differences and reach a mutually satisfactory position. It is possible for one person's insights or strongly held beliefs to sway the whole group Ideas are not lost. Each member's input is valued as part of the solution.

Voting: A means by which a group chooses one alternative from several.

Voting is an important tool for and can be used in making decisions. However, there are some disadvantages: 1) Voting is a win or lose model (which creates winners and losers.) 2) Voting does not take into account individual feelings or needs. In essence, voting is a quantitative, rather than qualitative, method of decision-making. Sometimes people are more often concerned with the numbers it takes to "win" than with the issue itself.

Building and reaching consensus is an important life skill, and can be taught in Girl Scouting. This skill will serve the girls well throughout their lives.

Insignia and Awards

Girl Scout Brownie Vest



Girl Scout Brownie Sash



Place your Journey awards above your badges.



The official uniform for Girl Scout Brownies is either an official Girl Scout uniform ensemble or khaki pants or skirt with a white shirt. For ceremonies and events officially representing the Girl Scout movement, Brownies should wear a vest or sash with their insignia. Otherwise, girls can just wear their World Trefoil and Girl Scout membership pins over the heart on the left side. Girls may also purchase t-shirts and other fun Girl Scout pieces to be worn when a formal uniform is not needed.

BROWNIE AWARDS AND BADGES						
SKILL-BUILDING BADGES						
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Skill Building Set (print)	Flyer (print)	Journey Book (print)	Digital Download
Brownie First Aid	X	X				
Brownie Girl Scout Way	X	X				
Bugs	X	X				
Cabin Camper	X			X		X
Celebrating Community	X	X				
Computer Expert	X		X			
Dancer	X		X			

Eco Friend	X			X		X
Fair Play	X	X				
Give Back	X	X				
Hiker	X		X			
Home Scientist	X		X			
Household Elf	X		X			
Inventor	X		X			
Letterboxer	X		X			
Making Friends	X		X			
Making Games	X		X			
Meet My Customers	X	X				
Money Manager	X	X				
My Best Self	X		X			
My Family Story	X		X			
My Great Day	X		X			
Outdoor Adventurer	X			X		X
Outdoor Art Creator	X			X		X
Painting	X	X				
Pets	X		X			
Philanthropist	X	X				
Potter	X		X			
Senses	X		X			
Snacks	X	X				
Space Science Adventurer	X			X		X
Mechanical Engineering:						
Leap Bot Design Challenge	X			X		X
Fling Flyer Design Challenge	X					
Race Car Design Challenge	X					
ROBOTICS BADGES (PROGRESSIVE)						
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Skill Building Set (print)	Flyer (print)	Journey Book (print)	Digital Download
Programming Robots	X					
Designing Robots	X			X		X
Showcasing Robots	X					
CYBERSECURITY (PROGRESSIVE)						
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Skill Building Set (print)	Flyer (print)	Journey Book (print)	Digital Download
Cybersecurity Basics	X					
Cybersecurity Safeguards	X			X		X
Cybersecurity Investigator	X					

JOURNEY AWARDS						
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Skill Building Set (print)	Flyer (print)	Journey Book (print)	Digital Download
Brownie Quest	X				X	
WOW Wonders of Water	X				X	
A World of Girls	X				X	
Think Like an Engineer	X					
Think Like a Programmer	X					
Think Like a Citizen Scientist	X					
Outdoor Journey (includes Brownie First Aid, Hiker and Cabin Camper)	X	X	X	X		X
Volunteer Tool Kit:	Go to www.girlscoutsofmaine.org ; click on "MYGS"					
Girl's Guide to Girl Scouting:	Purchase in council shops or online at girlscoutshop.com/maine-council					
Skill Building Set:	Purchase in council shops or online at girlscoutshop.com/maine-council					
Pamphlet:	Purchase in council shops or online at girlscoutshop.com/maine-council					
Digital Download:	Purchase online at girlscoutshop.com/maine-council					

Insignia that can be earned and/or worn by Girl Scout Brownies:

Emblems that show you belong to the Girl Scout Movement

- American Flag Patch
- Brownie Wings
- Girl Scout Brownie Membership Pin
- Girl Scouts of the USA Identification Strip
- Girl Scout Council ID Strip
- Insignia Tab
- Membership Star
- Brownie Disc for Membership Star
- Troop Crest
- Troop Numerals
- World Trefoil Pin
- Brownie Scarf

Special Opportunity Awards

- Bridge to Girl Scout Brownies Award
- Bridge to Girl Scout Juniors Award
- Girl Scout Brownie Safety Award
- Girl Scout Cookie Sale Activity pin
- Girl Scouts Global Action Award
- Lady Baden-Powell International Friendship Award
- My Promise My Faith, Year 1
- My Promise My Faith, Year 2
- Religious Recognitions

The President's Volunteer Service Award
World Thinking Day Award

Meritorious Service Awards

Medal of Honor Lifesaving Award
Bronze Cross Lifesaving Award

Participation Patches and Pins

Girl Scout Forever Green Patch
Girl Scout Investiture Patch
Girl Scout Rededication Patch
International World Friendship Recognition pin
And many, many more!

Insignia and Award FAQs

How do girls earn badges?

Girls earn badges by completing five steps doing one activity from each step as instructed by the guidelines set forth in the *Girl's Guide to Girl Scouting*. Remember that they do not need to be earned in any particular order.

How do I work with Journeys?

Read through the Journey Adult Guide! They are much easier than they look at first glance. Just remember that Journeys are flexible. You don't have to do them start to finish. They can take as long as a year to complete or you can do them in 6 weeks. You can take a Journey training to learn more if you want more assistance.

Do we have to do the badges/Journeys/etc.?

Yes, using Journeys and badges as the core program resource ensures that Girl Scouts is the premiere leadership development organization for girls. The Journey Adult Guides and the *Girl's Guide to Girl Scouting* contain easy to follow instructions for you and your girls. They both offer activities on a large variety of topics, providing girls with a consistent, meaningful and fun leadership experience. Your girls decide which badges to earn and which Journeys to use. And, within these resources you have lots of flexibility. Girls can pick which activities to complete when earning badges. You don't need to complete Journeys in any particular order; in fact, you can even just use the activities that you like.

What else should I know about Girl Scout Brownie Badges?

- Girls should be encouraged to attempt new things. What is important is trying a new experience and learning a new skill.
- Although ideally done in groups, activities are flexible enough that a girl can work on her own, with a partner, or at home with a family member.
- Some activities require adult assistance.
- Each activity only counts toward one badge.
- Award badges often as Brownies need encouragement for their efforts.
- Girls can maintain girl records listing all badges in the *Girl's Guide to Girl Scouting* handbook.
- Earning badges is only one aspect of the Girl Scout program for Brownies and should not be the primary focus of all meetings.
- Journeys + Badges = The Girl Scout Leadership Experience.

What are the requirements for Bridging to Juniors?

Helping girls through the transition from one grade level to the next is very important in retaining girls in Girl Scouting. The Brownie Girl Scout program includes a recognition for girls to earn as they move from one program level to the next. To earn their bridging award, girls will need to "Pass It On!" by sharing with Daisies and "Look Ahead!" by finding out what Juniors do. The details and place to record the activities is in the *Girl's Guide to Girl Scouting*. To celebrate, they should plan a bridging ceremony. Remember that girls do not need to earn their bridging award to move to the next level and all Brownies automatically "fly up" to the Junior level and receive their Brownie Wings to wear on their Junior uniform.

To clarify, all girls in Girl Scouts "bridge" from one level to the next. The girls who earn the bridging patch may wear that patch on their new uniform. In addition, all Brownies "fly up" to Juniors and all may wear the wings on her Junior (and later, Cadette, Senior and Ambassador) uniform.

When girls "fly up" to Juniors, they may say a poem:

Brownies you are just about to become a Junior Scout
In the troop you soon will find Junior Scouts are true and kind
So now I give you Brownie Wings that you may fly to bigger things.
Now it's time to say good-bye; break the ring and out you fly.

The ring breaks to let girls and leader out. She takes them to the bridge, and gives them their Brownie Wings.

Where can I learn more about other awards Girl Scout Brownies can earn?

http://www.girlscouts.org/program/basics/for_volunteers/insignia/list/brownie.asp

Ceremonies and Special Dates

Investiture

The ceremony where members are formally welcomed into Girl Scouting. There are three basic parts of any investiture ceremony:

1. Girls make the Girl Scout Promise. (At the Brownie level, they usually recite it together.)
2. Girls are formally welcomed into Girl Scouting.
3. Girls receive their membership pins.

Sample Brownie Investiture

Brownies are outside the room (or off to the side) with one adult. Girls knock on door (or pretend door.)

Leader calls "Who is there?"

Girls answer "Little girls".

Leader asks "What do you want?"

Girls answer "We want to be Brownies."

Leader: "Why?"

Each girl gives her reason, e.g. "I want to make new friends." "I want to go camping." "I want to learn new things." "I want to make things."

Leader turns to others in the room and says "Shall we let them in?"

Audience answers yes.

The girls come in and form a semicircle around a mirror on the floor (which could be encircled in something green to give the appearance of a pool of water).

Leader takes each girl and turns her by the shoulders, saying "Twist me and turn me and show me the elf. I looked in the water and saw..."

Brownie looks in mirror and says "Myself."

The leader pins on her pin.

When all the Brownies have received their pins, say the Promise.

You may want to sing some appropriate song such as "Brownie Smile Song" or "Whene'er You Make A Promise".

NOTE: Girls should be familiar with the Brownie Elf story found in the handbook.

Founder's Day: October 31 is the Juliette Low's birthday (our founder.) Girl Scout troops can celebrate this day with a birthday celebration or service project.

Thinking Day: February 22 is the shared birthday of both Lord and Lady Baden-Powell. It is the day when we think about Girl Guides and Girl Scouts all over the world. Many service units have Thinking Day celebrations, and it's always a memorable event for girls to take part in, or your troop could have a special celebration by playing games from other countries, tasting international foods, etc. or doing activities to learn about the culture of one specific country. Some troops wait until Thinking Day to give girls their World Trefoil Pin in a special ceremony, although this pin can also be given at Investiture.

WORLD TREFOIL PIN CEREMONY FOR THINKING DAY

Girl #1: This horseshoe in which we stand symbolizes the open friendship circle. In the open end stand our sister Girl Guides and Girl Scouts from around the world. We cannot see them but, they are here in spirit with thoughts of friendship for all of us.

Girl #2: The World Trefoil Pin is a symbol of this world wide bond. Its purpose is to encourage friendship between girls of all nations. As you wear your pin, remember that millions of girls all over the world will be wearing the same pin, too.

Girl #3: The World Pin has a blue background. The blue stands for the sky which is over us all.

Girl #4: The gold trefoil and circle stand for the sun which shines on us all. Its shape represents the three parts of the Promise.

Girl #5: The stars in the trefoil remind us of our Promise and Law.

Girl #6: The vein is the compass needle that guides us.

Girl #7: The wavy base of the trefoil is shaped like a flame - the flame of the love of humankind in the true spirit of international friendship.

Girl #8: We wear the World Trefoil Pin above the Girl Scout membership pin because we are a member of the World Association of Girl Guides and Girl Scouts first, and then members of the Girl Scouts of the United States of America, our own country's organization.

Girl Scout Birthday: Girl Scouting was begun on March 12, 1912 by Juliette Gordon Low. Each year we celebrate the Girl Scout birthday by having a birthday celebration or doing a special service project. The week in which March 12 falls is Girl Scout Week and traditionally each day has special activities. Check with your service unit volunteers or on the internet for more information.

Bridging Ceremony: Bridging ceremonies commemorate when a girl moves from one grade level to the next in Girl Scouting. Girls may earn the bridging patch (requirements found in the *Girl's Guide to Girl Scouting*.) The steps required for the bridging patch help acquaint girls with the next older program. Whether or not the girls earn the patch, they bridge, and should plan a ceremony.

Planning a bridging (or other) ceremony

Plan ahead! Every ceremony consists of 3 parts: the opening, main part, and closing. Talk to the girls about what they want to incorporate into the opening and closing parts. Do they want to recite the GS Promise and Law, do the Friendship Squeeze, sing a favorite song, or have you read a short poem or story? During the main part, consider what you will need – a bridge (which can be something symbolic, as simple as a paper version on the floor), candles, the awards girls have earned, etc. Have girls practice their parts ahead of time and help make invitations to give to their family members. You can find more information about ceremonies in the Journeys, *Girl's Guide to Girl Scouting*, Volunteer Essentials and online. Additionally, your service unit is a great place to find information and may even offer a bridging ceremony for all levels.

Sample Bridging Ceremony

1. Flag ceremony.
2. GS Promise and Law.
3. Sing "The Brownie Smile Song".
4. Present Brownie recognitions (Badges earned).
5. Read Fly Up poem or other appropriate readings.
6. Form Brownie Ring. For each girl, say "Now it's time to say good-bye, break the ring and out you fly!" Pin wings on Brownie's back to help her "fly".
7. Walk across bridge, to be greeted by Junior Girl Scouts in a horseshoe. "Take my hand and come with me, now a Girl Scout Junior you'll be". Receive the GS handshake; pin on bridging patch on front.
8. Sing "Make New Friends".

Girl Scouts of all ages enjoy planning ceremonies. You can find many reasons to plan a ceremony. The ones that are remembered the most often have a theme, like nature, heritage, friendship, or peace. You can express the themes in many ways: through music, songs, stories, poetry, dance or light. Some ceremonies use common symbols such as a bridge for crossing over, a dove and olive branch for peace, and green plants for nature. We have found that troops/groups who hold ceremonies to recognize girls' achievements have a greater girl retention rate.

When to Present Recognitions

Although recognitions can be presented at any time, consider having the girls plan a special ceremony for presentation. This ceremony is called the Court of Awards. It is recommended that a Court of Awards be held more than once during the year to keep girls interested and motivated. Three suggested times are:

October-November in conjunction with the Rededication/Investiture Ceremony (when girls receive their Girl Scout membership pins)

February-March in conjunction with Thinking Day and/or the Girl Scout Birthday Celebration. Girls may receive:

- any earned badges
- any participation patches

May-June in conjunction with end of the year celebrations/Bridging. Girls may receive:

- any earned badges or signs

-any participation patches

-special awards

Additionally, Bridging girls may receive:

-Bridge to Juniors (if earned)

Girls should plan the ceremony, including decisions about songs or activities they might like to do to open or close the ceremony, as well as whether parents will be invited, when the ceremony will take place, and whether refreshments will be served.

Court of Awards: When the girls earn awards such as Journey Awards or badges, they should be awarded in a special ceremony.

Basic Court of Awards

1. Open with flag ceremony.
2. Have simple rededication ceremony.
3. Leader says a few words about how hard the girls have worked if there are recognitions that the troop earned together, the girls could talk about what was involved.
4. Leader calls girls up by name, lists off which badges that girl will receive. Or, if there are a few girls earning LOTS of badges, and a few with hardly any, to make it less obvious, you could read off name of badge and which girls earned that one.
5. Girls come forward, give each a Girl Scout handshake, and present her with badges earned.
6. Finish with a favorite song, close with retiring the flag.

Clever Ways to Award Badges or Patches

- Present awards on a ribbon.
- Make a trefoil with the girl's name on it and a ribbon coming down from it with the badges stapled on.
- Have a theme like "Every Girl Scout is a star!", and have streamers with the badges coming down from a star, use stars and decorations and on the cake, etc.
- Use the theme "Brownies are blooming everywhere" which lends itself to awards attached to artificial flowers in a flower pot.
- Use real flowers such as Daisies with ribbons with awards hanging from them.
- Give out awards at camp. The badges could be stapled to a bandana.
- Staple the badges to long green pipe cleaners and mix in a few artificial flowers in the bouquet.
- Attach badges to a ribbon coming down from a helium filled balloon.
- Attach badges to a lei -real or paper flowers.
- Baste or staple badges to a strip of wide craft ribbon with the membership star and disc. This can be pinned on the vest or sash until they can be sewn on permanently.
- Make a poster board vest/sash. Cut out paper copies of GSUSA and Council strips, troop numbers etc. Then glue badges earned into their correct spots.
- Use above idea, and have girls decorate the doll to look like themselves.
- Cut out white poster board in the shape of an artist's palette, arrange badges so they look like dabs of paint
- Make a cornucopia with badges flowing out of the basket.
- Make two pots of gold shaped pieces of construction paper, staple around edges to form a cup to hold the badges. Have a rainbow ribbon coming out of it.
- Make a paper teddy bear wearing a sash or vest.

The list is endless -just find something that is meaningful to your troop. It is especially fun to come up with a theme and make theme-related decorations.

Other ideas

For other ceremony ideas, check online or speak to other members of your service unit.

We've just spent a lot of time and a lot of paper to talk about the awards available to Girl Scout Brownies. Awards offer some great program opportunities—and offer an easy way for girls and adults to gain leadership skills. Now, here's the big 'but':

BUT!

The awards are NOT (or should not be) the program. The Girl Scout program offers opportunities to build leadership skills, and awards are ONE way to do that. If an activity offers a chance for girls to learn leadership skills then it is a good program activity (and sometimes the best ones are not awards.) Every activity shouldn't necessarily end with earning an award! Just imagine if the girls are taught at this early age to expect "something" for every activity they do.

The Girl Scout Program is not all about earning awards. It is about:

- * Learning to be a leader.
- * Playing games and singing together.
- * Sharing time together in a safe environment.
- * Making decisions with other girls.
- * Exploring the out-of-doors.
- * Learning to work together.
- * Discovering the world around them.
- * It is remembering the Girl Scout Promise and Law are an important part of each Girl Scout's life.
- * Most of all Girl Scout Program is FUN!!!

Finances

Girl Scouts have a variety of options for financing any activity they wish to do. First you need to work with parents in your troop to make a budget and plan for earning money. Try to keep activities low cost. For activities that require money or supplies, parents can pay dues or contribute materials. Brownies can also participate in the Cookie and Fall Product sales in order to earn money. Remember, above all to keep the safety of your girls in mind. Brownies can certainly ask, sell, and even handle money but they should never do so alone.

Please read “Chapter 5: Managing Group Finances” in *Volunteer Essentials*.

Product Sales Are Program

One Leader’s Story “My first grade Brownie troop had their first booth sale one Friday afternoon. The girls really enjoyed trying to compute how much a person owed and what their change should be. They really gained self-confidence when they asked people to buy cookies, and many of the customers shared their own Girl Scout stories. After the sale, the girls had voted to go to McDonald’s for dinner, and each girl brought her own money and did her own ordering and paying for her food. At the end of the day, one of the girls commented that “now she really felt like a Girl Scout!”

One Leader’s Story “My 3rd grade Brownie troop spent the better part of a whole meeting dreaming and planning what they’d like to do for the rest of the year using the planning materials provided in the fall sale packet. Since they were so involved in the project, we started them making some supervised phone calls to find out the costs of certain things. Since they were just then learning to multiply at school, they started computing costs and were able to come up with a pretty respectable budget in the span of an afternoon— and had a lot of fun doing it. I was amazed; we completely dropped our planned program for the day since the girls were enjoying our budgeting project so much.”

One Leader’s Story “When my daughter was in first grade, she looked forward to selling cookies for the first time. My husband took her to the neighbors and nearby friends who we knew, and naturally nearly everyone bought cookies from her. She had a wonderful time being “oohed and aahed” over in her cute Brownie uniform and loved all the attention. They came home to eat lunch, and after lunch my husband suggested that they go over to the next block to see if they could sell a few more boxes of cookies. She was very hesitant, and we reminded her of what a good time she’d had that morning, and suggested she try just one house, and if she didn’t like it they would just come home. She agreed to try, and needless to say even the strangers were very sweet and kind to her (not to mention generous customers!) It was amazing to see our shy and timid six year old blossom into a very self-confident young lady in the span of one afternoon!

Choose some of the following tips for running successful product sales that you think will work well with your troop or add your own.

- Have one parent as the Fall Product Sale manager, and another parent as the Cookie Sale manager
- Split up other duties: booth sale coordinator, cookie distribution to troop, collecting paperwork, etc.
- Have the girls decide what they'd like to spend the money on as a goal
- Budget how many items need to be sold by each girl to make the plans a reality
- Publicize the girls' plans to all the families
- Be enthusiastic—get the girls excited
- Practice selling techniques in role play situations at the troop meetings
- Use the provided product sale materials to help with budgeting and planning
- _____

Dues

Many leaders feel that it is much easier to just collect a sum of money from each family at the beginning of the year. While that is certainly easier, having girls pay dues is an important opportunity. Girls can be given a chance to do some extra chores to earn their nominal dues (may be 25 or 50 cents per meeting up to a few dollars depending on the financial situation of the families.) Then, the girls have to be responsible to remember to bring their dues, keep the money safe, and remember to turn in the money. As well, girls can take turns counting the money and making sure it is all there, and give reminders to those girls who forgot to pay their dues. One idea is to place clothespins with each girl's name written on them around the rim of an empty coffee can. When the girls arrive at the meeting, they clip the clothespin to their dues money (or to an envelope with the money inside) and drop it into the can. If the girl forgets her dues, she just drops her clothespin into the can. That way, the troop secretary can easily see who is absent, and the treasurer knows who has paid their dues.

Financial Decisions

The girls in the troop should be responsible for making decisions about how the money will be spent, make priorities, and should always have some idea as to how much money the troop has available.

BUDGETING: Money should not be spent until the troop can afford to pay for their activities.

Sometimes, having to wait a while before doing things really makes you appreciate them more! Another benefit of budgeting is that the girls will be forced to make choices, since troop accounts do not have unlimited funds.

Accounting

The adult troop treasurer who keeps track of the troop account should report regularly to the girls on how much money they have. If possible, this person might sit down and explain the deposits and expenses in the checkbook to the girl troop treasurer, who could report to the whole troop. This will be great training, and when the girls are older, they can take over responsibility for keeping the checkbook (although girls cannot sign troop checks.)

Program Ideas and Resources

The National Program Portfolio

The National Program Portfolio has two main parts – the National Leadership Journeys and *The Girl's Guide to Girl Scouting*. Complemented by the Girl Scout Cookie Program, Girl Scout travel and Girl Scout awards, the National Program Portfolio is designed to help girls develop as leaders and build confidence by learning new skills. It also ensures that Girl Scouts at every level are sharing a powerful, national experience—girls together changing the world!

The Girl's Guide to Girl Scouting is where girls (and adults) can find exciting new badges, the 100th Anniversary handbook, information on bridging and other awards, Girl Scout history, tradition and much more!

Check out the Journey Maps on the GSUSA website and resources for everything you need to know to plan your Girl Scout year and tips on using the Journeys and *The Girl's Guide to Girl Scouting* together!

National Leadership Journeys

National Leadership Journeys help Girl Scouts learn and practice the Three Keys, aid their communities, and earn leadership awards, progressing up Girl Scouting's [Ladder of Leadership](#) as they do so. In July 2018, more new Journeys were rolled out in the Volunteer Toolkit (VTK). These new Journeys added on to the choices that girls and volunteers already have. **Every Journey (whether new or old) is topic-specific, includes hands-on activities, and incorporates Discover, Connect and a Take Action project.** Depending upon the content, some Journeys are shorter and some are longer, but they have been made simpler to use and easier to deliver.

As of July 2018, the following Journeys are available for volunteers to choose from. They are:

- It's Your Planet—Love It!
- It's Your Story—Tell It!
- It's Your World—Change It!
- Outdoor
- Think Like an Engineer
- Think Like a Programmer
- Think Like a Citizen Scientist

It's Your World—Change It!:

- Available for purchase in council stores (adult guide and girl book) for Daisies–Ambassadors
- On the VTK for Daisy, Brownie and Junior ONLY

It's Your Planet—Love It:

- Available for purchase in council stores (adult guide and girl book) for Daisies–Ambassadors
- On the VTK for Daisy, Brownie, and Junior ONLY

It's Your Story—Tell It!:

- Available for purchase in council stores (adult guide and girl book) for Daisies–Ambassadors
- On the VTK for Daisy, Brownie, and Junior ONLY

Outdoor:

- Available on the VTK for Brownie and Junior as nine sessions in total, which includes three outdoor badges plus three Take Action meetings.
- Available on VTK for Daisies as seven sessions in total, which includes two outdoor badges plus three Take Action meetings.
- Available for Multi-level for Daisies-Juniors on the VTK.
- Cadette, Senior, Ambassador, and Multi-level will be available for Back to Troop as PDFs on the VTK.

Think Like an Engineer:

- Available on the VTK for Daisy, Brownie, Junior, Cadette, Senior and Ambassador and Multi-level. The Journey is six sessions in total, including three Take Action meetings.

Think Like a Programmer:

- Available on the VTK for Daisy, Brownie, Junior, Cadette, Senior and Ambassador and Multi-level. The Journey is six sessions in total, including three Take Action meetings.

Think Like a Citizen Scientist:

- Available on the VTK for Daisy, Brownie, Junior, and Multi-level. The Journey is six sessions in total, including three Take Action meetings.

Girl Scouts of the USA provides digital troop tools just for you! Be sure to check out the Volunteer Toolkit, available for troop leaders and parents of all troop levels with resources and activity plans for badges and Journeys, as well as troop management tools. Simply click on My GS, then Volunteer Toolkit on your council's website home page www.gseok.org.



Service Projects:

Putting the Girl Scout Promise into action!

Service, that very important but often forgotten part of program, is increasingly valuable to the healthy development of girls in Girl Scouting. In today's world, adult Girl Scouts can play an important role in helping girls grow into happy and resourceful citizens by encouraging service and the caring attitudes it enhances. Leaders should do their best to have service become an ongoing part of troop program.

The following guidelines should help you to plan service with your troop:

Make sure girls understand the reason for the service. She should see the need and the end result.

Girl planning does matter! The leader who commits her troop to a service without asking them is missing the boat.

Let service be a natural part of the troop program.
Think of your own contacts with schools, sponsors, churches, or agencies for areas needing help.

Hints for a Successful Service Project:

Check first with the organization or agency before starting on the project.
Make sure the project is appropriate for the grade level.
Try to do a project where there will be a response (someone to thank them and let girls know they are appreciated).
Consider relating a service project to a badge the girls are working on.
Service projects are a good way to explore careers.

Most Important:

Girl Scouts cannot be political, but they can distribute non-partisan information about voter registration, etc.
Remember, Girl Scouts CANNOT solicit money for any other organization, but they may provide service for that organization, or donate a moderate amount from the troop treasury.
When planning service projects, involve the girls in the process. Ask them how they would like to help in the community or even better, how can they “Take Action” and engage the community in the project.

Choosing a Service Project

There are many routes to determining your troop’s service projects. If you have done something you and the girls are comfortable with, how can you share it as a service? Juliette Low was our first advocate, working to make things happen. Is there something your troop feels strongly about you would like to be an advocate for? Consider these possibilities.

Nursing Homes: Prepare songs and skits to entertain. Prepare gifts for patients. Collect materials that are needed for their therapy programs such as fabric, wool and craft supplies. Spend time reading to or writing for patients.

Hospitals: Contact Director of Volunteers. Offer to make gifts for children who come to the clinic.

Museums: Help with younger children, clean up, and collect needed items.

Day Care Centers or Nursery Schools: Prepare songs, puppet shows, skits to entertain or teach. Find out if handmade toys are needed.

Animal Shelters: Help to clean up, decorate, and distribute information.

PTAs/School or Church: Decorate facilities used by troop. Make meeting decorations or help serve at functions.

Senior Citizen Groups: Plan an activity day which could include a sight-seeing trip, bowling, picnic, cookout, songs, dances or crafts.

What other publications/books/resources do I need?

Volunteer Essentials is necessary for every leader, as are the Safety Activity Checkpoints. Both can be found on the GSEOK website. Each girl will need her own copy of the Journeys you choose to work on and the *Girl’s Guide to Girl Scouting*. You will want to have access to copies you can look at between meetings for planning purposes, but you might also want your own copies along with the Adult Guide to the Journey you choose. The store offers lots of resources on ceremonies, songs and other Girl Scout topics. The resources you need can be purchased with troop funds if they will remain the property of the troop. Also, the GSUSA and GSEOK websites have information available to you 24 hours a day.

Who are my important staff/volunteer contacts?

For all first year troop leaders, your mentor should be your first resource when you have questions or concerns. Beyond that, your service unit manager (SUM) and team are your most important contacts. They are the volunteers who are in place to help support you! Be sure to attend service unit meetings so you can get to know them as well as other leaders. If your SUM is unable to help you with a problem or answer a question you have, you may contact Customer Care at the Girl Scout Service Center Headquarters by calling 918-749-2551 or 800-707-9914 or email customer care@gseok.org.

What is a Service Unit?

A service unit is the name for your local grouping of troops, girls and volunteers. Service unit meetings are a great place to meet other leaders and get support from experienced volunteers.

Where can I translate some of this Girl Scout Jargon (Also known as: What does __mean)?

Look in the back of your current Volunteer Essentials for the Glossary of Girl Scout Terms.

This Is the House That You Built



As your troop goes through the year, the girls can build a “program house” as a way of showing what they have done and how well rounded their troop program is. Use any sturdy paper as a background and begin with a basic house. Add the symbols listed below as your troop does the appropriate activities.

<u>Symbol</u>	<u>Activity</u>
Mailbox	The way to identify your troop is by the troop number, so put your number on the mailbox and put it in the yard.
Tulips	Plant a tulip in the yard for each girl in the troop.
Windows	Let light shine throughout the house. Install four windows, one at a time, for each of the four awards your troop completes in their first Journey.
Door	Add a door to your house if your troop uses an organized system of troop government (Brownie ring, club, patrol).
Chimney	Keep everything from going up in smoke by adding a chimney if your troop uses a budget.
Doorstep	When your troop does a service project, add a doorstep to your house.
Bush	Plant a bush in the yard when your troop participates in an outdoor activity such as a hike, cookout or camping trip.
Tree	A shade tree will grow in your yard when you do an environmental/ecological activity.
Sun	Put the sun in the sky to brighten your day when your troop sells Girl Scout fall products and/or cookies.
Fence	Erect a section of fence for each sister troop activity you participate in (excluding fly-up and bridging ceremonies).
Shutters	Install shutters on each window to add beauty to your house when your troop participates in a “wider than troop” opportunity such as a fun day, service unit camping trip, etc. (excluding sister troop activities).
Open Gate	Build an open gate if your troop has a joint activity with a troop whose ethnic, racial or religious make-up is different from your troops.
Daisies	Plant daisies along the front of your house to show that your troop has participated in a traditional Girl Scout activity like Thinking Day, Girl Scout Week, Juliette Low’s birthday, Investiture or Rededication.
Woodpile	To keep the home fires burning, put a woodpile beside your house if the majority of parents contribute active support to the troop in some way.

Program Ideas

Brownie Smile Song

I have something in my pocket,
that belongs across my face.
I keep it very close to me,
in a most convenient place.
I'm sure you couldn't guess it,
if you guessed a long, long while.
So, I'll take it out, and put it on,
it's a great big Brownie Smile!

Alternative Words Brownie Smile Song

I've got something in my pocket
That I found behind a log
My leader said to put it back
But I want to keep this frog
It's cool and green and slimy
And it wiggles in my hand
I've also got a wooly worm
And a pocket full of sand.

Pass the Squeeze

(Tune: Farmer in the Dell)

The squeeze is going around,
the squeeze is going around.
I'll try to do a good turn each day
The squeeze is going around.

Each girl makes a serious face. All the girls hold hands and one person starts the squeeze by gently squeezing the hand of the person on her right, who passes it to the next girl. As each girl receives the squeeze, she makes a great big Brownie smile. Some troops sing the song and when the song ends (or the leader, with her eyes closed, says, "Stop"), the last person to get the squeeze has to come back next week and tell about a Good Turn that she did. Some groups send a Brownie doll or other stuffed toy home with that Brownie.

The Brownie Story (An Action Story)

Word	Sound	Motion
Girls	giggle	Hands in front of mouth
Granny	Oh my!	Both hands slap knees
Brownies	Be prepared!	Stand and make GS sign
House	Come in	Hand motion to come in
Owl	Whoo-whoo	Bend arms and flap hands
Forest	Moannnn	Wave arms like branches

Once there were two little girls who lived in England with their Granny and their father. The girls played all day while Granny and father had to work very hard. One day Granny told the girls about the Brownies who used to do lots of things to help around the house. "They are gone now," she said "but we were always so much happier when they helped." The girls wanted to know where the Brownies had gone and how to get them to come back. Granny said "Only the wise old owl knows." That night, when everyone else was asleep, one of the girls ran out of the house into the magic forest. There she found the wise old owl. "Please," said the girl, "where can I find the Brownies to come and live with us?" The owl said, "I know where two live-- right in your house." She was very surprised! "Tell me how to find them," she begged. He told her to go the pond in the magic forest, turn herself around 3 times and say "twist me and turn me and show me the elf--- I looked in the water and saw _____!". "Then," owl said, "finish the rhyme and you will see the Brownie in the magic pond." The girl went to the pond in the magic forest and did as she had been told. Then she went back to the wise old owl and said, "Something must be wrong-- I did all you told me to do and I only saw myself! And I'm not a Brownie!". "Are you sure?" said owl, "to be a Brownie you must be ready to help those around you, make friends whenever you can, and above all, try every day to discover something new." "I'd like to be a Brownie," she said. "Then go home and try," owl said kindly. He touched her hand with his feathers and suddenly she was home. Quietly she woke up her sister, told her all that had happened and together they tip-toed into the front room and began to clean the house. In the morning, when Granny and Father saw it, they wanted to know what had happened, who did it! The girls danced around and sang, "It's the Brownies!" And from that day on, theirs was a very happy house in the forest.

Going On a Trip

"It" starts "My name is Mary, and I'm going on a trip, and I'm taking a marshmallow." Next girl's turn, "My name is Jane and I'm going on a trip, and I'm taking a jump rope." Next girl, "My name is Sally, and I'm going on a trip and I'm taking a kangaroo." Leader says, "No, you can't take that" and on to the next girl until all have discovered the trick: she must take something that starts with the same letter as her name.

Sisters

Players choose a partner. They are called "Sister" for the purpose of the game. Partners stand left shoulder to left shoulder, insider circle facing clockwise, the outside circle facing counterclockwise. On signal to start, sisters leave each other and move around in the circles. On signal, sisters find each other as quickly as possible. They take hold of hands and squat. The last couple to squat is out. The game continues until there is one couple remaining.

Brownies and Fairies

Team games are fun whether your team wins or loses. You have two equal teams, Brownies and Fairies. The two teams line up and face each other. Behind each team, about 20 feet away, is its Safe Place. Suddenly, the leader may call, "Brownies are coming." Fairies run to their Safe Place with Brownies chasing them. A Fairy caught joins the Brownies. Next time, the leader may call, "Fairies are coming." Or she may say again, "Brownies are coming." You never know. The team that ends with the most players wins. Every time your troop plays, pick different girls for each team. In this way, you become friends with all the girls, not just the ones you know best.

Games

Girl Scout Promise Puzzle Relay Game

Write the Girl Scout Promise in large letters on two or three sheets of large paper. Cut each promise sheet into puzzle shapes. Divide the group into several relay teams. Have team members take turns adding a piece of the Promise. The team sits down when the Promise is completed. First team to have all members seated wins.

Kim's Game

Materials needed: Brownie Girl Scout insignia (or any type of items), tray, towel to cover tray. Place the items on the tray; put the towel over the items. Let the girls view the tray without the towel for several minutes. Then place the towel back over the tray. Have them draw pictures or write down as many items as they can remember, and then reveal the tray to compare.

Scrambled Brownies Relay Game

Divide the girls into two teams of seven to ten people. To make the "Scrambler," choose three people from each team. One girl lies down, another stands with her feet apart, and another stands with her arms at her sides. The rest of the team lines up about ten feet away. When the command "go" is given, team members run through the "Scrambler" ONE AT A TIME. Each girl must go:

1. Over the first person
2. Under the second person
3. Around the third person
4. Back under the second person
5. Back over the first person
6. Back to her team!

The first team to run through its "Scrambler" wins.

Brownie to Brownie

The girls are paired and one person is caller. The caller says different body parts that must be matched by touching. Example: "toes to toes" or "elbows to elbows." When the caller says "Brownie to Brownie," girls must find another partner.

For more games, consult the *Games for Girl Scouts*, *Sidewalk Games Around the World*, and other game books available from your local library or bookstore.

Crafts:

Marble Painting

You need: coffee can (any size), marbles, golf balls, ping pong balls, construction paper (cut to fit inside of can), paint (tempera slightly thinned), eye droppers, scissors

1. Cut paper to fit around inside of can.
2. Using eye droppers, drip in small amounts of paint. Limit number of colors to 1 or 2.
3. Drop in marbles or golf balls, etc.
4. Replace lid.
5. Roll on the floor or in hands in a circular motion to distribute paint.
6. Remove finished painting to dry.

Marbled paper can also be used to make cards.

Tissue Butterflies

You need: unused coffee filters, wooden clothespins, chenille stems, paints, magnetic strips, glue, paint brushes, small cups

1. In small cups, dilute small amount of paint in water.
2. With small brushes, dip into colored water and dot onto coffee filters. Let dry.
3. Paint clothespins with undiluted paint. Let dry. Add face and decorate with other colors of paint.
4. Cut chenille stems into antennae, glue onto clothespin.
5. Put a small amount of glue on inside of clothespin. Slide dried coffee filter into clothes pin, so each is equal (wings).
6. Add magnetic strip to the back. You might do this craft at your first meeting and have the girls use this magnet for important Girl Scout information.

Brownie Girl Scout Friendship Book

You need: 3-4 sheets of paper per girl, 1 ft. yarn or string, scissors

1. Hold the paper sideways; cut a notch in center of the top and center of the bottom.
2. Tie the string around the center of all the pages.
3. Have girls decorate the books. Be sure girls put their name on the front cover before they give them to friends to put in their names and phone numbers.

Game Wheel

You need: brad, paper plate, crayons, 1 dark marker, and 1 arrow for game wheel

1. To make wheel, place brad through the center of the arrow and the center of the plate, making sure arrow will spin.
2. Divide the plate into the number of sections that the girls have favorite games.
3. Spin the arrow when a game is needed during a troop meeting.

Brownie Girl Scout Can

You need: one coffee can per girl, brown paper bags, strips of construction paper 1/2" wide and 6" long in yellow, brown, red and black (8-10 strips per can)

1. Cut paper bags in wide strips to fit around can.
2. Draw face on wide strip.
3. Glue on can.
4. Glue hair strips on can.
5. Put lid on.
6. Put beanie on top.

Each girl can keep her uniform components in her own Brownie Girl Scout can.

Lollipop Puppets

You need: white paper plates, extra long drinking straws, packing tape, markers

1. Draw character face on paper plate. Decorate, if desired, with yarn, fabric, buttons, etc.
2. Tape straw to back of plate.

For more ideas, check out other craft resources available in your service unit, local library, bookstore, or online, including www.kidsdomain.com/craft.