



Working with Girl Scout Daisies



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

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Who Are Daisies

Girl Scout Daisies are girls in kindergarten and first grade. A girl can become a Girl Scout Daisy any time during the year.

Characteristics of Girl Scout Daisies

General characteristics of Girl Scout Daisies are listed in the Leader's *How to Guide Girl Scout Daisies through Welcome to the Daisy Flower Garden*, page 20-21. This information gives you a general idea of what to expect as you work with Girl Scout Daisies, but it is intended as a guide only. Every girl is unique, with different needs, interests, and levels of development. Remember this is a guide, not an absolute. Some girls may exhibit traits of slightly older girls, while others may still be developing certain characteristics. When working with Girl Scout Daisies, it is important to keep in mind the differences in their emotional, social, physical and intellectual characteristics.

	Kindergartener	First Grader
Emotional Characteristics	<ul style="list-style-type: none"> ☆ Wants to do things herself ☆ Is usually cooperative ☆ Is close to parents ☆ Wants the approval and support of adults and peers ☆ Understands rules and tries to conform ☆ May blame others for her mistakes ☆ Expresses her emotions physically through hugs and kisses ☆ Learns to recognize some people as friends and others as people they don't like 	<ul style="list-style-type: none"> ☆ Is inconsistent in behavior: friendly, angelic, unfriendly, mischievous ☆ Needs lots of praise and encouragement ☆ Requires indirect supervision and direction. Usually overreacts to negative correction ☆ Usually wants her own way ☆ Has an interest in what's "good" or "bad" ☆ Shows growing independence
Intellectual Characteristics	<ul style="list-style-type: none"> ☆ Questions the whys and wherefores of surroundings ☆ Learns by doing, experiencing and playing ☆ Able to print some letters, numbers and words ☆ Cannot easily see the viewpoint of another if it is different from her own ☆ Can last in an adult-directed activity for 20 minutes ☆ Does not have an accurate sense of the passage of time ☆ Is usually not extremely interested in the value of money ☆ Can usually learn and remember the sequence of events in the day's routine 	<ul style="list-style-type: none"> ☆ Is beginning to read ☆ Is interested in realism, magic, and fantasy ☆ Is curious and eager to learn, but sometimes acts as if she knows it all ☆ Is more attentive and active ☆ Is curious about bodies and may play games like doctor ☆ Can participate in an adult-directed activity for 20–30 minutes, but needs action ☆ Likes to be read books ☆ Is the center of her universe

	Kindergartener	First Grader
Physical Characteristics	<ul style="list-style-type: none"> ☆ Has a good appetite, burns energy rapidly, needs frequent snacks ☆ Usually tires early in the evening ☆ Has better control of large muscles than smaller muscles ☆ Cannot sit still for long periods of time ☆ Hand-eye coordination is maturing ☆ May still need help with dressing and tying shoes ☆ Is responsible for toileting, but sometimes has “accidents” if she waits too long or is busily involved in something 	<ul style="list-style-type: none"> ☆ Has a large appetite ☆ Can play at an activity for longer periods of time and is very active ☆ Is more able to work or play in one place without fidgeting ☆ Is able to do fine motor activities and has better hand-eye coordination ☆ Is ready to take on more complex activities ☆ Is beginning to develop fine motor skills such as buttoning buttons, using scissors, and drawing recognizable figures
Social Characteristics	<ul style="list-style-type: none"> ☆ Likes to play with peers ☆ Prefers to work in small groups (2–3) ☆ May need support in completing cleanup, in putting things away and being neat ☆ Can engage in group discussion ☆ Is interested in making up rules ☆ Is capable of compromise, waiting her turn and working out disputes with adult support 	<ul style="list-style-type: none"> ☆ Plays a great deal in groups ☆ Has some trouble with same-age peers ☆ Often plays better with slightly older children ☆ Wants adults to like her ☆ Likes to have “jobs,” but is often careless with possessions, loses things easily and is absent-minded ☆ Wants to make lots of friends

Determining Program Level

Girl Scout program level is determined by grade, not age. Some girls in your troop may repeat a school year or could be advanced academically. In most cases, this girl should be with other girls in her own grade, so that the activities she is participating in are developmentally appropriate for her and she is forming relationships with girls in her own classes. If you and the girl’s parents feel an exception needs to be made, talk to your council representative. Girls with developmental challenges should be registered as closely as possible with girls of their chronological age.

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.

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 two 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 Daisies 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.

Prevention

By putting the following suggestions into action, you can possibly prevent and help minimize behavior problems.

Be Prepared: Prepare in advance for your meetings. Talk with co-leaders and other helpers about everyone's responsibilities. If you are prepared and keep the meeting moving along, the girls will not have time to find other activities that may cause problems.

Get There Early: Have everything ready before the first girl walks through the door. This will allow you to greet the girls as they arrive, talk to them and make them feel welcome.

Get to Know Your Girls: Make time to spend with the girls at meetings and learn their names, their likes and dislikes. This will help you to build a positive relationship with each of them, especially since many leaders know at least one girl very well already (their daughter).

Provide Positive Praise: According to Abraham Maslow (American psychologist 1908-1970), people need 11 emotionally positive compliments to make up for one criticism in their lives. Focus on what girls are doing right and when they improve their skills. Praise must be specific and sincere.

Establish Ground Rules: To help the meetings run smoothly, have the girls establish ground rules for behavior. It is important that the girls establish the ground rules with the leaders. You want girls to have ownership of the troop rules and hold one another accountable if rules are broken. You will need to give them examples and guide them in discussion. Post the rules at each meeting and ensure that all the leaders are consistent in enforcing the rules.

Establish an Order for Your Meetings: By establishing an order, you are creating a routine for the girls. After several weeks, the girls will understand what is expected of them and know the flow of each meeting. When they understand, they are more likely to cooperate and take initiative.

Use Five- and One-Minute Warnings: Girl Scout Daisies need to know when an activity is ending and another is about to begin. This helps them to learn to plan and not feel rushed. The warning signal can be a bell, a song or any appropriate signal you choose.

Have Reasonable Expectations: As you get to know girls, you will better understand the skill sets that each of them possess. Your expectations will shape their performance. Help them set realistic, but challenging goals based on their skills that they have and what they want to do. This includes keeping in mind girls' different physical abilities and choosing activities that allow all girls to succeed.

Provide a Snack: Snack time allows the girls to share and relax and gives them responsibility. Use a kaper chart to distribute responsibility for snack time. Snack time should be simple and planned appropriately based on when your troop meets. For example, if it is close to dinnertime, you may serve juice instead of cookies and juice.

Behavior Management: Managing Your Own Reactions

When it comes to managing the behavior of the troop, sometimes our own reactions can help or hinder our efforts. Here are a few things to remember when it comes to managing your own reactions.

- ❖ Do not feel that you must react instantly to a situation if you are not sure what to do or if you realize you are angry and may overreact. Take a minute or two to collect your thoughts and say, "I'll get back to you in a minute. I am going to take a time-out from this situation."
- ❖ It is also OK to walk away briefly if you are really angry. Make sure another adult is nearby. Find another adult and ask her to supervise your group while you cool down.
- ❖ Remember that while it is easier to dole out punishment, it is much more beneficial to give thoughtful consequences for undesirable behavior. The use of good consequences is much more effective and creates a positive, cooperative atmosphere for everyone.
- ❖ Start fresh every meeting. Avoid having consequences carry over to the next meeting. Be aware of and resist building up resentment toward a "problem" child.

But She's My Daughter!

Surprisingly, it may be the leader's own daughter that displays disruptive behavior during troop activities! It is important to remember how difficult it can be for girls to share their mom with so many other girls, all seeking their leader's attention. Sometimes leaders, trying not to show favoritism toward their daughters, may inadvertently go to the other extreme and never choose their daughters for special jobs.

Below are some tips for avoiding this type of problem:

- ❖ Have the girls assist in picking camp names or nicknames for the troop leaders that all the girls, including your own daughter, can call you during troop activities. This removes "Mom" from the picture.
- ❖ Employ the "in" and "out" bag to pick girls for special tasks and treats. Put the names of all troop members in the "in" bag at the beginning of the year and have the girls take turns pulling out a name whenever the need arises. The names are then put in the "out" bag.
- ❖ Make a deal with your co-leader to "trade" daughters during troop activities.
- ❖ Never use your daughter to practice crafts or other troop activities prior to the troop meeting. Let her be surprised, too.
- ❖ Take advantage of service unit leader/daughter events where you can spend special time with your daughter during a Girl Scout event.

Intervention

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 Daisy troop or group.

Interrupting Stereotypes and Exclusionary Behaviors

Before they happen

Set limits. Make it a firm rule that no aspect of a child's identity (be it gender, race, religion, ethnicity, physical ability, socio-economic class, etc.) is ever an acceptable reason for exclusion or teasing. You can say "In this troop, it is never okay to say you won't play with someone because of the color of their skin, or because you don't like her clothes, or because she uses a wheelchair."

Celebrate differences. Work on a long term plan including activities celebrating skin color, exploring cultures, learning words in other languages, etc.

When they happen

Intervene immediately. When you hear comments or see exclusionary behaviors remind children of the limits.

Comfort/Support the target of the discriminatory behavior. "It was unfair for Joanna to say you couldn't sit at her table because you have a different kind of shoe on." Help the targeted child verbalize her feelings to the other child. "I don't want you to say that. I don't like it."

After they happen

Determine the real reason for the conflict. (For example, if you find out that the child who was excluded was pushed away by the others because she wanted to choose the song for grace, but the song had already been chosen.) Help the children understand that the argument isn't about the child's identity. Have the children come up with a solution that fits the problem.

If you believe prejudice *does* underlie the exclusion. If the excluder has previously engaged in similar behavior – offer the excluded child further support. "I am angry that Nisha doesn't want to play with you. She is missing out on a good friend. I don't like what she is saying and I am going to help her change her ideas about playing with you. Now let's find someone else to play with."

When Handling Discriminatory Behaviors:

Don't ignore

"It will go away on its own."

This implies permission to act in discriminatory ways, makes the atmosphere unsafe and does not support the target.

"If I respond it will make it worse."

Some children will test limits to get attention, but we would not ignore throwing sand or blocks in another child's face, no matter the intention of the behavior.

Don't excuse

"Shawnda didn't really mean it – she doesn't even know what it meant when she said Anu was a terrorist."

This excuses non-inclusive behavior, teaching that it is OK to be hurtful.

"Anu wasn't upset by her remarks – she just walked away."

This trivializes the excluded child's feelings, teaching that she will not be protected against oppressive behavior.

Don't be immobilized by fear

Making a mistake is far less serious than not acting at all. You can always go back to a child and say something else, if you feel you did not respond correctly. If you were unable to respond at the time, think about what to do afterward and go back to the girls involved in the incident at a later time.

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. Use a talking Stick
- L. Schedule team-building games and activities
- M. Facilitate troop ground rules
- N. Try to give each girl special attention whenever possible
- O. 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. Implement a time out
- 15. Try re-directing the girl's attention
- 16. Use the buddy or big sister assignment approach
- 17. Use Quiet Sign

Additional Tips for Girl Scout Daisy 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.
- 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.
- 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.)
- Ignore bothersome behavior. Sometimes behavior is attention-getting. Ignore it if you can.
- Sit next to a girl. Sometimes sitting next to a rambunctious girl can help her settle down.
- Sit and watch. Have girls sit out for a while if they are disruptive or being overly sensitive— don't stop the whole group.
- Have fun with the girls—let them see you enjoying their company and activities.
- Keep your cool. Above all, stay calm and consistent. Handle problems matter-of-factly.

Structuring Meetings and Activities:

- Change activities frequently. Disruptive girls are often trying to tell you they are ready to move on to the next activity.
- Give clear directions and state your expectations.
- Give positive directions. 'Please keep your hands to yourself.' (Avoid phrases such as '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.
- Have a variety of activities—active, calm, loud, quiet, reflective, silly, outside, inside, messy, and relaxing.
- Plan backup activities — just in case.
- Stay flexible!

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.

Getting Started with Parents

Hold a parent meeting at the beginning of the year and be very clear about your expectations. The Daisy Journeys have troop committee letters, which are designed to elicit help from parents and family members. 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!

Response Options to Behavioral Issues

Problem Solving with the Girl

- A. If you believe that there may be an underlying issue, find a private time to let the girl know that you are available to listen, if she wants to talk. You might use a phrase like, "I've noticed that you seem _____. How are you doing? Is something bothering you?" **Never promise confidentiality**, as you may be required to report the problem.
- B. If the girl discloses an issue that falls into an area in which her parents or the authorities must be notified, let her know that you have to tell her parents and/or the authorities to make sure that she will be safe. Reassure her that it's not her fault and it was very brave of her to tell you.

Problem Solving with Co-leader(s) or Other Volunteers or Paid Staff

- A. Consult others for assistance and ideas on developing a positive environment, as well as managing normal adjustment problems.
- B. Maintain confidentiality about the identity of the girl(s) as much as possible. The focus of the discussion should be on ways to redirect specific behaviors, not the individual girl(s).
- C. If you are uncertain about how to handle a situation, you can always contact Customer Care at the Girl Scout Service Center Headquarters at 918-749-2551 or 800-707-9914 or customercare@gseok.org for issues related to normal adjustment problems or for more serious issues.

Parental Notification and Problem Solving

- A. Consult with parents for assistance, ideas and additional information that may help you to manage normal adjustment problems. Use phrases like, "I am concerned that (girl's name) seems to have difficulty with _____. I want to make sure that she can fully participate in all troop activities. Do you have any suggestions for me?"
- B. If the situation is more serious, contact the parents right away. Let them know that you are concerned about their daughter and you need to discuss the situation with them.
- C. If you have reason to suspect that the parents could be the cause of the crisis situation, (i.e., abuse or neglect), you are only required to notify the appropriate authorities and **not** the parent.

Notification of the Authorities

- A. Children's services or the police must be notified if you have reason to believe that the child's life is in danger or the child is endangering the life of others. Simultaneously contact the parents, unless they are the possible cause.
- B. **Please note:** You are required to immediately report any suspicion or knowledge of abuse or neglect of any child less than 18 years of age. Do not try to investigate or sort out the facts. Even if you are uncertain, report the situation and allow the authorities to determine the appropriate course of action. Follow the procedures for notifying your council representative any time the authorities are notified. For more detailed procedures, review the guidelines for reporting child abuse and neglect in *Volunteer Essentials*.

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

- **The Girl Scout membership year** runs from October 1 – September 30.
- **Fall Product Program:** Held in October, the exact dates of the sale changes from year to year. Be sure to get the current dates from your service unit manager.
- **Founder's Day:** October 31 is Juliette Low's birthday (our founder.) Girl Scout troops can celebrate this day with a birthday celebration or service project.
- **Cookie Program:** Generally held in January through March, the exact dates of the sale changes from year to year. Be sure to get the current dates from your service unit manager.
- **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.
- **Girl Scout Birthday:** Girl Scouting was started 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.
- **Girl Scout Week:** Week of March 12 (Girl Scout Sunday to Girl Scout Sabbath)
- **Girl Scout Leader's Day:** April 22
- **Volunteer Appreciation Week:** In April

Add in Important Girl Scout Events

Investiture

This is 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 Daisy level, they usually recite it together.)
2. Girls are formally welcomed into Girl Scouting.
3. Girls receive their membership pins.

Rededication

This is the ceremony where members celebrate returning to Girl Scouting. It is often combined with an investiture ceremony.

Court of Awards Ceremony

These are a special event when girls are given the awards, patches, incentives and petals they have earned. It may be a separate ceremony or combined with another, or even comprise the last few minutes of a regular troop meeting.

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.

Plan Upcoming Activities

Look at the calendar as a group; and with the girls decide what your troop will do this year and where things go.

Girls Select Activities

When the girls suggest activities for the fall or the spring 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 current Program Guide and online calendar 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.













Some Key Points of Calendar Planning

- Limit the girls' choices to two or three items. Too many can be overwhelming.
- Look for opportunities to include families as part of the troop/group activities.
- Utilize family members as helpers or resource people.
- Take into consideration various religious holidays, observances, and cultural holidays the girls may celebrate. Include observances such as Black, Asian, or Hispanic History Month even if your troop may not include representation from these racial or ethnic groups.

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.

Troop Planning Calendar

<p>PLAN AHEAD The following is a sample monthly calendar that may be helpful as you work with the girls to plan activities. Be sure to check your service unit and council calendar for upcoming events and activities.</p>			
<p>SEPTEMBER</p> <ul style="list-style-type: none"> • Have a parent/guardian meeting • Register all girls and adults as Girl Scouts 	<p>OCTOBER</p> <ul style="list-style-type: none"> • Juliette Gordon Low's Birthday (31st) • Investiture Ceremony • Halloween • Fall Product Program 	<p>NOVEMBER</p> <ul style="list-style-type: none"> • Service learning project • Thanksgiving 	<p>DECEMBER</p> <ul style="list-style-type: none"> • Holiday celebration 
<p>JANUARY</p> <ul style="list-style-type: none"> • New Year—new ideas • Winter outing • Girl Scout Cookie Program 	<p>FEBRUARY</p> <ul style="list-style-type: none"> • World Thinking Day (22nd) • Activity with a sister troop • Play games from other countries 	<p>MARCH</p> <ul style="list-style-type: none"> • Celebrate Girl Scouts' Birthday (12th) • Girl Scout Week (Begins the Sunday before the 12th) 	<p>APRIL</p> <ul style="list-style-type: none"> • Girl Scout Leader/Volunteer Day (22nd) • Prepare for bridging • Spring holiday—get outdoors! 
<p>MAY</p> <ul style="list-style-type: none"> • Court of Awards Ceremony • Bridging ceremony for first graders 	<p>JUNE</p> <ul style="list-style-type: none"> • School's out • Day camp 	<p>JULY</p> <ul style="list-style-type: none"> • Summer program opportunities • Trips, hikes, sports and cookouts 	<p>AUGUST</p> <ul style="list-style-type: none"> • Get ready for another Girl Scout year! 

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 with older girls
- Participating in service unit activities
- Visiting a council camp
- Outdoor skills activities
- Council activities – check the Program Guides or online program calendar
- A summer activity

The Girl Scout Daisy Meeting

In general, Girl Scout Daisy 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 Daisies, 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 you 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 Daisy Circle, 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

The Talking Sign is used when the girls are sitting in their Daisy Circle. When a girl has something to say, she makes the Girl Scout 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 Daisies you might present two options 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, some petals and 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 could include the following reminder:

Your daughter has brought home the Daisy 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

Girl Scout Daisies can and should be responsible for the chores involved in running their troop. They can also be taught that doing these kapers is fun! These 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. What type or style to use
3. How to rotate the girls

Possible Kapers:

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

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?

Passers: Pass out any supplies during the meeting

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

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

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

Closing Kapers: Friendship Fairy-starts the Friendship Squeeze

Misc. Kapers: Line leader, Game Girl-chooses a game, Song Singer—chooses a song, Share Bear-gets to tell a story on the topic of their choice, Floater fill-in in case someone is absent

Free: Large troops might have more girls than jobs and need to rotate girls out

Kaper Chart Ideas

There are many ways to make a kaper chart, anything that clearly shows who is responsible for a specific task will work. A basic kaper chart may look similar to this example:

Meeting Date	Opening Activity	Closing Activity	Clean-Up
Sept. 15	Megan Bianca Taylor	Maria Beth Tiara	Lakeesha Shelly Amy
Sept. 29	Lakeesha Shelly Amy	Megan Bianca Taylor	Maria Beth Tiara
Oct. 13	Maria Beth Tiara	Lakeesha Shelly Amy	Megan Bianca Taylor

Give the girls in your troop the opportunity to help design their own kaper chart, or make a basic chart for them and allow them to decorate it.

Listed below are a few ideas for kaper charts you can use:

- ⌘ Draw a garden scene on a poster board including a daisy flower for each kaper. Write a kaper on each flower. Add a small Velcro dot in the middle of each flower center. Have the girls write their names on cardboard ladybugs and put Velcro on the back of each. Put ladybugs on flowers to denote who is responsible for that kaper.
- ⌘ List kapers on a piece of poster board that is shaped like a wheel, with the kapers written in the “spokes.” Cut out a cardboard arrow and attach to the center of the wheel with a bray (make sure it’s not too tight so it can spin easily). Have each girl take a turn spinning to find her kaper.
- ⌘ Decorate a coffee can like a well, including a roof. Write kapers on pieces of poster board shaped like buckets. Each bucket should have a string. Have each girl “pull” a bucket from the well to see her kaper.
- ⌘ Cut a piece of poster board into the shape of a trefoil (the Girl Scout symbol). Write kapers around the edge. Have each girl write her name on a clothespin. Let each girl decorate her clothespin with washable markers. Move clothespins around the board to assign kapers.

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 “Did 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!

Goodbye

Have a plan in place to make sure each girl leaves safely. Make sure to learn who is responsible for picking up each girl. Have a process to be sure each girl takes her items home, remembers permission slips and checks out with an adult before she leaves the meeting place.

Meeting Planner: Date _____

	Activity	Supplies needed	Girls need to bring
GATHERING ACTIVITY			
OPENING (5 minutes)			
BUSINESS Daisy Circle (5-8 minutes)			
PROGRAM ACTIVITY (20 minutes)			
SNACK TIME (10 minutes)			
CLEAN-UP (5 minutes)			
CLOSING (3 minutes)			

Additional adults, program volunteers _____

“Up Your Sleeve” activities _____

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

Permission slips to be collected _____

Reminders for next meeting _____

Four Samples of Successful Meetings

Week One

Gathering Activity: "Daisy's Footsteps" Pick 10-15 events from the life of Juliette Gordon Low (e.g., I was born in Savannah, GA; I started a club called "Helping Hands"). Print or type the events on paper "footprints." Hide the footprints around the meeting area. As the girls come into the meeting, ask them to find the footprints. As each girl finds a footprint, have her tape it to a blackboard or on a large piece of shelf paper or newsprint, with the footprints leading to a piece of construction paper with the words "Who am I?" printed on it. Under the construction paper, have a picture of Juliette Low or her name in large letters. After all the footprints have been taped to the blackboard or paper, read them and have one of the girls uncover the mystery person.

Opening Activity: After saying the Girl Scout Promise, discuss the meaning of the three parts of the Promise. Then practice the Girl Scout sign and handshake.

Troop Business/Planning Activity: Referring to the first activity, talk with the girls about following in Daisy Low's footsteps. Make a list of the girls' suggestions and place them along with the other "footprints" on the blackboard or paper. Incorporate their ideas into activities over the next several weeks.

Major Activity: Have the girls draw pictures of what activities they can do in order to live by the Promise. It might be fun to do it as a mural on a large section of butcher block paper.

Closing: Try the Friendship Circle.

Week Two

Gathering Activity: Play "Giggling Gertie". The girls form a circle and one girl stands in the center. The girl in the center laughs and tosses a rag in the air. The group starts to laugh and all players continue to laugh as long as the handkerchief is in the air. The instant the handkerchief touches the floor all faces become expressionless. The first person caught smiling or laughing is "it" and replaces the girl in the center.

Opening Activity: Learn a part of the Girl Scout Law - "To make the world a better place." Discuss what this means and have the girls share their ideas.

Business: Start creating your Girl Scout year calendar.

Major Activity: Make a simple bird feeder by rolling pine cones covered with peanut butter (check health histories for allergies) in bird seed. To hang, tie a piece of yarn around the top of the pine cone. Place the bird feeder in a sandwich bag to carry home. Hang "feeder" from a tree limb. Relate this activity to Daisy Low's first troop and how they did bird watching and kept bird books.

Closing: Learn "Make New Friends" on page 9 of *The Girl's Guide to Girl Scouting*.

Week Three

Gathering Activity: Play "Freeze Tag."

Opening Activity: Learn a part of the Girl Scout Law - "To respect myself and others." Have girls share ideas about what this means.

Business: Describe the Journeys and decide which one your troop will do first.

Major Activity: Daisy loved sculpting. Have girls model clay or try other kinds of sculpture.

Week Four

Gathering Activity: Have the girls play non-elimination musical chairs (found in the resources chapter of this booklet). If music is not available, have one girl clap her hands to replace music.

Opening Activity: Learning a part of the Girl Scout Law - "Use resources wisely." Discuss what this means and have girls share their ideas.

Major Activity: Tell the story of how Daisy formed the "Helping Hands" club and although she could not sew, she decided to be the sewing teacher. Create sock puppets by gluing buttons and felt onto old socks or choose a simple sewing activity.

Closing: Learn "D-A-I-S-Y" song (also at the back of this booklet).

Progression

What is progression?

Webster's Dictionary defines progression as "gradual advancement; continuing development."

What does this mean to me as a Girl Scout leader?

Progression in Girl Scouts is the continuing development of girls and adults and is important to all aspects of the Girl Scout Leadership Experience. As the Girl Scout Motto says: Be Prepared! As you plan the year with your troop, you should build on skills they have already learned and progress toward further development of their skills. It is important to be aware that each girl in your troop may not be at the same level of comfort with certain activities. Through progression, leaders can gradually introduce ideas and activities to all girls at the same pace.

What is the goal of progression?

To ensure that each girl is ready for the group activity and that girls gradually develop the skills and confidence needed to complete the activity.

Exposing Girl Scout Daisies to the outdoors through progression:

- **Look out!** Allow the girls to begin wondering about the outdoors. Read them a book that talks about exploring the outdoors. Then, begin a discussion about what they may need to wear when they are outside. How would they act?
- **Meet out!** Use senses to be aware of the out-of-doors. Learn the importance of minimal impact to the environment. Encourage the girls to work on a recycling project or utilize the Girl Scout Journey *Between Earth and Sky* to begin thinking about Leave No Trace.
- **Move out!** Visit an outdoor spot. Go outside and play a game or have a picnic. Have the girls reflect on their observations.
- **Explore out!** Go on a hike and explore. Learn trail signs, animal sounds and wild flowers.
- **Cook out!** Help the girls plan and prepare a small snack or meal while outside.
- **Camp out!** Have the girls try day camp or a one-night overnight at the Troop House or a Girl Scouts of Eastern Oklahoma lodge.

Progression should be used with most activities in Girl Scouts. It is easiest to incorporate when built into the troop plans for the year. The idea is to ensure that the girls are prepared for the activity. Continuing development of skills will build confidence and self esteem in the girls.

Going Beyond the Meeting

Girl Scout Daisies 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.

You will want to start out slowly, taking a walk from your meeting site, visiting local points of interest like the library or a fire station. Start exploring the outdoors, holding a cookout, and work up to eventually having a sleepover. Once your Daisies show you they are comfortable with each step, consider what is the next logical step in the progression of activity. Just remember that you want to progress at an appropriate pace, giving them things to look forward to as they get older.

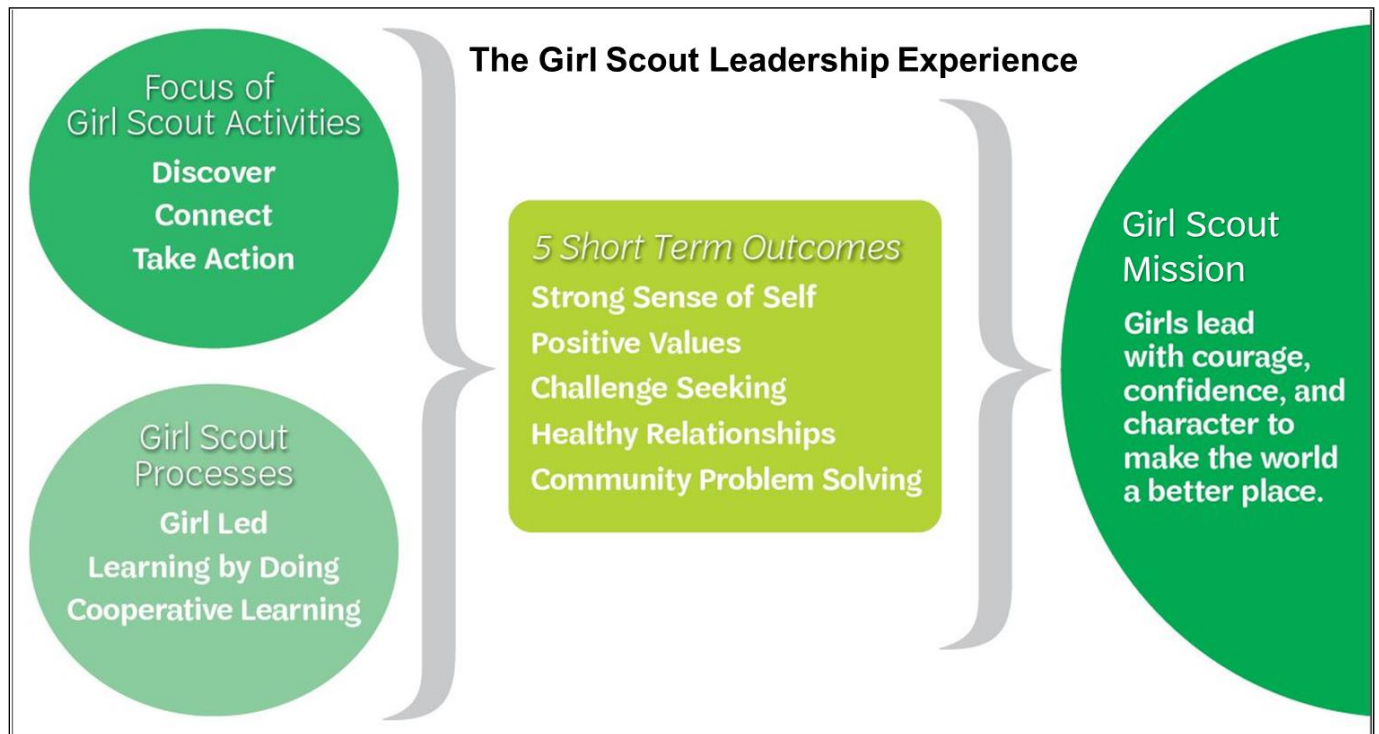
Sample Activities for Girl Scout Daisies

- Visiting a zoo
- Marching in a community parade
- Meeting with a Girl Scout Brownie troop to work on bridging activities
- Planning an overnight to celebrate their birthdays
- Attending a service unit cookie kick-off event
- Visiting a council campsite for a day hike or attending Daisy Day

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.

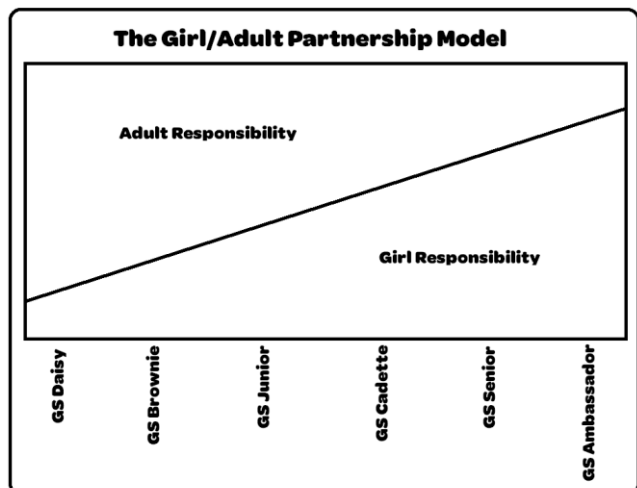
Learning by Doing – A hands-on learning process that engages girls in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills. As they participate in meaningful activities and then reflect on them, girls get to explore their own questions,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

Cooperative Learning – 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. Daisies 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.

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.



Girl Planning: How Does It Work?

Leaders can use the Daisy Circle to gather the girls’ ideas. In the beginning, give general choices for the girls to choose. 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. When possible, consider avoiding voting as this creates winners and losers. Try working toward 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 Daisy level, but Daisies 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.

Evaluating Activities

Any effective planning process is cyclical. It actually begins with the evaluation of previous activities. Evaluation helps girls gain positive meaning from their experiences.

Evaluation Questions to Ask Girl Scout Daisies

Below are some questions to ask Girl Scout Daisies when evaluating a troop event or activity. You may notice the questions have a flow to them, but remember: asking the questions is more important than the order in which you ask them. Asking five- and six-year olds questions can be a challenge. Keep in mind they need things to be concrete. Give examples and listen to what the girls are saying. Build your questions based on what the girls say about their experience.

What the girls saw or noticed:

- What did you see?
- What did you hear?
- What did you notice?

What the girls felt or how they reacted:

- What was the best part?
- Was there anything you had done before?
- Was there anything you did that you had never done before?
- What did you like about it?
- What did you dislike?

What meaning the event had for the girls or the impact of the activity:

- What did you learn?
- What was important to you?

What the next steps are or what to do differently in the future:

- What can we change because of this activity?
- What will we keep doing because of this activity?

Evaluation Tools

The following are some tools you can use with Girl Scout Daisies to help them evaluate or understand what they have learned from troop activities and events.

Sentence Starter

Have the girls sit in a circle either as a large group or, if you have enough adults, break the girls into smaller groups. Create some sentence starters and have the girls “fill in the blank.” For example, “The best part about the field trip was...” or “The funniest thing about our activity was...” or “The part I liked best was...”

Draw a Picture

Give each girl a piece of paper and crayons or markers and ask her to draw a picture of what was the best part of the activity for her. Once complete, have the girls share what their pictures show.

Rate It!

Have the girls use facial expressions or different signals to rate how they feel about an activity or idea:

- ☹ Smile/frown
- ☹ Thumbs up/thumbs down
- ☹ Stand up/sit down

Can Daisies really make decisions and be leaders?

Of course! Daisies can offer ideas, make choices and help resolve conflicts. All they need is a space and encouragement. Make the Daisy Circle a regular part of your meetings and make sure girls know this is a time that they can help make decisions. Encourage older Daisies to help lead the younger ones – perhaps in learning the Promise and Law. Establish routines and keep a kaper chart so that girls can take some responsibility for transitioning between activities, taking roles in ceremonies, cleaning up, and otherwise helping out.

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.

Some Additional Helpful Hints for Successful Girl/Adult Planning

Readiness

Girl Scout Daisies are not ready to plan out the Girl Scout experience all by themselves.

- Take into account the readiness of the girls for any activity.
- Plans, such as what song to sing at the end of a meeting or what snack to eat, can easily be made by girls at this age. You will gradually work toward more involved outings and activities.
- Girl Scout Daisies have a hard time perceiving the future. A month can seem as long as a year to them! Try to keep planning to the very near future.
- The girls have a short attention span, so limit planning time to no more than 10–15 minutes.
- Give the girls the opportunity to assist with simple jobs like taking attendance, even though it may be easier to do it yourself.
- Allow the girls to learn from simple mistakes, as long as safety is not an issue.

Making Decisions

The girls may need to learn how to make decisions.

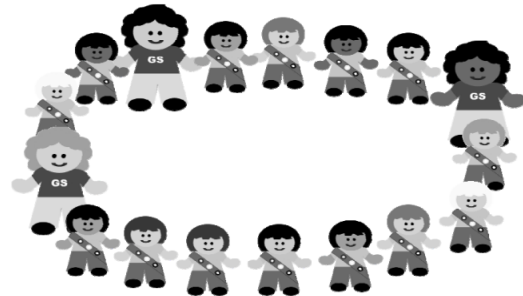
- Give girls limited options from which to choose. Too many choices can be overwhelming.
- Girls like what they know. Kindergartners and first graders will not choose to do something that is unfamiliar to them. Part of your responsibility as a leader is to open doors and to introduce the girls to new experiences and activities.
- Encourage girls to offer input and make suggestions.
- When you are ready to help girls learn about the voting process, find an item or picture that represents the activities chosen (e.g., an apple to represent touring an orchard or a pizza box to represent a pizzeria). Give each girl a button and have her vote by putting it in a container that represents the activity she wants to do.
- Girls will need to learn that while their first choice may not be picked this time, it may be the one chosen at the next meeting.
- Make sure every girl is giving input into the decision making process.

Troop Government

The Daisy Circle is the form of “troop government” for Daisies.

The Girl Scout Daisy Circle is an introduction to troop government and is a democratic process for decision making with Girl Scout Daisies. It is where girls learn communication and decision-making skills through discussion as a large group. Girls form a Girl Scout Daisy Circle at the meeting whenever they need to make decisions, plan for future activities and to solve problems. The leader’s role in the Girl Scout Daisy Circle is to guide girls in their decision making by:

- Presenting the topic and providing a structure for how the circle is used
- Helping the girls focus on current business
- Reinforcing the troop rules, such as not talking while others are talking or playing fair
- Encouraging every girl to have a voice
- Ensuring a fair voting process
- Celebrating what the girls have accomplished
- Facilitating the evaluation of an activity



The Girl Scout Daisy Circle should not take the place of, or be confused with, the sharing time that happens at every Girl Scout Daisy meeting.

Implementing the Girl Scout Daisy Circle

Be Prepared

Come to the meetings prepared with a list of choices and ideas for the girls to discuss and choose from. Example: A field trip choice list may include the fire station or the police station. Girl Scout Daisies need structure; “winging it” will not work!

Establish a Discussion Process

Girl Scout Daisies need to understand how things are done. They need structure. Establish a structure for your discussion. For example, if a girl wants to contribute to the conversation, she must raise her hand, make the sign or be holding the “talking Daisy” symbol.

Record Discussion

Have an adult write down the ideas and the main points in the discussion. This will help later when planning and implementing the girls’ ideas.

Evaluate

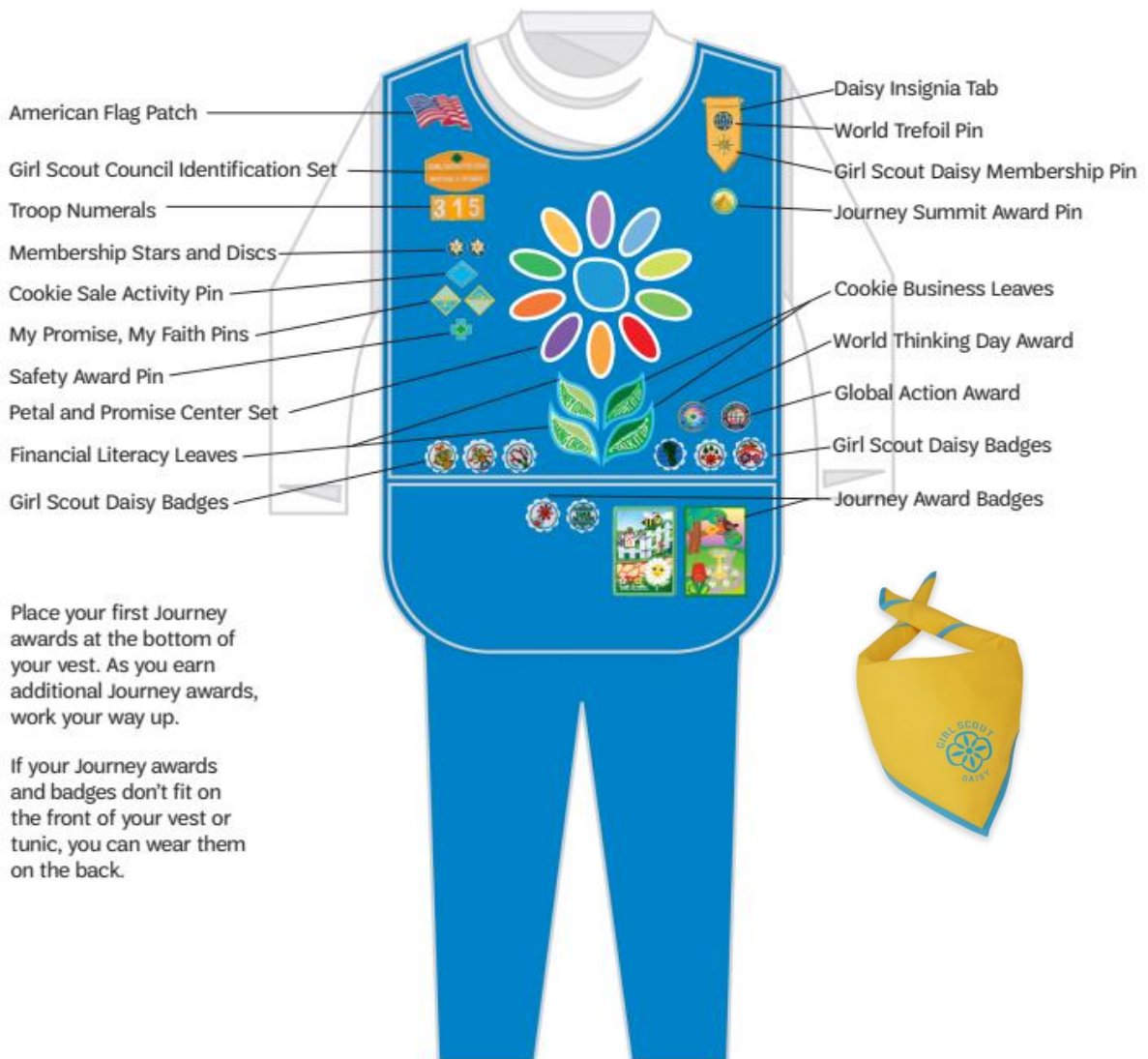
Use the time in the Girl Scout Daisy Circle to evaluate and process activities with girls. Ask questions like, “What happened. What did you like and dislike? Would you do it again?” Take advantage of the time to help the girls make meaning of their experiences and activities.

Keep it Short & Sweet

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 Daisies you have about five to seven minutes to finish this “sitting still” time.

Insignia and Awards

Girl Scout Daisy Tunic



Place your first Journey awards at the bottom of your vest. As you earn additional Journey awards, work your way up.

If your Journey awards and badges don't fit on the front of your vest or tunic, you can wear them on the back.

Girl Scout Daisy Vest



Daisies have lots of uniform options. They may wear khaki pants or a skirt with a white shirt or the full uniform ensemble available in the Girl Scout Store. They may choose to wear either a blue tunic or vest to display their official pins and awards. Many Girl Scouts enjoy wearing their vest or tunic to all gatherings, but it is only required when participating in events that officially represent the Girl Scout Movement (not troop or service unit events). Otherwise, girls can just wear their World Trefoil and Girl Scout Daisy membership pin 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. Financial assistance is available for the purchase of uniform pieces.

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

DAISY AWARDS AND BADGES					
PETALS AND LEAVES					
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Daisy Petals	X	X			
Money Counts	X	X			
Making Choices	X	X			
Count it Up	X	X			
Talk it Up	X	X			
SKILL-BUILDING BADGES					
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Buddy Camper	X		X		X
Eco Learner	X		X		X
Good Neighbor	X		X		X
Outdoor Art Maker	X		X		X
Space Science Explorer	X		X		X
Mechanical Engineering:					
Board Game Design Challenge	X		X		X
Roller Coaster Design Challenge	X				
Model Car Design	X				
ROBOTICS BADGES (PROGRESSIVE)					
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download
What Robots Do	X		X		X
How Robots Move	X				
Design a Robot	X				
CYBERSECURITY (PROGRESSIVE)					
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Cybersecurity Basics	X		X		X
Cybersecurity Safeguards	X				
Cybersecurity Investigator	X				
JOURNEY AWARDS					
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Pamphlet (print)	Journey Book (print)	Digital Download

Welcome to the Daisy Flower Garden	X			X	
Between Earth and Sky	X			X	
5 Flowers, 4 Stories, 3 Cheers for Animals	X			X	
Think Like an Engineer	X				
Think Like a Programmer	X				
Think Like a Citizen Scientist	X				
Outdoor Journey (includes Outdoor Art Maker and Buddy Camper)	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				
Pamphlet:	Purchase in council shops or online at girlscoutshop.com/maine-council				
Digital Download:	Purchase online at girlscoutshop.com/maine-council				

Emblems that show you belong to the Girl Scout Movement

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

Promise Center and Learning Petals

Girls can place Learning Petals around the Promise Center in any order they choose.

- Lupe** the Lupine (Light Blue), Honest and Fair
- Sunny** the Sunflower (Yellow), Friendly and Helpful
- Zinni** the Zinnia (Spring Green), Considerate and Caring
- Tula** the Tulip (Red), Courageous and Strong
- Mari** the Marigold (Orange), Responsible for What I Say and Do
- Gloria** the Morning Glory (Purple), Respect Myself and Others
- Gerri** the Geranium (Magenta), Respect Authority
- Clover** (Green), Use Resources Wisely
- Rosie** the Rose (Rose), Make the World a Better Place
- Vi** the Violet (Violet), Be a Sister to Every Girl Scout
- Amazing Daisy** (Daisy Blue), Promise Center



Special Opportunity Awards

- Bridge to Girl Scout Brownies Award
- Girl Scout Daisy 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 Awards FAQs

How do girls earn the Promise Center and Petals?

Girls earn these badges by demonstrating an understanding of the Girl Scout Promise and Girl Scout Law. Ideas for earning these can be found 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. You can also take a Journey training online or in person.

Do we have to do the petals (or Journeys) first?

Nope! One of the great things about Girl Scouts is that the program is flexible and customizable. While you will probably want to use both the petals and the Journeys eventually, you can work on either one first or work simultaneously on both. Remember that the Journeys and badges are the core program resource and they ensure 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 are the requirements for Bridging to Brownies?

Helping girls through the transition from one grade level to the next is very important in retaining girls in Girl Scouting. The Daisy 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 younger Daisies and “Look Ahead!” by finding out what Brownies 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. The girls who earn the bridging patch may wear that patch on their new Brownie uniform.

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

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

Ceremonies

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
- any participation patches
- special awards
- cookie sale recognitions

Additionally, Bridging girls may receive:

- Bridge to Brownies (if earned)

Girls should help 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.

Sample 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. 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 simply list a few things she has earned, or describe an activity that she particularly enjoyed.
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.

Another Sample Daisy Court of Awards

Equipment: A large Daisy flower drawn on a poster board. 1 large blue Promise Center, 1 petal of each color

Leader: Today, we'll celebrate what you did to earn (name of award.) As we learn new things, we will help our troop Daisy to grow. Every time we learn about a part of the Girl Scout Law, we grow, too. We are Girl Scout Daisies and we are growing up a little bit every day, just like our troop Daisy. Let's say the Girl Scout Promise together.

All: Recite Promise.

Leader: I will place (award—Promise center or learning petal) on our Daisy. It stands for (read appropriate statement below)

Blue Promise Center: Blue is the color that all Girl Scouts and Girl Guides wear on their uniform or pins in all of the 140 countries of the World Association of Girl Guides and Girl Scouts. All of us make a promise with three parts. Our promise joins all of us together.

Light blue: Honest and Fair. The sky is blue and always fair. Sometimes the sky can open up and rain on everyone and sometimes the sky is bright with big cotton candy clouds.

Yellow: Friendly and Helpful. Yellow is a cheerful color, like a friendly smile or the sunshine that warms the air around us.

Spring Green: Considerate and Caring. Spring green is a color that stands for growing. We are growing up and learning how to be thoughtful and kind.

Red: Courageous and Strong. Red is the color of power and of healthy things like apples that can help us to grow brave and strong.

Orange: Responsible for what I say and do. Orange reminds us of caution and the fact that we need to be responsible and think about how what we do might affect others.

Purple: Respect myself and others. Purple is a special color once worn only by kings, queens and princesses. It reminds us that we are all special, to treat everyone with respect, and that we deserve to be treated with respect.

Magenta: Respect authority. Magenta is the color of excitement. Even when we want to rush in and do something, we must listen first to our parents, our teachers, leaders, and other adults who look out for what is best for us.

Green: Use resources wisely. Green is the color of plants, money, and many things that we must save, take care of and use wisely.

Rose: Make the world a better place. Rose reminds us that the world will be a rosy place if we help to protect and improve it.

Violet: Be a sister to every Girl Scout. Violets remind us of friendship, smiles and sisterhood and all the Girl Guides and Girl Scouts all over the world.

Leader: Now I give you (award—Promise Center or Learning Petal) to wear proudly on your Daisy uniform. Remember to try your best to (repeat Promise or part of Law.)

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 bandanna.
- 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.

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 Girl Scout 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. Have a flag ceremony
2. Say the Girl Scout Promise and Law
3. Present Awards to each girl:
 - Bridge to Brownies patch
 - Bridge to Brownies Certificate
 - Membership Star with blue disc
4. Cross over bridge
5. Sing the Brownie Smile Song
6. Refreshments

Other ideas

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

Awards

We've just spent a lot of time and a lot of paper to talk about the awards available to Girl Scout Daisies. 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.
- * 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

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

Girl Scouts have a variety of options for financing any activity they wish to do. First you need to work with the girls and 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. Daisies can also participate in the Cookie and Fall Product Programs in order to earn money. Remember, above all to keep the safety of your girls in mind. Girl Scout Daisies are generally not yet ready to handle money. The troop finances and record keeping are the responsibility of the adults working with the troop. The following are a few things to remember regarding troop finances:

- Because funds are owned collectively by the girls in the troop, leaders must perform the following custodial functions:
 - Every troop must have a troop checking account. The instructions for how to open one are in chapter 5 of *Volunteer Essentials*.
 - Two registered and approved (have completed the volunteer application and background check process) Girl Scout volunteers with the troop must be signers on the account, along with one service unit volunteer or council representative.
 - Only registered, approved Girl Scout members may handle troop and council funds.
 - All troop or council funds must be banked promptly.
 - A troop financial report (#300F) must be submitted twice annually, at the leaders’ meetings in January and May. This form can be found on the council website or in the GSEOK Troop Leadership Training materials.
- Girl Scout Daisies may participate in council-sponsored product programs when selling with an adult. The troop profits earned during these activities, along with dues collected, are used to support the cost of the troop’s activities.
- Consider the financial situation of all girls in your troop. Being a Girl Scout Daisy should not be expensive.
- Financial assistance is available for girls to purchase uniform components and books as well as provide start-up costs for new troops; Troop leaders may request financial assistance for training and resources as well.
- Girl Scout Daisy troops should require only a limited amount of funds because the troop is small, six to ten girls, and it should be possible to borrow equipment occasionally, if needed, for activities.
- Commercially-produced kits for art projects are not necessary for effective troop program.
- You can fund activities creatively by:
 - Asking parents to each contribute a needed item, such as scissors, construction paper, glue, etc.
 - Linking up with a Brownie troop to share supplies as well as bridging activities.
 - Using your service unit meetings as an opportunity to brainstorm free activities.
- Funds undesignated by disbanding troops are not to be disbursed to individual troop members.
- Funds may follow girls who join other troops. Remaining funds must be submitted to the council. These funds are used to provide such things as financial assistance to Girl Scouts.

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.

Financial Decisions

The girls in the troop should be involved in 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.

Girl Scout Fall Product and Cookie Programs

Why should Girl Scout Daisies participate?

According to the 2008 Report of the President's Advisory Council on Financial Literacy, basic literacy skills, including financial literacy, need to be established in the early years of children's lives to impact their future development. The Girl Scout Fall Product and Cookie Programs give girls the opportunity to run a business and practice leadership skills that they can use throughout their lives.

Girls learn five skill sets through their participation in the product sales:

1. Goal Setting

The girls work together to set a troop goal and develop a plan to reach it, developing **cooperation** and **team building** skills.

2. Decision Making

The girls decide how the troop will spend the money earned from the product sale, learning **critical thinking** and **problem solving** skills.

3. Money Earning

Each girl, with the help from her parents, takes orders and handles customers' money, developing **practical life skills** around financial literacy.

4. People Skills

The girls learn how to talk, listen and work with each other developing **healthy relationships** and **conflict resolution** skills.

5. Business Ethics

The girls learn about honesty and responsibility, enforcing the **positive values** they are developing in Girl Scouts.

How do we get started?

The Fall Product Program takes place in October and the Girl Scout Cookie Program begins in January and runs through March. To participate in either money earning program, take the following steps and you'll be on your way!

- Make sure all the girls are registered Girl Scouts and have signed permission slips.
- Have a designated and approved fall product/cookie program manager.
- Talk to the service unit fall product sale/cookie coordinator to obtain packets and troop manager training.
- If you haven't already, open a bank account. If you're a returning troop, make sure that the previous year's troop financial report was submitted.

Program Ideas and Resources

The National Program Portfolio

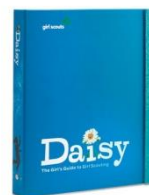
The National Program Portfolio has two main parts – the National Leadership Journeys and *The Girl's Guide to Girl Scouting*. Complemented by the Girl Scout Cookie Program, Girl Scout travel and Girl Scout awards, the National Program Portfolio is designed to help girls develop as leaders and build confidence 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!

The Girl's Guide to Girl Scouting for Girl Scout Daisies

The Daisy Girl's Guide is the official book for all Girl Scout Daisies. It is filled with practical tips, age-appropriate and fun activities, and information about Girl Scout history, traditions and insignia. It comes in a standard size binder so the girls can add new resources as they become available. The guide includes three sections.



Grade Level Handbook

The handbook section includes information on how the girls can earn the Promise Center (the center that each flower petal goes around) by learning the Girl Scout Promise, the history of Girl Scouts, dates to celebrate special days for Girl Scouts, uniform information, insignia placement and more.

My Promise, My Faith Award

Girl Scouts can earn the My Promise, My Faith Award each year that they participate in Girl Scouting. This award encourages a girl to learn more about her own faith and another by talking with her family and people in other faith communities.

Bridging to Brownies Award

Awarded to first grade Girl Scout Daisies who have completed the two bridging steps. Girls receive the award during the Bridging to Girl Scout Brownies ceremony held at the end of the year.

Information about bridging and other kinds of ceremonies is in the insignia and awards section of this packet.

1

2

Daisy Awards

Girl Scout Daisies will earn awards to put on their uniforms to show the skills they have learned.

Girl Scout Daisy Petals

The ten Girl Scout Daisy Flower Friends teach girls about the Girl Scout Law. When girls read the Flower Friends' stories and learn about the meaning of the part of the Girl Scout Law each Flower Friend represents, they earn their petals. When a petal is learned, it can be placed around the Promise Center.

Girl Scout Daisy Leaves

Girls can earn two leaves each year they participate in Girl Scouts. Each leaf has a suggestion for how to connect the skills the girls learn to the Girl Scout Journeys, as well as how to use their new skill to give service to their community.

Cookie Business Leaves

Count It Up and **Talk It Up**. The steps girls take to earn these awards gives them skills that will help them with their cookie sales, like goal setting and money counting.

Financial Literacy Leaves

Making Choices and **Money Counts**. These awards teach girls how to count money and make smart money decisions.

3

My Girl Scouts

A section for girls to document their experiences includes pages to scrapbook, draw or save special moments. It even includes stickers!

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. They 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.

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 your local service unit or leader 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 Hardesty Leadership Center by calling 918-749-2551 or 800-707-9914 or email customercare@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.

PROGRAM IDEAS



Games

Cooperative Musical Hugs

1. Music is played while the girls skip around the room.
2. When the music stops, each girl gives someone else a big hug.
3. The music then continues and the girls skip around again (with partners if they desire).
4. When the music stops, three girls hug together.
5. As the game goes on, there are progressively more girls hugging, until all the children squish together in one big hug.

Non-elimination Musical Chairs

1. This game differs from the traditional version in that the object is to keep everyone in the game even though the chairs are systematically removed.
2. Music is played, and more and more chairs are removed each time the music stops.
3. More and more girls have to team up together, sitting on parts of chairs or on each other to keep everyone in the game.

4. If the game is played outside and no chairs are available, girls on their hands and knees can serve as singing chairs. They can decide when the music will stop, and as "human chairs" are removed, they will join the other group.

Parachute:

1. Place the girls around the edge of a blanket with girls holding the blanket at waist level.
2. Place a ball on the blanket.
3. See if the girls can bring the ball around the edge, across the blanket, or any other commands. See how long they can keep the ball on the blanket.
4. After they have mastered one ball, add more.

For more games, check out these retired resources from your local Girl Scout Service Center: the *Daisy Leader's Guide*, *Games for Girl Scouts*, *Let's Play*, and *Sidewalk Games around the World*. You can also find other game books available from your local library or bookstore.

Crafts

Drinking Straw Necklace:

You need: drinking straws in various colors, string/yarn, safety scissors, safety pin, and a needle

1. Take a number of different colored drinking straws and cut them up into different sizes.
2. Thread a needle with yarn, string or thread - single strand not knotted at the end. *Make sure the yarn is a little bit longer than the length needed for the finished necklace.*
3. Tie the end of yarn around the safety pin so that the safety pin can be removed later. *The safety pin prevents the straw pieces from falling off the other end of the yarn.*
4. Thread the straw pieces onto the yarn until the necklace is the desired length.
5. Remove the safety pin and tie the two ends of the yarn together. Cut off extra yarn.

Salt Dough:

You need: 1 large bowl, 1 cookie sheet, 1 rolling pin, 1 c. salt, 1 1/4 c. warm water, 1 mixing spoon or mixer, 3 c. flour, 1 plastic bag, and paints.

To make:

1. Pour 1 c. salt into large bowl.
2. Add 1 1/4 c. warm water, mix well.
3. Add 3 c. flour, mix well some more.
4. Knead into ball, seal in plastic bag and refrigerate. Leave at least overnight.

To use:

1. Mold into anything you want!
2. Set aside on cookie sheet. Leave one day.
3. Paint, if you wish. Leave one day.
4. TAH-DAH! A masterpiece!

Edible Finger Paint:

You need: light corn syrup, liquid food coloring, paper plates, newsprint or other paper.

1. For each portion, pour 1 Tablespoon corn syrup onto paper plate.
 2. Squirt food coloring into the puddle.
 3. Mix and paint with fingers.
- OR: try vanilla pudding with food coloring!

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

Songs

Daisy Song (Tune: I'm a Little Teapot)

I'm a little Daisy (hands together at side of tilted face)
Dressed in blue (hands pick up hem of uniform tunic)
I am a Girl Scout (make 3 fingered sign)
You are too (point to neighbor)
When I go to meetings (hands out, palms up)
I sing and shout (hands cup around mouth)
I love being a Daisy Girl Scout (point to heart)

Daisy Song #2 (Tune: I'm a Little Teapot)

I'm a little Daisy, short and sweet
Here are my hands and here are my feet.
When we go to Girl Scouts, we all say
Let's have fun in the Girl Scout way.

I'm a Girl Scout (Tune: Frere Jacques)

I'm a Girl Scout, I'm a Girl Scout
Who are you? Who are you?
Can't you tell by looking? Can't you tell by looking?
I'm one too. I'm one too.

Daisy Happy Face (Tune: Brownie Smile Song)

I have something in my little hand that you just cannot see,
It's something very special and it's now a part of me.
The Daisy Girl Scouts showed me how to put it on my face,
And when I clap my little hand, you'll see my HAPPY FACE!

Did you ever see a Daisy? (Tune: Did you ever see a lassie?)

Did you ever see a Daisy, a Daisy, a Daisy?
Did you ever see a Daisy, a Daisy Girl Scout?
Go this way and that way, and that way and this way,
Did you ever see a Daisy, a Daisy Girl Scout?
(motions can be walk to the right or left holding hands in a circle, touch the sky, shake hips, spin around, touch the ground, stand up/sit down, dance, hop, touch your toes, etc.)

I'm a Daisy Song (Tune: Clementine)

I'm a Daisy, Daisy Girl Scout
And I'll tell you something too.
I'm a loyal lil' Girl Scout
And my color is true blue.

Earning Daisy Petals (Tune: Old MacDonald)

Now it's time for sharing time and earning Daisy petals,
It's fun to be here with my friends and earn a Daisy petal.
(name of girl 1) _____'s here,
(name of girl 2) _____'s here,
There is (name of girl 3)
There is (name of girl 4)
It's fun to be here with my friends and earn a Daisy petal.

Daisy Song (Tune: BINGO)

I sing out loud, and I am proud
That I'm a Daisy Girl Scout
D-A-I-S-Y, D-A-I-S-Y, D-A-I-S-Why?,

'Cause I'm a Daisy Girl Scout.

Daisy Clean Up Song (Tune: Jingle Bells)

Leader: Daisy Scouts, Daisy Scouts,
Let's tidy up the room.
Daisy Scouts, Daisy Scouts,
It's time to go home soon.
Girls: Daisy Scouts, Daisy Scouts,
We're picking up our things,
Daisy Scouts, Daisy Scouts, hear our voices sing.

Daisy Girl Scout (Tune: Brother John)

Daisy Girl Scouts
Daisy Girl Scouts
In a row, watch us grow
Learning to discover
Helping one another
Every day,
On our way.

D-A-I-S-Y (Tune: BINGO)

There was a little Girl Scout
And Daisy was her name oh
D-A-I-S-Y, D-A-I-S-Y, D-A-I-S-Y
And Daisy was her name oh

Clap -A - I - S -Y clap, etc.

Clap then you sing D-A-I-S-Y

One Little Daisy All Alone (Tune: Mulberry Bush)

One little Daisy all alone, all alone, all alone
One little Daisy all alone, till another comes
along!
Two little Daisies all alone ...
(One Daisy stands in center of circle while the
girls hold hands in a circle around her. At the
end of the verse, the girl picks another to join
her, and sing Two little Daisies... At the end,
sing:
No little Daisies are all alone, all alone, all alone,
No little Daisies are all alone, 'cause they're Girl
Scouts together!)

For more songs, check out the following
resources: *Song Jubilee (The Yellow Songbook)*
*Sing Together, Girl Scout Pocket Songbook, Girl
Scouts Sing, Dance around the World, and Still
Singing After All These Years.* You can also find
more song books at the Girl Scout Store. Don't
forget your local library for resources.

First Fun in the Outdoors

Get to know your city! Visit zoos, museums, public gardens, food stores, shops, and other points of interest to acquaint the troop with the wide world of nature.

1. **Doors** - Find three different doors each to human and animal homes.
2. **Alphabet Walk** - Assign one or more letters of the alphabet to the girls and let them find nature objects beginning with these letters.
3. **Color Walk** - Divide the group by choosing a color and let girls in each group list everything they see in that color.
4. **Blindfold Walk** - Divide girls into pairs, have one blindfold the other and lead her to things that are interesting to feel. Trade places after three to four minutes. Afterwards, lead a discussion where girls describe the sensations they felt.
5. **Shape Hunt** - Find and identify the shapes of different things such as buildings, leaves, and rocks.
6. **Sound Identification** - Identify five city, suburban, or rural sounds and locate their direction and source. Let girls imitate the sounds and see if others can guess what they are.
7. **Stake a Claim** - Place a length of string on the ground in the shape of a square or circle and explore what is inside. How many things can you find?

For more outdoor program ideas, consult the Outdoor Program Enrichment (#275F) and Council Camper Patch Program (#283T) materials, *Outdoor Education in Girl Scouting*, or other age appropriate outdoor resources.

CEREMONIES

Seven Daisies in a Week (GS Week Ceremony)

CAST: Speaking parts: 7 Girl Scouts

COSTUMES: All Girl Scouts in Full Uniform

PROPS: Make a large poster for each girl to hold. On each Daisy, print the appropriate day of the week. (i.e. SUN-DAISY)

SUN-DAISY: My name is Sun-Daisy, and we're here to speak about Juliette Low and Girl Scout Week. Just before the Civil War, Juliette was born in Savannah, Georgia, on October 31.

MON-DAISY: Daisy was her nickname throughout her living days. She loved games and writing and performing in plays. When Daisy grew up, she began the Girl Guides. Her first troop was in Scotland, with seven girls by her side.

TUES-DAISY: Daisy sailed to America; March 12 was the day she started a troop called Girl Scouts USA. Eighteen girls met with Daisy very eager to start to make uniforms and badges, each doing her part.

WEDNES-DAISY: Daisy spoke of the law for all Scouts to learn and told of requirements for badges to earn. The troop went on hikes along nature trails, watching birds of all kinds and recording details.

THURS-DAISY: Sports were important to keep the girls fit. Basketball was the first game to become a big hit; Daisy told the girls of camping under stars shining bright. Destination... Camp Lowlands, the first Girl Scout campsite.

FRI-DAISY: For the rest of her life Daisy spread the word 'round to millions of girls, in town after town. Shortly after her death a World Friendship Fund began to honor this grand lady and her work throughout the land.

SATUR-DAISY: Each year we partake in a friendship celebration with Girl Scouts 'round the world and with great dedication. We'll remember Juliette Low of who we will speak, for we're proud to be Daisies each day of the week.

NOTES: If you have more than seven girls, let one read and one hold the Daisy.

Girl Scout Daisy Investiture

A large yellow circle is cut out to symbolize the core of Girl Scouting. The circle is presented and the Promise is said by the Girl Scout Daisies being invested.

The segments of the Law are written on large white daisy petals, with a clothespin glued on the inside edge. Depending on how many girls are in the troop, the ten segments of the Law are presented and the girl tells what it means to her. Then she can pin it to the center.

When the daisy is complete, the girls can form a daisy by making a circle and extending their right hands and touching fingers, saying:

Round and round our petals turn,
Begin our Girl Scout life to learn.
Daisy – Girl Scout Daisy are we
We will grow and serve - You'll see.

After this, the girls should raise their right hands and say their Girl Scout Promise in unison. Then the girls should form a straight line and receive the Daisy Pin, along with a beginning certificate and a Daisy flower (optional).

When all the girls are pinned, the troop sings "Make New Friends" or other appropriate song.

The girls may need part of five meetings to learn their part in the ceremony. It is very appropriate to invite families to attend the ceremony and to serve refreshments.

For other ceremony ideas, consult *Ceremonies in Girl Scouting*, as well as speaking to other members of your service unit, and using your own imagination!

There's no right or wrong way to do it—just make it fun and interesting for the girls!