



Working with Girl Scout Juniors



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 Juniors?

Girl Scout Juniors are in 4th and 5th grades. This is a very busy stage in their life - a time when they are learning about themselves, exploring the world around them and making new and lasting friendships. Because all girls develop and mature at their own pace, it is important that you, as a leader, are able to recognize each individual girl's needs and interests and help her to develop those interests. While all girls are unique, there are many characteristics that Junior Girl Scouts share. Look at Understanding Junior Age girls in your Journey Adult Guides and in the "Understanding Healthy Development in Girls" section of *Volunteer Essentials* and review these characteristics. Think about your own daughter, or the girls in your troop/group. How do you think these characteristics will affect the kinds of activities the girls will enjoy doing in their troop?

Girl Scout Juniors with Special Needs

Girl Scouting is for Every Girl, Everywhere! This includes girls with all kinds of abilities and disabilities. *Focus on Ability: Serving Girls with Special Needs* gives information on abilities and tips for working with and including all girls.

Characteristics of Juniors

Girl Scout Junior aged girls are a particularly rewarding age group to work with. It's so fun to see them gain new skills and independence. They are beginning to really care about other people, and are very concerned with what other people think and feel.

Review the graphic on the next page. The spokes coming out from the circle represent common attributes of 4th and 5th grade girls. Can you think of any others? If so, draw additional spokes out from the circle and write those attributes.

Draw an arrow out from any of the attributes with situations that might arise (either positive or negative.) Feel free to choose from the list below or add your own:

- Capable of rational thought process
- May be capable of carrying out complex tasks
- May want to do activities with certain partners or groups
- May be susceptible to peer pressure
- May be too busy to come to GS meetings
- May not be careful
- May be curious about body changes or other 'sensitive issues'
- May be 'rowdy' or rambunctious
- Need plenty of opportunity to voice ideas and concerns
- Scheduling may be difficult
- Want the opportunity to try to sway others' opinions
- Want to do things on their own
- Want to try things and learn by trial and error

Keeping many of the girl attributes and possible situations in mind, there are many strategies adults might use to effectively work with girls of this age. Draw additional arrows out from the attributes or situations and write possible adult strategies. Write your own, or choose from the list below:

- Allow girls the opportunity to make safe mistakes
- Allow girls ample opportunity to discuss issues and ideas
- Ensure the girls' safety
- Establish troop ground rules for acceptable behavior
- Give girls increasing amounts of responsibility for tasks
- Give girls plenty of opportunity to be with their friends
- Give girls plenty of opportunity to get to know others by mixing them up sometimes
- Give girls the opportunity to build consensus
- Introduce the girls to new things
- Make sure the troop program is varied
- Vary troop activities
- Use secret ballots to vote



As a troop leader, your relationship with the girls will be unique—you're not their parent or their teacher. You'll be a special friend and role model, and will have a profound impact on their lives. Your girls are likely to remember you always!

Your role as a Girl Scout leader is to partner with the girls to make their dreams a reality. The girls should feel that their ideas are important and are heard, and they should feel that the troop is their own. These ideals may sound very grand, but at this point you may be thinking that it is unrealistic to expect to “partner” with 9 and 10 year old children. However, you will be given many helpful pointers to achieve this (believe it or not!) reachable goal. And the more work you put into achieving a partnership with your girls, the bigger the payoffs will be—you are going to love seeing your girls accomplish tasks and reach goals they never dreamed they'd be able to.

Promoting Harmony and “Sisterliness”

Girls this age will often establish cliques within the troop that can lead to exclusion of some girls and hurt feelings. Here are some ways to build ‘sisterliness’ in your troop:

- ☞ Hold an open discussion on how a girl might feel if everyone else is paired up for an activity and she hasn't been selected and what other girls can do to prevent this from happening.
- ☞ Talk about how Girl Scout principles (such as being a sister to every other Girl Scout) apply to their own troop interactions.
- ☞ One-to-one discussion with individual girls and their parents/guardians (if situations can't be resolved within the troop or between leaders and girls.)
- ☞ Rotating patrol members or work group members.
- ☞ Changing buddies frequently on long outings or overnights ("Now buddy up with someone new!")
- ☞ Using various methods to group girls for carpools, small group activities, buddies, etc. Choose by using splitter activities, such as alphabetical first names or last names, birth dates, shoe size, drawing straws, etc. so that different girls end up together.
- ☞ Choosing secret sisters or secret pals. Draw names at the beginning of the year. Ask the girls to be a special friend to that person by complimenting her, sitting by her, choosing her as their helper, etc. Have the girls brainstorm other ways to make their Girl Scout sister feel special. Possibly, have a small gift exchange with inexpensive, preferably handmade gifts exchanged on Girl Scout holidays such as Founder's Day (Juliette Low's October 31 birthday) or the Girl Scout birthday on March 12 to reveal secret sisters - or you could extend through the entire year.
- ☞ Specific reinforcement by leaders of desired behavior ("I'm glad to see that Susan and Maria have teamed up today!"; "Shawna, thanks for helping Sam with her bracelet!")
- ☞ Inviting two high school aged Girl Scouts to come and talk to girls about their lasting friendships within Girl Scouts even though their GS friends may go to different schools or they may not be best friends at school (this is especially effective if the visiting girls have been together since Daisies or Brownies!)

Five Simple Things Girl Scout Juniors Want

Exuberant and curious, 8- to 11-year-olds are eager to explore the world beyond themselves.

By Patricia J. Paddock

What keeps girls 8- to 11-years-old involved in Girl Scouts? According to their leaders, Girl Scout Juniors want five simple things—whether they live in a city, the suburbs, rural areas, or are stateside or overseas. Girls love:

Being Active

Girl Scout Juniors like doing things. They especially enjoy activities like horseback riding, camping, hiking, and attending events. This trend toward action is shown by the fact that Fun and Fit, Camp Together, Swimming, and Theatre are among the most popular Girl Scout Junior badges.

Going Places

Girl Scout Juniors love to expand their horizons. Many troops look for any excuse to take a trip. They enjoy meeting new people, working with girls from other troops and groups, and attending events.

Making Decisions

Girl Scout Juniors want to choose what they do. Leaders need to guide the girls by providing them direction, not control. As Martha confesses, "It's a struggle for me. I'm basically a control freak and I have to suppress it. I realize that the girls need to make their own decisions—even if they aren't the ones I want them to make."

Jill thought that her troop would like the holiday tour at the governor's mansion. But the girls had other ideas: they decided on a badge workshop on architecture instead. "That's something we had no idea they were interested in," Jill said.

Another activity Jill's girls decided not to do was an extra money-earning activity. Once the girls found out about the details—booth fees, start-up costs, etc., they had second thoughts. Instead they put their energies into selling more Girl Scout Cookies®.

Monica has found that by giving the girls in her troop leadership opportunities, everyone benefits. "With only nine girls, the girls decided to forgo the patrol system, and to have two officers (president and secretary/treasurer) who serve a two-month

term," Monica explained. Every two months the troop is voting for new leadership. "When it comes to choosing troop activities," she said, "we let the officers know about upcoming opportunities and they narrow the choices down to three or four which the rest of the troop votes on." Monica continued, "Sometimes, the officers have to make independent decisions. And as voted-on representatives of the troop, they can do that."

Running Things

Girl Scout Juniors want to be in charge, and great leaders find ways for that to happen.

"As Juniors, they think bigger—bigger than their families, bigger than their schools," said Sharon, another Girl Scout leader. "They don't just want to pretend to be 'bigger'; they want to BE bigger. They're looking for challenges—and Girl Scouts can offer them that."

The 18 girls in Sharon's troop take advantage of the patrol system—a method that affords leadership opportunities to girls as they take on the roles of "patrol leaders." "They make the big decisions—which badges and what activities to do to earn those badges—as a group," Sharon explained. "Then I meet with the patrol leaders and give them tools to facilitate that activity with their group." These tools have included tips for the patrol leaders on how to get around potential stumbling blocks so every girl feels good about her participation.

Having Fun

"The girls want to do what they think is fun," according to Jill. "We thought a hayride was fun. They informed us just how wrong we were!" The girls decided that hanging out with no scheduled activity would be more fun.

Leader Jackie agreed. "Having fun is the most important reason girls join, and stay, in Girl Scouts." It's also why leaders stay involved, too. Tracy, another leader, summed it up when she said, "Working with Juniors is what I've been waiting for since the girls were Daisies. They are so much more independent and able to do so many more things now. I love watching them grow."

Excerpted from LEADER, Spring 2005. © Girl Scouts of the United States of America.

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 socioeconomic 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.

In such a safe and supportive environment, girls may feel comfortable discussing sensitive issues such as human sexuality, dating, eating disorders or drug and alcohol abuse. Let parents know that you will ask parent permission for any planned activities around sensitive issues by using the parent permission form (#505F), but they should be aware that these conversations may occur spontaneously among the girls. When this happens, remember that listening is important. If girls want more information, your role is to provide information in a responsible manner, not giving opinions. Check out the Sensitive Issues Guidelines in Volunteer Essentials for more information.

Getting Started with Parents

Hold a parent meeting at the beginning of the year and be very clear about your expectations. 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.

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!

Planning Meetings

Planning the Girl Scout Year

Volunteer Toolkit

Online resource for leaders with yearly troop meeting plan options.

Start with a Troop Calendar

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

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

Other dates to keep in mind:

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

October 31 – *Founder's Day (Juliette Low's Birthday)*

February 22 – *Thinking Day*

March 12 – *Girl Scout Birthday*

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

April 22 – *Girl Scout Leader's Day*

A week in April – *Volunteer Appreciation Week*

Plan Upcoming Activities

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

Girls Select Activities

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

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. Remember Girl

Scouting is also an individual unique experience for each girl and a girl who still wants to be a part of a troop, even though she can't be there as often as she used to be, should be welcomed.

Providing a Well-Rounded Experience

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

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

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

The Girl Scout Junior Meeting

In general, Girl Scout Junior meetings last one to two hours 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 working on a special project or badge, you may want to meet more frequently, at least temporarily.

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 Juniors, this may be as simple as coloring pages or a game that is easy to join. It can be something physical such as jumping rope or quieter, like working on a puzzle. When you are ready for the meeting to start, you can use the quiet sign to signal attention and quiet. The quiet sign should be taught to even the youngest Girl Scouts. If you wish to get the group's attention, calmly raise your right hand in the air. When the group sees this, they raise their hands too, and "when your hand goes up, your mouth goes shut." Traditionally, the quiet sign is the raised hand with five fingers. The fifth Law in the old Girl Scout Law was "to be courteous."

So, when girls raise their hand in the quiet sign, they are being courteous to the speaker. Sometimes you'll see people using the three-fingered sign raised. This is a newer tradition, and it works, too!

Opening and Closing

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

Business

Troop business may include taking attendance, making announcements, collecting dues or planning upcoming events or activities. 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. These activities will depend on what the girls want to do in the troop.

Clean-Up

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

Kaper Charts

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

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

Keep in mind that kaper groups allow leaders to mix the girls in different ways. Typically, groups would stay together for a few times and then are mixed up again. Sometimes, however, girls are rotated more often to give them an opportunity to meet lots of different girls. Sometimes, groups use a combination

of kaper charts for different functions: e.g. one for groups splitting major jobs, one for flag ceremony jobs. Don't forget: You can have kaper charts for adults too!

Kapers for Groups:

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

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

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

Passers: Pass out any supplies during the meeting

Hostesses: Prepare and pass out snack, lead grace

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

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

Out: Large troops might need to rotate groups out

Kapers for Individuals:

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

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

Business Kapers: Secretary-attendance, treasurer— dues.

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

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

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

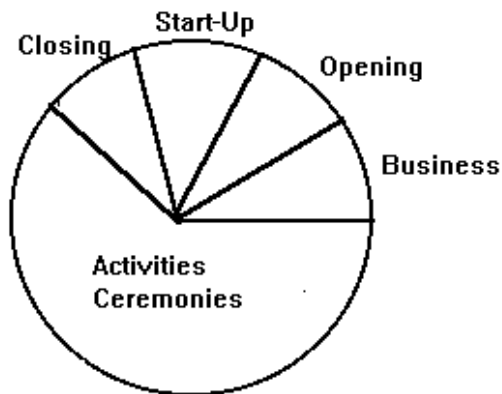
Closing Kapers: Friendship Fairy-starts the friendship squeeze, Out Scout-starts GS Out Game at closing. Girl Scout Juniors can and should be responsible for the chores involved in running their troop. They can also be taught that doing these kapers is fun!

Do It/Did It:

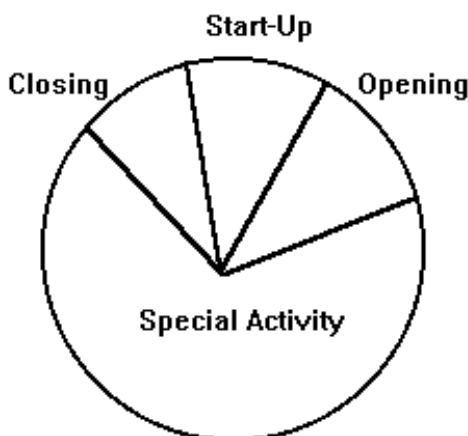
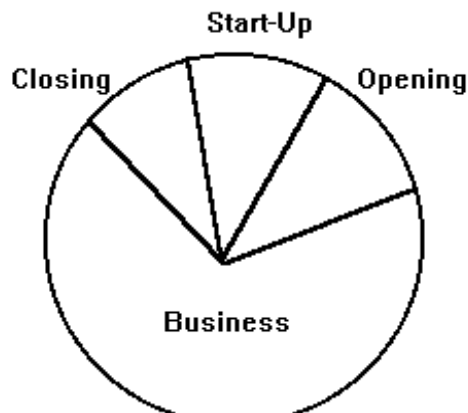
Another way to help divide up responsibilities and opportunities is with a Do It/Did It system. Many troops use "Do It/Did It" cans to fairly take turns for special opportunities. Put a popsicle stick with each girl's name in the "Do It" can. When one of those situations comes up, pick a stick and put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

One of the biggest questions new leaders have is “What do I do with the girls?” The answer is simple...ask the girls! Juniors are capable of making a lot of their own decisions! With so many Girl Scout resources available (not to mention trips, discussion topics, and service projects), you’re sure to find something that meets the needs and interests of all the girls in your troop! Your role as a leader is to guide the girls through their Journey and to encourage them to try new things. One way you can do this is by being organized! Having a plan for your troop meeting will help you and the girls navigate through the transitions of moving from one activity to the next. Here are some various troop meeting schedules that you may use throughout the year.

Example 1: All parts are used



Example 2: Planning may take most of the meeting



Example 3: A time when a meeting may be all activity, such as a field trip, guest speaker or special craft

Handling Conflict

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

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

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

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

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

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

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

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

Prevention and Intervention

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

There are 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 Brownies learn to resolve conflicts among themselves. Talk to them about conflict resolution early in the year, before any problems arise.

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

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

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

Preventions

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

Interventions

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

15. Try re-directing the girl's attention

16. Use the buddy or big sister assignment approach

17. Use Quiet Sign

Going Beyond the Meeting

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

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

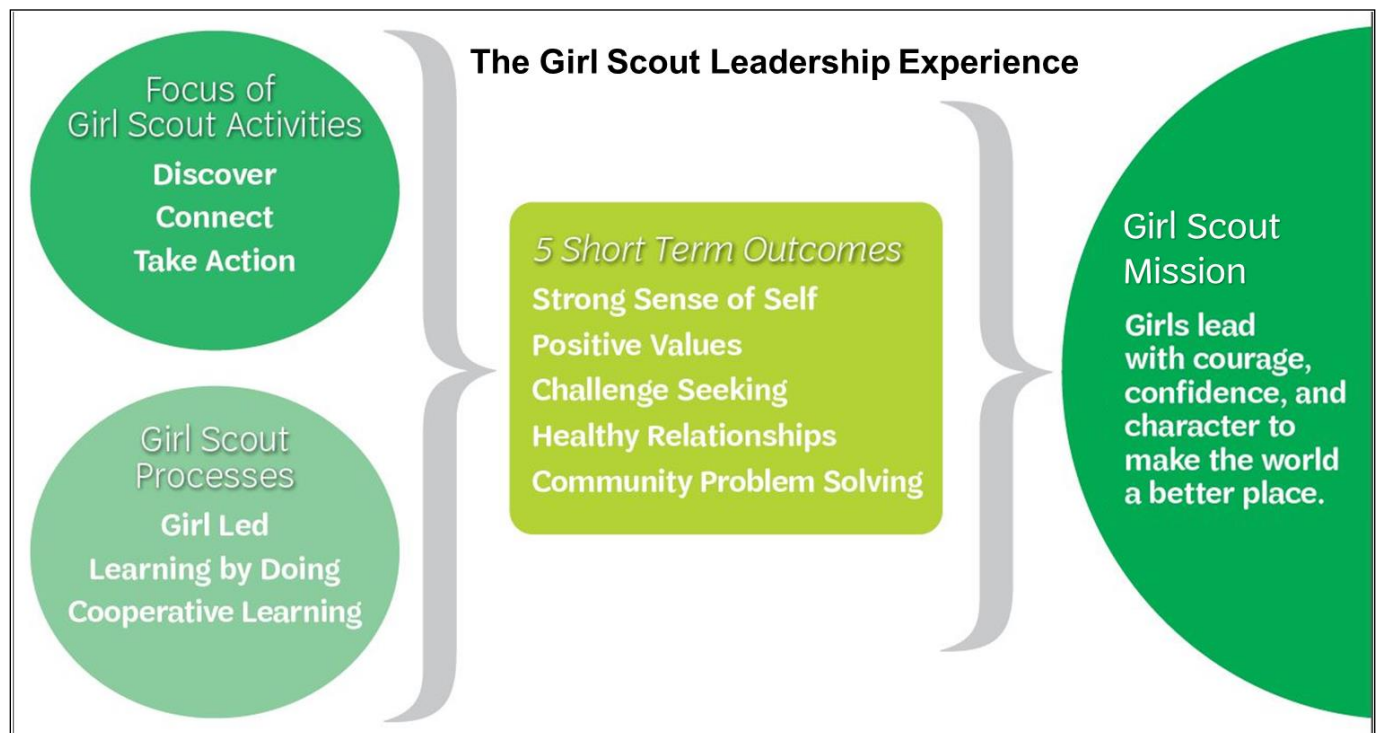
Sample Activities for Girl Scout Juniors

- Visiting a local animal shelter
- Marching in a community parade
- Working on Girl Scout Junior badges and Journeys
- Planning an overnight to celebrate their birthdays
- Selling cookies at a booth sale to earn money for trips
- Camping at a new camp they have never visited before
- Taking an afternoon bike ride after learning bike maintenance skills

Girl Planning

The Girl Scout Leadership Experience

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



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

THE PLANNING PROCESS

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

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

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

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

Let's look a little deeper into the first process. There are lots of terms you might hear describing this: Progression, Girl Ownership, the Girl/Adult Partnership, and Girl Led. What it really means is that girls of every grade level should take an active role in determining what, where, when, why and how they will structure activities. Your role is to provide grade-level appropriate guidance while ensuring that girls lead as much as possible. Juniors 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.

Can Juniors really make decisions and be leaders?

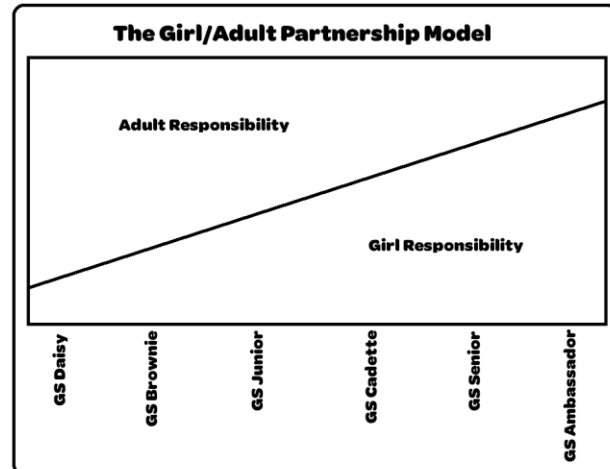
Of course! Juniors can offer ideas, make choices, plan events, lead discussion and help resolve conflicts. All they need is a space and encouragement. Use troop governance strategies (in the next section) as a regular part of your meetings and make sure girls know this is a place where they get to make decisions. Establish routines and keep a kaper chart so that girls take responsibility for leading activities and helping out.

“Let's get real—we're talking about partnering with a 10 year old?”

Well, a full 50/50 partnership is probably not possible with most girls of this age. However, keep in mind that the Girl/Adult Partnership should happen in progression—you are working towards that 50/50 partnership. Start where the girls are able, and build—one day you'll realize that they are capable of making decisions and carrying out their plans. Give the girls as much responsibility as they are able to handle, and keep adding more as you go. Always look at how you can make their skills grow; if they are not ready for a certain task yet, see if you can't give them a little piece of it so that next time they'll be able to build on that experience.

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 is fundamental to Girl Scouting, yet so often when we ask girls what they want to do, we hear the same old things: camping, crafts, parties, skating. Here are some practical ways to discover what girls want.

- 🌀 Brainstorming. Open up the group; any and all ideas are game; no one is allowed to say anything negative about any ideas. Record all suggestions. After the session is over (about two minutes), evaluate them. Sometimes even the way-out ones are feasible.
- 🌀 Have an idea box, dream box, wish box, - your basic suggestion box with a new title.
- 🌀 Unfinished sentences - try having them finish:
 - ❖ If I could do anything, I'd _____.
 - ❖ When we go camping, I like _____ best.
 - ❖ If we had \$100 to spend, I'd like to _____.
 - ❖ I wish I knew how to _____.
 - ❖ I wish we could go to _____.
- 🌀 Lists. Ask your girls to list 20 things they like to do.
- 🌀 Keep your ears open for "I wish . . ." and "What if . . ."
- 🌀 Use bulletin boards, posters, learning centers to spark interest. If they're really interested in a poster, they'll be interested in investigating what it's about.
- 🌀 Evaluate constantly by asking "Did you like _____? Would you do it again? Would you like to learn more? What was the best part about _____?"
- 🌀 Use girls' answers as possible ideas. Evaluations can be springboards.

Leadership skills are the unique thing that we offer to girls in the Girl Scout program—strive to find ways to give girls more and more responsibility as you go along. You'll be amazed at what your girls are capable of doing!

One leader's story: *When the girls in my troop were in 5th grade, the popular school Halloween party was in danger of being canceled because no parents were willing to take on the labor intensive event. The girls asked if they could take it on, and I very hesitantly agreed (thinking that I would end up running the party myself.) The girls brainstormed ideas for booths (beanbag toss, fishing booth, fortune telling, etc.) and each girl was part of a small team who prepared materials and supplies for the booths. The girls recruited other 4th and 5th graders to staff booths and the haunted house in half-hour shifts, asked for donations of wrapped candy from school families to use as prizes, and decided to ask for donations of canned food to donate to a local food bank as the price of admission. They took a complicated and expensive event and turned it into a service project that serves the school and community on so many levels. Best of all, the event continues today, and is now run each year by the 5th grade Girl Scouts at the school (the honor of running the party is much-anticipated by the younger girls.) I was so proud (and amazed!) at what the girls accomplished. Did I help them? Sure I did, but it was definitely in the role of partnering with them and helping them to think through ways to do things. Sometimes*

it is important for adult leaders to take a step back from the whole process of planning Girl Scout activities—it's tempting to get caught up in having the girls create the perfect craft, learn something worthwhile in the perfectly planned science experiment, cook a perfect recipe, or finish earning that big award. But those activities are always just a means to an end. The process the girls went through is always far more important than whatever the activity they did.

Think: What are some responsibilities of a Junior Girl Scout leader? (Circle all that apply)

- A. Be fair and consistent
- B. Be a positive role model
- C. Include all girls equally
- D. Build leadership skills
- E. Protect girls' privacy (don't discuss a girl with others— including your daughter or other adults)
- F. Consider each girl's needs and abilities
- G. Keep girls safe
- H. Communicate with girls and families

Read through the Girl/Adult Partnership Checklist that follows. How can you know if your troop has a healthy Girl/Adult Partnership? You should be able to check most of the boxes.

Your girls would like to plan a trip. Read over the following tasks involved, and mark a 'G' next to the items that girls could do, and an 'A' next to the tasks that must be done by adults.

- ___ Suggest a camping trip
- ___ Decide to take a camping trip
- ___ Reserve a yurt with the council at Camp Swannie
- ___ Arrange transportation
- ___ Check adult driver's licenses and car registration
- ___ Prepare trip folders for drivers and chaperones with permission slips and health forms
- ___ Make packing lists with appropriate clothing and equipment

- ___ Pack bags and put in vehicles
- ___ Choose activities while on the trip
- ___ Prepare menus for 2 ½ days
- ___ Make shopping lists for food
- ___ Go shopping for the food
- ___ Make kaper charts
- ___ Prepare and distribute permission slips
- ___ Collect permission slips
- ___ Review Safety Activity Checkpoints
- ___ Get council approval for high-risk activities
- ___ Review trip at meeting after return: What went well? What would we change?

You're right if you thought that all items could be done by girls. However, the ultimate responsibility for any items involving safety belongs with the adults—so if the girls do those tasks it should only be done with careful adult supervision.

A Few Additional Tips:

1. Recognize the amount of time needed for planning—it takes longer for girls to do it than adults. Work to keep things from getting tedious, though.
2. Take into account the maturity level of the girls as you guide decision-making.
3. Be sure that all girls get a chance to be part of the planning.
4. Help other adults plan with the girls, and not for them.





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 is more important than the trip or activity they take part in, or the award they earn.

Girl/Adult Partnership Troop Assessment Checklist

Girls look to Girl Scout adults to provide:	How to tell if you are providing it:
	<input checked="" type="checkbox"/> In our troop/group:
A safe place built on trust and confidentiality where they can be themselves.	<input type="checkbox"/> Girls are learning skills to manage group disagreements. <input type="checkbox"/> Activities and events are affordable so as not to exclude any member. <input type="checkbox"/> Events are planned to encourage family participation and accessibility (time schedules, cultural, religious holidays and customs). <input type="checkbox"/> Girls seem comfortable with group rules, and were part of setting them. <input type="checkbox"/> Girls know that what they say will remain confidential. <input type="checkbox"/> Girls are free to choose not to participate in some activities.
A place where they can support each other and discuss their lives.	<input type="checkbox"/> Girls demonstrate respect for each other and themselves. <input type="checkbox"/> Girls demonstrate respect for the racial, ethnic, cultural, and diverse background of others. <input type="checkbox"/> Girls freely express their likes, needs and dislikes. <input type="checkbox"/> Girls feel they are not being judged by each other. <input type="checkbox"/> Girls have the time and comfort level to discuss issues of concern to them.
An all-girl program where the girls are valued for their abilities.	<input type="checkbox"/> Girls feel involved in the decisions being made by the group. <input type="checkbox"/> Girls experience a variety of leadership roles in a non-threatening environment. <input type="checkbox"/> Girls show interest in trying activities suggested by other girls. <input type="checkbox"/> Girls are involved in age-appropriate activities that progressively build skills. <input type="checkbox"/> Girls are choosing activities that reflect a diverse range of interests. <input type="checkbox"/> Volunteer group includes a variety of racial, religious, socio-economic and age groups so that girls have a diversity of role models.
A “girl-driven” experience with girl decision-making and girl/adult partnership in planning, carrying out, and evaluating experiences.	<input type="checkbox"/> Girls speak of “our” troop and say that “we” did it. <input type="checkbox"/> The interests and needs of girls guide the planning of activities within the troop. <input type="checkbox"/> Girls generate most of the conversation and ideas. <input type="checkbox"/> Girls actively participate in planning meetings and activities. <input type="checkbox"/> Girls are encouraged to honestly evaluate their activities. <input type="checkbox"/> Girls are encouraged to make suggestions for doing things differently. <input type="checkbox"/> Girls are actively involved in money management. <input type="checkbox"/> Girls take responsibility in leaving the meeting room in good condition.
Fun and interesting things to do— things that the girls think are meaningful.	<input type="checkbox"/> A majority of girls come every meeting, and seem to be having a good time. <input type="checkbox"/> Girls have good attention spans when participating in activities. <input type="checkbox"/> Girls show enthusiasm and excitement about Girl Scout activities. <input type="checkbox"/> Girls tell other girls to join the troop.
A program where adults won’t take over their projects or overprotect them, and where they have a chance to learn by doing instead of watching.	<input type="checkbox"/> Girls can take healthy risks and make mistakes (where safety is not an issue) without the fear of embarrassment. <input type="checkbox"/> Girls are encouraged to problem-solve when things don’t go according to their plans. <input type="checkbox"/> Girls feel they are not being judged by the adult leaders. <input type="checkbox"/> Girls help to define the roles of the adult leaders.

Moving Toward the Girl/Adult Partnership

GO FROM THIS		TO THIS
SHORT CIRCUITING: The leader asks a specific girl, "What do you want to do for closing next week?" As the girl starts to think about her answer, the leader says, "Well, how about a song?" As the girl starts to consider this suggestion, the leader says, "Taps is good. Shall we use Taps?" The girl nods her head.		PROMPTING: Asking questions and encouraging the girls to use their own reasoning and problem solving. The leader asks, "What do you want to do for the closing next week?" As the girl starts to think about her answer, the leader stays quiet and looks interested in what the answer will be. The girl thinks for a while, then replies, "I would like to have a song." The leader responds, "Songs are very lovely in closing. Please think about what song you would like and then get back to me." The girl answers, "Okay." After a couple of minutes the girl returns and says, "Everyone sings Taps at closings. I'd like to do something different and sing Linger." The leader responds, "I like that choice. Thank you."
SINGLE CYCLE INTERACTION: The leader says: We need some ideas for our yearly trip, Kimberly. Where would you like to go? (Kimberly answers) Amanda, where would you like to go? (Amanda answers) Kristin, where would you like to go? (Kristin answers)		FACILITATING: Encouraging girls to lead discussions or conduct planning sessions. Perhaps the girls could form small committees and then report to the leader(s) and the other girls. When the conversation is adult/girl, adult/girl, adult/girl, there is a different outcome than if we allow girl/girl communication. The leader says: "Kimberly, will you and Amanda and Kristin come up with some suggestions for our trip? I'll put away some of this equipment while you decide."
STEREOTYPING: When one person thinks of another in terms of a group to which the other belongs, not as an individual. "Girls prefer crafts to camping and community service."		AWARENESS: Encourage all troop members to combat stereotyping. It is natural to make generalizations about a group, but the full developmental process includes testing generalizations against reality. Help the girls think through decisions without deciding for them—advise them, rather than judge them; guide them, rather than lead them.
DIMINISHMENT: When an adult says or does something to make a girl feel less valued. [Self diminishment by adults can lead girls to believe that it's normal for women to have low self-esteem.] "I think that project is far too ambitious for you."		LISTENING/EMPOWERMENT: Adults listen to what they say and how it affects the girls, and pay attention to what they say about themselves. Modeling behavior is the strongest tool a leader has. "What strategies can you girls come up with that will make this complex project doable?"

Troop Government

Town Meeting

Town meetings are the Junior version of the Brownie ring. In this system, girls act as moderators and run the meetings. The job of moderator or chair can rotate with every meeting, every month, or longer. Adult leader(s) meet with the girl meeting moderator(s) before the meeting to set the meeting agenda. Town meetings usually also have a recorder (secretary) and a timer. A troop treasurer may also be needed. These jobs are usually appointed by the moderator or can be drawn from a hat and then rotated.

Try experimenting with different ways of sitting for town meetings such as in a circle, lecture style or presentation style. It's a good idea to have rules of order, such as not speaking out of turn, or not speaking too long. Let the girls talk about the rules they need and have them approved by vote. Phrase the rules in a positive manner: "only one person talking at a time" instead of "don't talk while someone else is talking."

Generally, the town meeting form of troop government works best with smaller troops, as there are fewer girl leadership positions available. As well, it's hard for everyone to have input in decisions with a larger troop using the town meeting system. The town meeting is also a great way to start out with a Junior troop if the girls have little experience with leadership positions. In this way, the whole troop can observe the role of the meeting moderators who are gently coached by the adults in their leadership roles. After a few meetings run this way, the girls might be ready to try the executive board or patrol system.

Executive Board (Steering Committee)

A girl leadership team runs the meetings using the agenda they set with the adult leadership group. The elected executive board's main responsibility is to help make plans and assign jobs for the entire group, based on their interests and needs. Typically, committees are formed to perform certain tasks and girls from the troop volunteer to serve on these committees. Each committee can elect a chair and other officers who then report to the executive board on their progress. The girl leadership team meets separately with the adult leader(s) to set the agenda for meetings, make preliminary decisions, and decide who will do certain tasks. These meetings might happen before or after regular troop meetings, separately from regular meetings, or during the troop meetings if there is an appropriate time when the other girls are busy (and supervised.) The girls should decide on job descriptions and duration of office—the leadership team should rotate periodically to give everyone a chance to have a leadership position. The girl leadership team needs to find some way to get input from the other troop members when making decisions. The board gathers ideas from all the members, then sorts, recommends, and coordinates activities.

The adult leader(s) act as advisor(s) to the executive board (steering committee.) Generally, the executive board system works best with smaller troops. However, many large troops use the executive board system very successfully. Usually, the officer positions are president, vice president, treasurer, and secretary. The responsibilities of each position should be agreed on by the troop members. Sometimes troops decide on other leadership positions such as activity leader, communications officer,

meeting time keeper, events leader, outings leader, equipment officer, health & safety officer, etc. The idea is to split up responsibilities so that everyone gets a chance to have a leadership position. Elections are usually held, although some troops randomly choose their officers and rotate them. Elections can be held by secret ballot or open vote. Once the positions and job descriptions are decided upon, there should be some sort of training to make sure that all girls in leadership positions understand their duties and are able to carry them out successfully.

Many people are familiar with this type of organization as many groups such as PTAs are run in this way. The executive board system allows the adults to supervise and coach the girls in their leadership roles perhaps more easily than in the patrol system, but on the other hand, it may be a little too easy for adults to intervene in the proceedings.

Patrol System

Patrol Meetings + Court of Honor=Patrol System

Patrol Meetings

Patrol meetings are run by the patrol leaders based on the agenda set at the court of honor meeting. Patrols also have additional officers, such as assistant patrol leader, patrol secretary, patrol treasurer, time keeper, etc. Patrols usually have patrol names and sometimes have a flag. Kapers can be done by patrols. It's helpful to have a plastic box with supplies for the patrols to complete their tasks. Patrol leaders can take turns presiding over full troop meetings.

Court of Honor

The adult leader(s) meet with the patrol leaders (and depending on the size of the troop, the troop treasurer and secretary) before the meeting to set the agenda and decide on patrol tasks. Patrol leaders can volunteer their patrols to act as committees for certain tasks, or kapers (jobs such as opening, closing, clean up, etc.) can be done by patrols. Recurring duties, such as planning regular troop meetings could also be rotated among the patrols. Decisions about how decisions will be made can be decided at the court of honor. For example, each patrol may be responsible for planning two specific meals for the camping trip. Or, instead, each patrol could come up with one choice for each meal, and the whole troop could vote on the choices.

The adults' role is to advise the girls as they make decisions and plan meetings and activities. When starting out with the patrol system, it's a good idea to hold an open court of honor meeting so the whole troop can see how it works, and then complete the cycle by seeing that decisions and assignments get back to the patrols. All of the girls need to understand that they share the responsibility with the patrol leader of seeing that the patrol gets its work done. Many troops hold elections for patrol leaders and then split the group into patrols, and others split into patrols first and have each patrol elect their leader. Sometimes troops choose to randomly select patrol leaders by drawing their names out of a hat and then rotate them periodically. Whatever method is used, all of the girls should eventually have the opportunity to have a leadership position.

The patrol system generally works best with larger troops—there are more opportunities for girl leadership roles, and the girls have a better chance to interact directly with each other to make decisions, rather than having adults facilitate the discussion. Many troop leaders provide the girls with a plastic bin for their patrol work. Inside, they keep their patrol attendance and dues records as well as a list of tasks to get done—come up with two field trip ideas, plan Saturday lunch for camporee, etc.

Patrol System FAQs (Frequently Asked Questions)

What is a patrol? How big should it be?	In the patrol form of troop government, the troop is divided into smaller units, known as patrols, to conduct business, tasks, activities, etc. Patrols should be small enough for each girl to actively participate, yet large enough to actually accomplish tasks. Five to eight is a good number. Patrols determine their own leadership. There is a patrol leader and, based upon the needs and desires of the troop, there could be an assistant patrol leader, secretary, treasurer, communications person, sergeant at arms (enforces quiet sign) supplies organizer, etc. so that all the girls in the patrol have a role.
How does the patrol system work?	The elected patrol leaders meet with the adult leadership team as the court of honor, which is the governing body of the troop. The court of honor might meet for a short period of time before the troop meeting (younger girls) or separately (older girls who have more responsibilities) to represent their constituents, make decisions on behalf of the troop, and determine the agenda and leadership for troop meetings. Girls in a leadership position should be trained in leadership concepts.
What happens in a patrol meeting?	Patrols are responsible for carrying out the work for which they were formed. Patrols can be formed for a variety of reasons: <ul style="list-style-type: none"> ❖ By interest: group girls according to expressed interest (beware of cliques) e.g. to earn particular awards; a "Camping" group, etc. ❖ For the business of the troop: e.g. decision making, planning in the troop meeting setting ❖ For special events: e.g. for a camping trip, large service project, etc.
How are patrols formed? Are there any dos and don'ts?	Patrols can be formed in a variety of ways: <ul style="list-style-type: none"> ❖ Brainstorm methods, then let the troop decide how to break into patrols ❖ Pick names out of a hat ❖ Play a splitter game. (This allows leaders to 'manipulate' to put girls together or split those who need a break from each other in a seemingly random way.) ❖ Do not allow long standing patrols to be self-formed. This can foster cliques. ❖ The adult leader may form the patrols, but this can be a dangerous proposition. The leader will most likely be suspected of bias, etc. Let the girls observe/do the random selection. The leader reserves the right to make adjustments if things do not work out.
Patrol System in Action	There are many options for using the patrol system: <ul style="list-style-type: none"> ❖ Meet in patrols for a part of every meeting or as needed. ❖ The younger the girls, the shorter the tenure of patrol leadership positions. First year Juniors might rotate leadership monthly. Second year Juniors, perhaps two to three months. ❖ Patrol leaders (and all girls) need training in leadership as they begin to govern themselves. The adult leader may schedule a special training session or use a part of each meeting to focus on leadership skills. ❖ Patrols meet as often as they wish (as long as there is correct adult supervision). For example, patrols formed for the purpose of earning badges schedule their meetings whenever it is appropriate for the activities. ❖ Patrols may be re-formed during the year for various purposes. Business patrols should be reconfigured at least at the mid-year mark. ❖ When changing any form of government, have the girls evaluate what went well, what needs improvement and why (without mentioning names!) Discuss what they liked and disliked about being both leader and member. Talk about ways to prevent the negatives next time!

Choosing a form of Troop Government

The girls should decide on the form of troop government they would like to use. Perhaps the troop might try out all three methods before they decide, or just try one to see how it works—if it doesn't work well, they should try a different method. It's also perfectly acceptable to combine methods and invent your own. The most important thing is to find some way where girls are making decisions and running their troop.

Whichever method is chosen, girls should be coached and taught to be successful in their leadership positions. There are many ways for the adults to meet with the meeting moderators, executive board or court of honor that don't involve a separate meeting. Many troops have these quick meetings while the rest of the troop is playing a game, singing songs, or doing some other activity. Other troops manage to communicate electronically between troop meetings.

Finally, remember to keep the business meetings short. Conventional wisdom is that children have attention spans equal to one minute for each year of their age—eight year olds might have 10 minutes of attention to give you at best!

Reaching Consensus vs. Voting

Consensus: The process of synthesizing several diverse elements together

There are several advantages for using consensus rather than voting: With consensus people can and should work through differences and reach a mutually satisfactory position. It is possible for one person's insights or strongly held beliefs to sway the whole group. No ideas are lost. Each member's input is valued as part of the solution.

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

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

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

What Is Consensus?

Consensus does not mean that everyone thinks that the decision made is necessarily the best one possible, or even that they are sure it will work. What it does mean is that in coming to that decision, no one felt that her/his position on the matter was misunderstood or that it wasn't given a proper hearing. Hopefully, everyone will think it is the best decision; this often happens because, when it works, collective intelligence does come up with better solutions than could individuals. Consensus takes more time and member skill, but uses lots of resources before a decision is made, creates commitment to the decision and often facilitates creative decision. It gives everyone some experience with the processes of interaction and conflict resolution, which is basic but important skill-building.

How Does It Work?

1. The proposal is presented as clearly as possible.
2. Clarifying questions make sure everyone understands it before you discuss it.
3. The proposal is discussed and debated. Possible changes to the proposal are made at this time.
4. Take general feelings on the proposal straw poll round robin or once-round all members signal such as thumbs up/middle/down. This can be used to further modify the original proposal, consider going forth with a vote, or scrapping it altogether.
5. Call for any major objection or strong concern (reality check). A single major objection blocks the proposal from passing. A major objection isn't an "I don't really like it" or an "I liked the other idea better." It is an "I cannot live with this proposal if it passes, and here's why..." A strong concern does not block the passing of a proposal, but it is a public statement of why you dislike it.
6. Does the proposal pass? If the feelings of the group are generally positive and there are no major objections, then the proposal passes. If general feelings are positive, but someone has a major objection to the proposal, the proposal doesn't pass. If the group feelings are generally negative, the proposal doesn't pass. If the group feelings are mixed, not generally positive or negative, discussion continues, or the proposal is tabled until the next meeting, or until more information is available.

At any time during the process, a group can:

1. Decide to drop the proposal;
2. Move on to approval voting of specific options within the proposal, or;
3. Rework the proposal to work out the objections.

Insignia and Awards

Girl Scout Junior Vest



Girl Scout Junior Sash



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

JUNIOR AWARDS AND BADGES						
SKILL-BUILDING BADGES						
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Skill Building Set (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Animal Habitats	X		X			
Business Owner	X	X				
Camper	X		X			
Cookie CEO	X	X				
Customer Insights	X	X				
Detective	X		X			
Digital Photographer	X		X			
Drawing	X	X				

Eco Camper	X			X		X
Entertainment Technology	X		X			
Flowers	X	X				
Gardener	X		X			
Geocacher	X		X			
Horseback Riding	X			X		X
Independence	X		X			
Inside Government	X	X				
Jeweler	X		X			
Junior First Aid	X	X				
Junior Girl Scout Way	X	X				
Musician	X		X			
Outdoor Art Explorer	X			X		X
Playing the Past	X		X			
Practice with Purpose	X	X				
Product Designer	X		X			
Savvy Shopper	X	X				
Scribe	X		X			
Simple Meals	X	X				
Social Butterfly	X		X			
Space Science Investigator	X			X		X
Staying Fit	X		X			
Mechanical Engineering:				X		X
Paddle Boat Design Challenge	X					
Balloon Car Design Challenge	X					
Crane Design Challenge	X					
ROBOTICS BADGES (PROGRESSIVE)						
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Skill Building Set (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Programming Robots	X			X		X
Designing Robots	X					
Showcasing Robots	X					
CYBERSECURITY (PROGRESSIVE)						
REQUIREMENT LOCATION:	Volunteer Tool Kit	Girl's Guide to GS (print)	Skill Building Set (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)	Skill Building Set (print)	Pamphlet (print)	Journey Book (print)	Digital Download
Agent of Change	X				X	
Get Moving!	X				X	
aMuse	X				X	
Think Like an Engineer	X					
Think Like a Programmer	X					
Think Like a Citizen Scientist	X					
Outdoor Journey (includes Animal Habitats, Camper and Eco Camper)	X		X	X		X
Volunteer Tool Kit:	Go to www.girlscoutsofmaine.org ; click on "MYGS"					
Girl's Guide to Girl Scouting:	Purchase in council shops or online at girlscoutshop.com/maine-council					
Skill Building Set:	Purchase in council shops or online at girlscoutshop.com/maine-council					
Pamphlet:	Purchase in council shops or online at girlscoutshop.com/maine-council					
Digital Download:	Purchase online at girlscoutshop.com/maine-council					

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

Emblems that show you belong to the Girl Scout Movement

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

Mentoring Awards

- Junior Aide Award

Special Opportunity Awards

- Bridge to Girl Scout Junior Award
- Bridge to Girl Scout Cadettes Award
- Girl Scout Bronze Award
- Girl Scout Cookie Sale Activity pin
- Girl Scouts Global Action Award

- Girl Scout Junior Safety Award
- My Promise My Faith, Year 1
- My Promise My Faith, Year 2
- Religious Recognitions
- The President's Volunteer Service Award
- World Thinking Day Award

Meritorious Service Awards

- Medal of Honor Lifesaving Award
- Bronze Cross Lifesaving Award

Participation Patches and Pins

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

Insignia and Award FAQs

How do girls earn badges?

Girls earn badges by completing the guidelines set forth in the *Girl's Guide to Girl Scouting*. Remember that they do not need to be earned in any particular order.

How do I work with Journeys?

Read through the Journey Adult Guide! They are much easier than they look at first glance. Just remember that Journeys are flexible. They can take as long as a year to complete, or you can do them in 8 weeks. You can take a Journey training to learn more if you want more assistance.

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

Yes, using Journeys and badges as the core program resource ensures that Girl Scouts is the premiere leadership development organization for girls. The Journeys 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, however completing a Journey Take Action project is required to earn the Journey as a prerequisite to the Bronze Award. All of those choices are up to you and your girls!

How do girls earn the Bronze Award?

To prepare yourself to work with girls who want to earn the Bronze Award, you will need to attend a Take Action training. Before starting work on their project, girls will need to complete a Junior Journey which includes completing a Journey Take Action project. Completing a Journey Take Action project will ensure that girls develop the planning, problem solving and critical thinking skills that they will need in order to create and complete a successful Bronze Award project. Refer to the online resources at

http://www.girlscouts.org/program/highest_awards/bronze_award.asp. These resources include a detailed description of the guidelines, an adult guide and FAQs about earning this award. The *Girl's Guide to Girl Scouting* also has a complete guide to earning the Bronze Award.

What are the requirements for bridging to Cadettes?

Helping girls through the transition from one grade level to the next is very important in retaining girls in Girl Scouting. The Junior 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, regardless of level, girls will need to “Pass It On!” by sharing with Brownies and “Look Ahead!” by finding out what Cadettes do. 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.

What are Troop Crests?

The troop crest is not an award, but a symbol of the troop selected by the girls. Troops should think carefully about the crest they choose. It should have a special meaning to them, one they can pass along to new members each year. Every member should know what their crest is and what it means. A new crest is not chosen every year. Once chosen, a crest is used for the life of the troop. If a girl enters an established troop then she takes the crest of that troop. If an entire troop bridges to the next level and forms a new troop they may either keep the crest from the previous level or select a new one. If part of a troop bridges and forms a new troop, they too have the same option. The girls remaining behind may keep the old crest unless the focus of the troop has drastically changed from the time the original crest was selected. Stop by the council store and pick up an explanation sheet describing each of the troop crests.

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

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

Match up the corresponding ceremonies with the appropriate description.

- | | |
|---|--|
| 1. Fly-Up Ceremony | A. Girl Scouts welcome someone into Girl Scouting for the first time. |
| 2. Rededication Ceremony | B. Girl Scouts receive awards and other insignia. |
| 3. Girl Scouts' Own | C. Girl Scouts "move up" to the next level. |
| 4. Court of Awards | D. Girl Scouts renew their dedication to the Girl Scout Promise and Law. This ceremony can take place at any time, but is usually held at the beginning or end of the year. |
| 5. Bridging Ceremony | E. Girl Scout Brownies become Girl Scout Juniors. |
| 6. Investiture Ceremony | F. A special ceremony created by a troop or group around a theme. The purpose is for girls and leaders to show how they feel about the theme. The ceremony may include readings, songs, poetry, and drama. |
| 7. Candlelight Ceremonies and Flag Ceremonies | G. Can take place on their own, or can take place as part of another ceremony or celebration. |

See answers on the next page.

Junior Girl Scout Investiture

After the girls have completed their first three or four meetings, they have learned a lot about being a Girl Scout Junior. They are ready to make the Girl Scout Promise and receive their Girl Scout Membership pins (for bridging Brownies, the Membership pin replaces the Brownie Girl Scout pin). This is traditionally done at a special ceremony the girls plan. Here is one way to shape the ceremony. Have three candles of one color for the three parts of the Promise and ten candles of one color for the ten parts of the Law. Divide the Promise and the Law amongst the girls and have them pass the "light of Girl Scouting" as they read their section. Finish with "Whene'er You Make a Promise" or other appropriate song. If possible, have second and third year girls pin the first year Juniors with their Girl Scout Membership pin.

How do I plan a bridging (or other) ceremony?

Plan ahead! Every ceremony consists of three 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.

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 Journey awards or badges
- any participation patches

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

- any earned Journey awards or badges
- earned Junior Aide patches
- any participation patches
- Girl Scout Bronze Award
- special awards

Additionally, Bridging girls may receive:

- Bridge to Cadettes (if earned)

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

Answers to ceremony match-up on previous page

1. E.; 2. D.; 3. F.; 4. B.; 5. C.; 6. A.; 7. G.

Other ideas

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

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

Finances

Money Matters

It is the leader's job to help girls see there are price tags on ideas and that part of their job is to investigate the cost of proposed activities. You, the leader, in collaboration with the troop, prepare the budget for the year, discuss it with the troop treasurer if you have one; either you or the treasurer presents it to the girls for their approval.

For Your Guidance

- Anything that costs more than one week's troop dues needs to be in a plan.
- As Juniors are deciding their weekly activities, tell them the amount of weekly troop dues.
- As you discuss detailed short-term plans on a monthly basis, have monthly troop income figures available. Include the girls in updating the income as dues are collected or money is earned. As you put plans on your calendar, note each item that costs more than one week's dues with a \$ symbol. Point out you can't have \$ signs too close together and expect to have money available from dues.
- Special events or projects should be carefully discussed for budget implications. Decisions to undertake costly projects should be made with sufficient time to secure the necessary funds.
- The budget should be reviewed with the girls on a regular basis.
- The parents and the troop committee should be updated for their information and support.
- The girls should have hands-on experience in:
 - Collecting and recording dues.
 - Making decisions on the use of available funds.
 - Accompanying the leader on trips to the bank.
 - Shopping for troop supplies and equipment.

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

One leader's story:

"Through the years, I sometimes had parents ask if they could just donate money to the troop instead of participating in the fall or cookie sale. It was never mandatory that families participate in the sales, but when I explained what kinds of skills the girls would gain by participating in the sale, they always changed their minds. The girls would have a chance to set goals, handle money, make change (that's becoming a lost art!) and budget how much money they wanted to earn so that they could do their planned activities. When parents realized this, they understood that participating in the sales would build financial literacy skills at a younger age than they would ever otherwise have had the opportunity. The parents definitely saw, as I did, the true value of the product sales."

Money as Program

As young as Girl Scout Juniors are, in just a few short years, they will be handling increasingly large sums of money for their activities, clothing, and other expenses. In Girl Scouting, girls have the opportunity to gain some financial literacy skills at a young age so that they will be well-prepared for this. By involving girls in financial decision-making, budgeting, and accounting for troop funds, they will be learning to manage money. Girls who participate in product sales especially learn the value of a dollar when they know how many boxes of cookies needed to be sold to pay for certain activities! What are some other ways to accomplish this?

Dues

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

Financial Decisions

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

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

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

Accounting

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

Awards

There are several awards that teach financial skills, especially the Girl Scout Cookie Sale Activity pin, and the following badges: Business Owner, Savvy Shopper, Cookie CEO, and Customer Insights. There are numerous resources on the internet if you type in "financial literacy for kids" into your search engine.

Program Ideas and Resources

The National Program Portfolio

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

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

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

National Leadership Journeys

National Leadership Journeys help Girl Scouts learn and practice the Three Keys, aid their communities, and earn leadership awards, progressing up Girl Scouting's [Ladder of Leadership](#) as they do so.

In July 2018, more new Journeys were rolled out in the Volunteer Toolkit (VTK). These new Journeys added on to the choices that girls and volunteers already have. **Every Journey (whether new or old) is topic-specific, includes hands-on activities, and incorporates Discover, Connect and a Take Action project.** Depending upon the content, some Journeys are shorter and some are longer, but they have been made simpler to use and easier to deliver.

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

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

It's Your World—Change It!:

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

It's Your Planet—Love It:

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

It's Your Story—Tell It!:

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

Outdoor:

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

Think Like an Engineer:

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

Think Like a Programmer:

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

Think Like a Citizen Scientist:

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

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



Service Projects:

Putting the Girl Scout Promise into action!

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

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

- Make sure girls understand the reason for the service. She should see the need and the end result.
- Girl planning does matter! The leader who commits her troop to a service without asking them is missing the boat.
- Let service be a natural part of the troop program.
- Think of your own contacts with schools, sponsors, churches, or agencies for areas needing help.

Hints for a Successful Service Project:

- Check first with the organization or agency before starting on the project.
- Make sure the project is appropriate for the age 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 help with elections and babysit at polls, or distribute non-partisan information about voter registration, etc.
- Remember, Girl Scouts CANNOT solicit money for any other organization, but they may provide service for that organization, or donate a moderate amount from the troop treasury.
- When planning service projects, involve the girls in the process. Ask them how they would like to help in the community or even better, how can they "Take Action" and engage the community in the project.

Choosing a Service Project

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

- **Nursing Homes:** Prepare songs and skits to entertain. Prepare gifts for patients. Collect materials that are needed for their therapy programs such as fabric, wool and craft supplies. Spend time reading to or writing for patients.
- **Hospitals:** Contact the Director of Volunteers for possible projects. Offer to make gifts for children who come to the clinic.
- **Museums:** Older girls can act as guides, help with younger children, clean up, and collect needed items.

- **Day Care Centers or Nursery Schools:** Prepare songs, puppet shows, skits to entertain or teach. Take children on nature walks. Find out if hand-made toys are needed.
- **Animal Shelters:** Help to clean up, decorate, and distribute information.
- **PTAs/School or Church:** Decorate facilities used by troop. Make meeting decorations or help serve at functions.
- **Senior Citizen Groups:** Plan an activity day which could include a sight-seeing trip, bowling, picnic, cookout, songs, dances or crafts.

What other publications/books/resources do I need?

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

Who are my important staff/volunteer contacts?

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

What is a Service Unit?

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

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

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

Program Ideas

Games

Moon Relay

The players (astronauts) form two teams; each team is given three sheets of paper (moon rocks). At a signal, the first astronaut in each line lays down the sheets, one in front of the other, and steps from rock to rock, each time moving it to the front. When she reaches the

finish line, she picks up all three sheets and races back to hand them to the next player.

Memory Tag

One player is selected as "It" and chases the other players. When a player is tagged, she must put her hand on the place she was tagged -- knee, back, etc. In this position, she must chase the other players.

Words in a Bag

Decide on some words for the girls to spell. Prepare enough letters and perhaps a few extras for the girls to be able to spell the words. Place the identical letters in two or more paper bags, depending on how many teams you have. Give each team a paper bag. When you announce the word the girls must spell, the signal is given to start. One at a time contestants of each team put their hands into the sack and draw out a letter. If it is any part of the word, it is placed on the table. If not, it must be put back in the bag. The first team to spell out the word is the winner.

What Is It?

On a table in plain view, display 10 unbreakable objects. Allow girls to examine them for a minute or two; then place screen around table, concealing the leader. As she drops each object, players try to identify what fell by the sound it makes as it falls. Players list objects on paper as they hear them.

Fanning Football

Make a goal line at each end of the room and give each player a paper fan. A ping-pong ball (or cotton ball) is used. The players of each team are scattered over the entire floor, each being assigned to an area which she must not leave. The ball is placed in the center, and at the signal, the players attempt to blow it across the opposing goal, using either the fan or their mouths or both.

Visit to the Farm

Girls stand in a circle. Someone is chosen to be the farmer. She is blindfolded and placed in the center of the circle. She walks around in the

circle, and then points to someone. She then calls this person some animal on the farm. That person must respond by making the sound customary to that animal. The farmer tries to identify the person's name. If she succeeds, they exchange places. If not, the farmer goes on to someone else.

Mechanical Match Game

Put the names of different machines on pieces of paper. Make 2 or 3 (or 5 or 7 for a patrol) for each machine. Each girl picks a paper from a hat. Everyone tries to find her match by acting out her machine using sounds, but not words.

My Month

Twelve cards with the names of a month of the year on each are posted around the room. The players are told to gather around the card naming their birthday month. Then each group in turn is called upon to select some activity typical for that month and to act it out. The others try to guess the month by the activity represented.

Kim's Game

Materials needed: Junior Girl Scout insignia, tray, towel to cover tray Let the girls view the tray without the towel for several minutes. When they think they have seen everything, have them draw pictures or write down as many items as they can remember. Note: this game can be played with any type of items.

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

Crafts

Paper Bead Jewelry

You need: illustrated magazine pages, toothpicks or nails in varying diameters, white glue or tacky glue in small containers or jar lids,

thin cord or fishing line, 1/16" round elastic for bracelet, optional beads for spacers.

To cut beads:

1. Starting at lower right corner, mark off each inch with a dot at bottom edge of a page.
2. Starting at top right corner, measure 1/2" upward, and then mark off each inch.
3. Place ruler from bottom right corner to first dot at top right and draw slanted line.
4. Place ruler from first top dot to first lower dot and draw line to finish a full thin triangle. Continue across page. A 9" by 11" page makes 17 triangles.
5. Cut them out.

To make beads:

1. Wrap the wide end of strip around a toothpick and roll the paper tightly toward the pointed end.
2. Using another toothpick put a touch of white glue on the tip.

Necklaces: Be sure to leave string at end to tie. Tie each end of string around a bead so they won't come unstrung.

Bracelet: Thread 10" of round elastic through paper beads alternating with store bought beads, if desired.

Twig Weaving

You need: branched twigs (from dead trees or shrubs--don't injure living plants!), yarn, string, or thread, a plastic large-eyed needle, scissors.

1. Tie parallel rows of yarn stretching between two arms of the twig. These will be the warp threads. Hold the twig so that the warp threads are vertical.
2. Weave threads from the left in and out among these warp threads to create the desired design.

Personality Collage

You need: old magazines, scissors, gluesticks, and paper.

1. Have each girl look through old magazines for pictures that show her personal interests.
2. Cut out the pictures and arrange them to overlap and completely cover the mounting sheet.
3. Glue each picture in place.
4. Have each girl find headline-sized letters in magazines to spell her name and glue her name anywhere on the arrangement.

Yarn Painting

You need: cardboard or poster board, pencil, yarn in many bright colors, white glue or tacky glue, cuticle stick, toothpick or bamboo skewer.

1. With a pencil draw a simple silhouette-type shape on cardboard. Birds, flowers or animals make good designs.
2. Spread glue around the outer margins of the cardboard.
3. Lay three rows of yarn around the border.
4. Turn sharp corners and press rows of yarn firmly against each other using the cuticle stick.
5. Spread glue along the penciled shape outline and lay a strand of yarn to form its border. Keep sharp corners on initial outline rows. These sharp angles will gradually soften as work continues toward the center.
6. Spread glue and lay in rows of yarn to fill in the center of this shape, again using the cuticle stick to push rows together and to push yarn into hard to reach corners. Change colors as needed for the pattern.
7. Tuck loose ends under to hide them.
8. Fill in background in the same way.

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

Team-Building Games and Activities

Affirmative Fold Ups

Give each girl a sheet of paper and ask them to write their name on the top of the paper. Place all of the papers in the center of the circle. Have each participant draw a sheet from the center (not their own) and ask them to write one positive word (or a sentence) about that person at the bottom of the sheet. They then fold the paper up to cover up the word. Have them place the sheet back in the center and repeat on another sheet. Girls continue to select sheets from the circle to write affirming words on, until the name is the only thing showing on the paper. The leader can then distribute the papers to their owners.

Back to Back

Every girl must find a partner of approximately equal height and weight, if possible. The partners will lock arms with their backs to one another. With arms remaining locked at all times, the partners will sit down on the ground, kick their legs out straight, and try to stand back up. Then groups of four will try the same thing, then groups of eight, sixteen, and eventually, the entire group together.

Blanket Volleyball

Divide group into two teams, each with a blanket held like a parachute. Toss in an object that is volleyed from team to team using the blanket for propulsion. Can add more objects.

Blind Shapes

Group is blindfolded or with eyes closed. Have group form themselves into a square or a triangle, etc. Can use a rope with everyone holding on.

Blind Walk

Divide group into pairs with one member of each pair blindfolded. Seeing partner leads

blind partner on a walk. The walk should be challenging, including such obstacles as climbing over tables, crawling under chairs, walking up or down stairs, climbing over railings, etc.

Canyon Bridge

Two groups meet on a log/bench/etc. (the bridge) The groups need to pass each other to get to the other side of the canyon. Anyone who falls off goes to the end of their group.

Group Juggling

Establish pattern of tosses including everyone in a circle. Add additional objects periodically. This is a good way to help a group of strangers remember at least one person's name forever.

1. Have the group stand in a circle, fairly close together.
2. Toss a ball across the circle, calling out the player's name to whom you toss it to. That player tosses to a different player and so on until everyone has caught the ball and thrown it on once. It should be back in your hands at this point.
3. Repeat the sequence a couple of times. Add a second ball and then a third. Add as many balls as you want.

Variations? Make a wider circle

Use toilet paper instead of balls

Use various size balls

The game ends when no one will play anymore.

Group Knot

Have the girls stand in a tight circle, with their hands in the center. Then they grab others' hands at random. The puzzle is then for the whole group to work together to get themselves untangled without letting go of hands. Sometimes you'll find that the group has actually formed several smaller circles. This may get frustrating if you've formed a troublesome knot, but let them keep trying.

Keep It Up

The players form two or more teams with 10-12 players on a team. Each team gets into a circle. Each team is given a volleyball (or similar type ball of any size). The players attempt to keep their ball in the air the longest. When a team wins, they get a point. The team with the most points wins. Do not allow players to catch the ball during play. NOTE: To vary, change the way of scoring... say the ball must be hit in the order of the participants in the circle.

Line Up

The group lines up in order of size, birthday, address, shoe size, shirt color, etc. Variations include no talking, blindfolded, blindfolded and no talking, etc.

Loop-de-Loop

Have the girls stand in a circle and hold hands. Start one hula hoop (or inner-tube, long loop of fabric, etc.) hanging over one pair of joined hands. Each person in the circle must pass the hoop/loop over herself and on to the next person - WITHOUT letting go of hands. For added difficulty, do this with 2 or 3 loop/hoops going at the same time in different directions.

Masks

Girls are given a piece of paper (preferably poster board). They are asked to cut out a face shape (that is fairly large - like the size of a regular face). They can cut out eyes and a mouth if they would like. Participants are then asked to decorate the face. One side represents what they feel people see/know/believe about them (on the outside). The other side represents what she feels about herself (things going on the inside, what people do not necessarily know or see, etc.) The participants then share with the group if they feel comfortable.

Minefield

Have group discuss things that are detrimental to functioning as a group. For each characteristic/action, throw an object into the playing space (the "minefield.") Have group

choose partners. One partner is blindfolded at one end of the field. The non-blindfolded partners stand at the opposite end of the field and try to talk their partners through the minefield without running into any of the obstacles.

Piece of the Puzzle

Game leader should cut a puzzle out of poster paper ahead of time. (There should be one piece for each member of the group.) Have girls decorate their piece to represent who they are and what they feel they can contribute to the group. Once the girls are done, have them share what they have on their piece and assemble the puzzle. Leader should initiate a discussion on the power of everyone coming together, how much more of an impact a put together puzzle can have, than separate pieces, and how a final product could not be reached without a contribution from every piece of the puzzle.

Poison Peanut Butter

Draw two lines to represent the edges of the poison peanut butter. Hand group bandanas. Group needs to get everyone safely across using only the bandanas as safety zones. Variations include using too few bandanas for a continuous chain across or stating that once a bandana has been placed on the ground, it cannot be moved. In the second case, be sure there are enough bandanas to make it across if placed strategically.

Similarity Charades

Divide into smaller groups. Each group discusses their similarities and acts out for other group to guess.

Stick

Everyone in the group touches the stick at same time. Break stick in half and repeat. Continue until stick is very small. (It's easier to start with a simple goal and work up to a harder one...)

Trust Falls

One partner falls backwards with other partner spotting. Variations include forward falls where partners extend arms and fall toward each

other, connecting hands. This can be done from fairly far apart provided there are spotters ready to catch the fallers in the middle. (Note: Trust falls must be highly supervised.) Also a variation where there are at least 2 spotters, legs spread, one in front of the other, works well.

What You Don't Know

Tape a blank piece of paper (poster board - kind of like a billboard over the person's head) on everyone's back. The members are to write a compliment or positive comment on the paper. At the end of the activity, explain that a lot of times we tend to give compliments behind someone's back and it is not very often that we actually say these things to people's faces. We sometimes take for granted the positive aspects of others. If you wish, you may also explain that criticisms often are given behind others' backs as well, and that it may be more effective if they go to the person, instead of others. Have the girl's pair up with someone they would like to get to know better and remove the paper from each others' backs. They should then explain to that person why they would like to get to know her better.

Wind in the Willows

A variation on trust falls involving the entire group. Group stands in a circle with one person in the middle. Person in middle gently falls in any direction, trusting spotters to catch him/her and stand him/her back up.