

THE GUIDE FOR

BROWNIE GIRL SCOUT  
**LEADERS**

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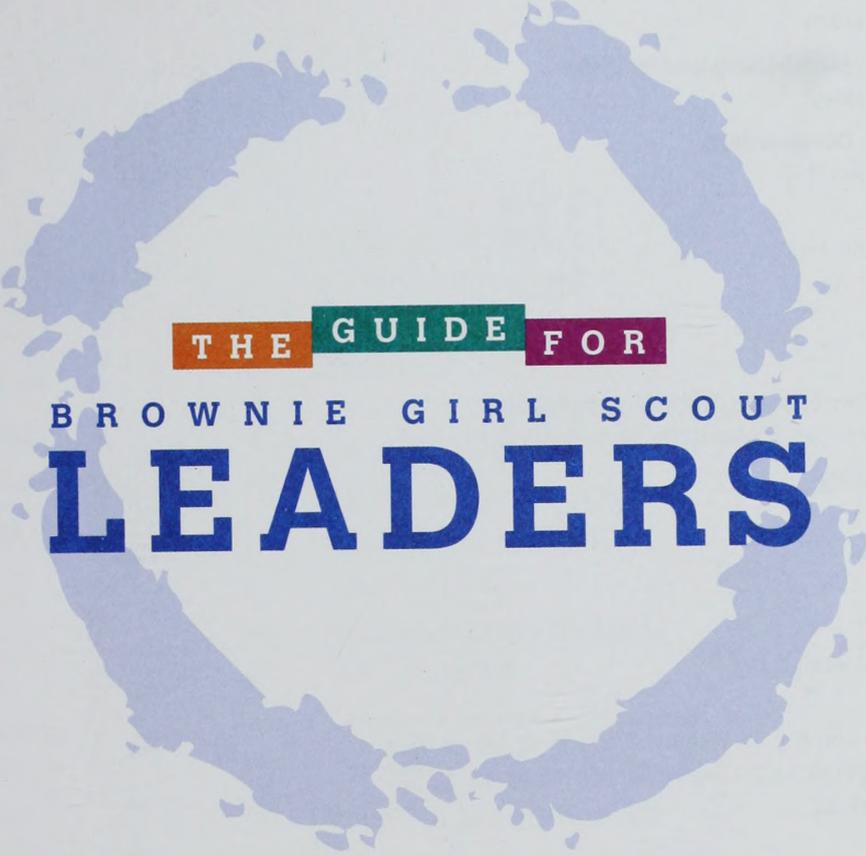
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THE GUIDE FOR  
BROWNIE GIRL SCOUT  
**LEADERS**

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First Impression 2000

Printed in the United States of America

ISBN 0-88441-603-8

15 14 13

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# Introduction

**B**y becoming a Brownie Girl Scout leader you have embarked on a wonderful journey that promises to take you to new places (platform tents, perhaps!), teach you new ideas (the adjective “bad” really means “good,” maybe?), and enable you to make an indelible impression on the lives of youngsters. Your support may encourage a shy child to someday become a group leader.

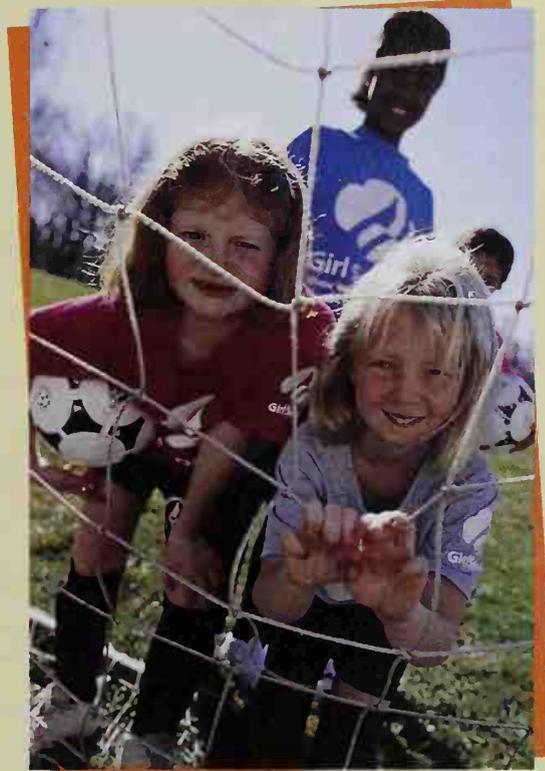
Many times children seek role models outside their families. This can be you. With a sense of humor and lots of patience, you can open doors for girls at an early age and help them to acquire skills and interests that they will take with them into the future.

Along with the innumerable rewards of being a Girl Scout leader come the challenges. Interacting with a



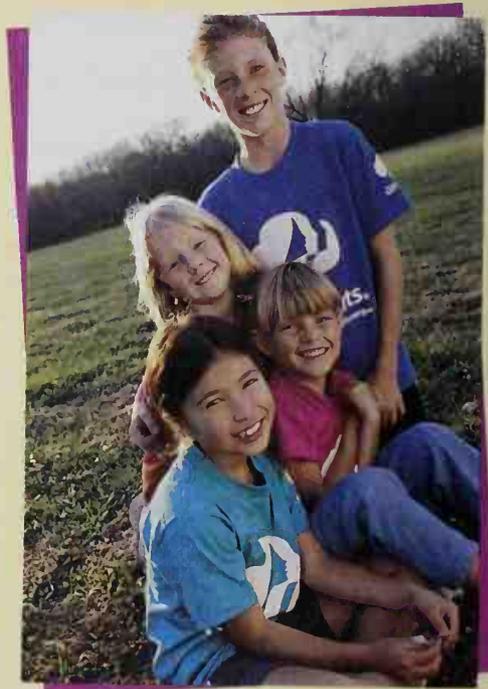
group of six- to eight-year-olds might sometimes seem like you have stepped into the eye of a hurricane. You may need to set parameters to channel the boundless energy and high-spirited exuberance that children frequently exhibit when they are having fun, which is what Girl Scouting is all about!

**Y**ou are busy with multiple responsibilities and commitments, but most of your time as a Girl Scout leader should be spent enjoying activities and interacting with the girls, not doing lots of paperwork or attending too many “adults only” meetings.



**T**he first part of this book details essential Girl Scout information. Section II provides several charts and ideas that will help you to plan activities with girls. The third section contains a series of fictitious scenarios and suggestions for handling them as a Girl Scout leader. Section IV includes activities that you can do “in a pinch.” The fifth, and final, section is an annotated resource list that will help you to choose the Girl Scout publications most appropriate for the activities that you are doing or the events that you are planning. A general list of other resources is also included in this part of the book.

Your trip has just begun. Settle in and you will discover that the girls in your troop have as many things to teach as they have to learn.





# Basic Girl Scout Information

SECTION

## Girl Scout Program Goals

Four program goals serve as the bedrock for all the materials, activities, and initiatives that are developed under the auspices of Girl Scouting. They are as follows:

### 1

Girls will develop to their full potential.

Girl Scouting will:

- Foster girls' feelings of self-acceptance and unique self-worth.
- Promote girls' perception of themselves as competent, responsible, and open to new experiences and challenges.
- Offer girls opportunities to learn new skills.
- Encourage girls' personal growth.
- Allow girls to utilize and practice talents and abilities.

### 2

Girls will relate to others with increasing understanding, skill, and respect.

Girl Scouting will:

- Help girls develop sensitivity to others and respect for their needs, feelings, and rights.
- Promote an understanding and appreciation of individual, cultural, religious, and racial differences.
- Foster the ability to build friendships and working relationships.

### 3

Girls will develop a meaningful set of values to guide their actions and to provide the foundation for sound decision-making.

Girl Scouting will:

- Help girls develop meaningful values and ethics that will guide their actions.
- Foster an ability to make decisions that are consistent with girls' values and that reflect respect for the rights and needs of others.
- Empower girls to act upon their values and convictions.
- Encourage girls to reexamine their ideals as they mature.

### 4

Girls will contribute to the improvement of society through the use of their abilities and leadership skills, working in cooperation with others.

Girl Scouting will:

- Help girls develop concern for the well being of their communities.
- Promote girls' understanding of how the quality of community life affects every member of society.
- Encourage girls to use their skills to work with others for the benefit of all.

As a Brownie Girl Scout leader, you will find it helpful to keep the four Girl Scout program goals in mind when planning activities with the girls. Remembering the goals of Girl Scout program will help you build a balanced experience for girls.

## Girl Scout Promise and Law

As a values-based organization, Girl Scouts finds its foundation in the Promise and Law. You can always rely on the principles found in them to help girls make decisions or relate to one another.

### 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.



## Age Levels in Girl Scouting

Brownie Girl Scouts are one of the five age levels in Girl Scouting. The other four are Daisy Girl Scouts, Junior Girl Scouts, Cadette Girl Scouts, and Senior Girl Scouts. Often you may hear someone say, "I was a Brownie, but I was never a Girl Scout!" Brownie Girl Scouts are six, seven, or eight years old or in first, second, or third grade. They are part of a worldwide movement that has members in more than 100 nations, all belonging to the World Association of Girl Guides and Girl Scouts (WAGGGS). The age levels are:



World Association  
(WAGGGS) pin

### Daisy Girl Scouts

(grades K-1 or 5-6 years old)

### Brownie Girl Scouts

(grades 1-3 or 6-8 years old)

### Junior Girl Scouts

(grades 3-6 or 8-11 years old)

### Cadette Girl Scouts

(grades 6-9 or 11-14 years old)

### Senior Girl Scouts

(grades 9-12 or 14-17 years old)

## Resources for Brownie Girl Scouts

Brownie Girl Scouts use two basic books—the *Brownie Girl Scout Handbook* and *Try-Its for Brownie Girl Scouts*. The handbook contains basic information about Girl Scouting and other topics important for six- to eight-year-olds to know—friends, families, community, safety, world citizenship, leadership, and the environment.

*Try-Its for Brownie Girl Scouts* is a companion book that offers activities to reinforce and extend the topics covered in the handbook. Girls earn Try-Its by doing activities and completing projects. They wear these awards on their uniforms.

For a fuller discussion of Girl Scout resources, see Section V, “Annotated List of Girl Scout Resources for Brownie Girl Scouts,” pages 55-57.

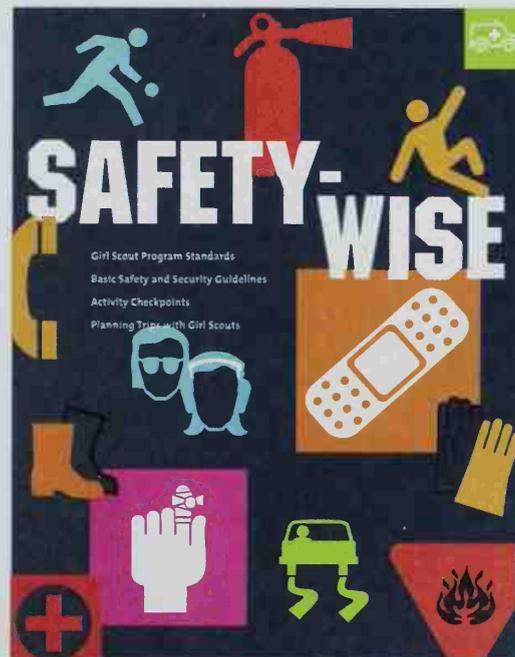


## TIPS for Using Brownie Girl Scout Resources

The resources for Brownie Girl Scouts contain invaluable ideas for activities that are sure to captivate and stimulate youngsters. As such, you should use these books as a springboard for introducing girls to a wide range of topics and ideas while engaging them in as much activity as possible. The following tips will assist you in achieving this goal:

- Don't expect girls to read their handbooks cover to cover. Instead, they may read a few pages at one time and then skip to an entirely new topic by the next meeting. Similarly, girls may not want to complete an entire Try-It; they may do one activity and then decide that they want to move on to a different Try-It.
- Instructions written in simple language will work best because some Brownie Girl Scouts may not be entirely proficient at reading.
- If an activity in either the handbook or the Try-Its book seems way too advanced (or too easy) for the girls in your group, modify it to make it fun and educational for all involved.

- The girls in your troop are certain to have different interests and abilities. Vary activities enough so that the program meets the needs of all girls. Try sports one time and crafts the next, for example.
- Girl Scout meetings and activities should be distinctly different from school. Involve girls in the decision-making process as much as possible. Allow them freedom to make choices and to express their opinions.
- Establish guidelines and parameters for acceptable behavior from the very start of the troop year. See *Safety-Wise* for more information. Make sure you are using the most recent edition—at least the eighth printing.



## Brownie Girl Scout Try-Its

The 57 Try-Its in *Try-Its for Brownie Girl Scouts* are designed to expose girls to new hobbies, skills, and fun activities. The emphasis is on trying new experiences, not gaining proficiency. When girls complete any four activities in a Try-It, they may receive the award to wear on their sashes or vests.

Ideally, the activities in the Try-Its will be done in a group. They are, however, flexible enough for girls to work on them alone or with just one other person. Many activities require adult assistance. Before introducing any Try-It to the girls in your troop or group, review it so that you know just what materials you will need, how long the activity will take, and what results you can expect.

Girls should not feel pressured to complete a Try-It if they are really not enjoying the activities. Encourage girls to sample Try-Its on topics that are unfamiliar to them.

It is perfectly acceptable to amend or adapt activities when special circumstances make it difficult to complete them as written. For example, girls may be asked to view an exhibit in a museum. If the closest museum is in the next town, county, or even state, this may not be possible. It would, therefore, be perfectly acceptable

for girls to visit a museum online or view artifacts at a local historical society or even an antiques store. Flexibility is essential when dealing with youngsters and completing Try-Its is no exception.

As the leader, you determine when a Try-It has been earned. Girls should not feel that they are in a race or competition to earn the most Try-Its. Each girl should receive equal praise for her efforts, whether she has earned one award or 10.

A Court of Awards, a ceremony to recognize girls' achievements, can be held to distribute Try-Its. You should plan this event with the girls in your troop.

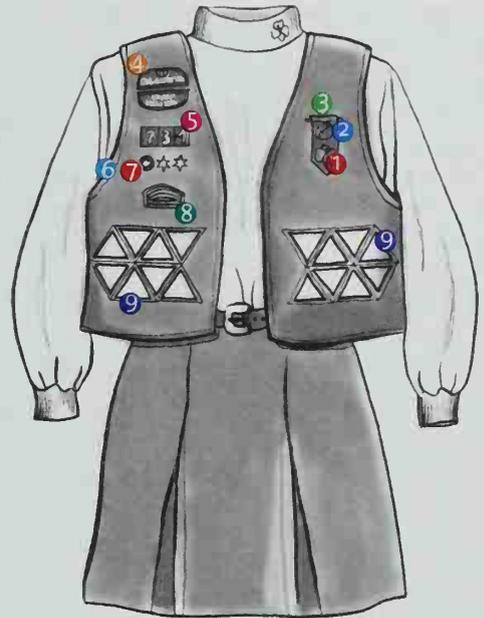
Finally, earning Try-Its is only one aspect of the Girl Scout program for Brownie Girl Scouts and should not become the primary focus of all meetings. Girls should be encouraged to enjoy different types of activities, not just the ones that end with a tangible award.



## Uniforms and Insignia

Use the following illustrations of the Brownie Girl Scout uniform and adult uniform as a guide for the placement of Girl Scout insignia.

- 1 Brownie Girl Scout Pin
- 2 World Association Pin
- 3 Insignia tab
- 4 Brownie council identification set
- 5 Troop numerals
- 6 Membership stars
- 7 Discs for membership stars
- 8 Bridge to Brownie Girl Scouts
- 9 Try-Its



- 1 Adult insignia tab
- 2 World Trefoil Pin
- 3 Adult Position Pin
- 4 Girl Scout Pin
- 5 Membership numeral guards
- 6 Campus Girl Scout guard
- 7 Appreciation Pin
- 8 Thanks Badge
- 9 Thanks Badge II
- 10 Honor Pin
- 11 Lifetime Membership Pin
- 12 Personalized ID Pin
- 13 Girl Scout Gold Award
- 14 Bridge to Adult Girl Scouts
- 15 Years of Service Pin
- 16 Outstanding Volunteer Award Pin
- 17 Outstanding Leader Award Pin

## Religious Awards

In addition to Try-Its, Brownie Girl Scouts may earn religious awards. Use the following information to contact the organizations that can help girls earn specific awards.

RELIGIOUS ORGANIZATION	AWARD	WHERE TO GET INFORMATION
BAHA'I	Unity of Mankind	Baha'I Committee on Scouting Baha'I National Center Wilmette, Ill. 60091 (708) 869-9039
BAPTIST	See awards listed under Protestant and Independent Christian Churches	P.R.A.Y. P.O. Box 6900, St. Louis, Mo. 63123 (800) 933-PRAY (7729)
BUDDHIST	Ages 6-8 Padma Award	Buddhist Church of America National Headquarters 1710 Octavia Street, San Francisco, Calif. 94109 (415) 776-5600
CHRISTIAN SCIENCE		P.R.A.Y. P.O. Box 6900, St. Louis, Mo. 63123 (800) 933-PRAY (7729)
CHURCHES OF CHRIST	Joyful Servant Award	Members of Churches of Christ for Scouting ACU Station, Box 27618, Abilene, Texas 79699-7618 (915) 674-3739
EASTERN ORTHODOX		P.R.A.Y. P.O. Box 6900, St. Louis, Mo. 63123 (800) 933-PRAY (7729)
EPISCOPAL	Ages 6-8 Grades 1-3 God and Me	P.R.A.Y. P.O. Box 6900, St. Louis, Mo. 63123 (800) 933-PRAY (7729)
HINDU	Ages 6-8 Grades 1-3 Dharma Award	North American Hindu Association 46133 Amesbury Drive, Plymouth, Mich. 48170 (313) 453-5049 or 981-2323
ISLAMIC	Ages 5-8 Bismillah Award	Islamic Committee on Girl Scouting 31 Marian Street, Stamford, Conn. 06907 (203) 359-3593
JEWISH	Ages 6-9 Lehavah Award	National Jewish Girl Scout Committee of the Synagogue Council of America 327 Lexington Avenue, New York, N.Y. 10016 (212) 686-8670

**RELIGIOUS ORGANIZATION**

**AWARD**

**WHERE TO GET INFORMATION**

LUTHERAN

Ages 6-8  
Grades 1-3  
God and Me

P.R.A.Y.  
P.O. Box 6900, St. Louis, Mo. 63123  
(800) 933-PRAY (7729)

(MORMON)  
CHURCH OF JESUS CHRIST  
OF LATTER-DAY SAINTS

Salt Lake District Center Church of Jesus Christ  
of Latter-Day Saints  
1999 W. 1700 South, Salt Lake City, Utah 84104  
(801) 240-2141

PROTESTANT AND  
INDEPENDENT  
CHRISTIAN CHURCHES

Ages 6-8  
Grades 1-3  
God and Me

P.R.A.Y.  
P.O. Box 6900, St. Louis, Mo. 63123  
(800) 933-PRAY (7729)

(QUAKERS)  
SOCIETY OF FRIENDS

Ages 6-8  
Grades 2-3  
That of God

Friends Committee on Scouting  
c/o Dennis Clarke  
85 Willowbrook Road, Cromwell, Conn. 06416  
(203) 635-1706

REORGANIZED CHURCH  
OF JESUS CHRIST OF  
LATTER-DAY SAINTS

Age 8  
Light of the World

Youth Ministries Office  
The Auditorium  
P.O. Box 1059, Independence, Mo. 64051  
(816) 833-1000

ROMAN  
CATHOLIC CHURCH

Ages 7-9  
Family of God

National Federation for Catholic Youth Ministry  
3700-A Oakview Terrace, NE, Washington, D.C. 20017  
Attn: Orders Clerk  
(202) 636-3825

UNITARIAN UNIVERSALIST

Unitarian Universalist  
25 Beacon Street, Boston, Mass. 02108  
(617) 742-2100

UNITY CHURCH

Ages 6-8  
God in Me

Association of Unity Churches  
P.O. Box 610, Lee's Summit, Mo. 64063  
(816) 524-7414

## Safety-Wise

One of your major responsibilities as a Girl Scout leader is to provide for the safety and security of girls. As a result, all Girl Scout program activities must meet the standards and guidelines as stated in *Safety-Wise*, a book given to every Girl Scout troop or group. Refer to *Safety-Wise* frequently to answer your questions concerning procedures for activities in which the girls in your troop or group are involved.

## Managing Money and Troop Money-Earning Activities

The program standards and guidelines in *Safety-Wise* state that troops or groups should be financed by dues, money-earning activities, and through a percentage of council-sponsored product sales.

Some troops or groups arrange activities for which they charge fees or sell products or services. Sample activities appropriate for this purpose can be found in *Safety-Wise*. Before girls participate in any money-earning activity, permission from a parent or guardian must be obtained. The money that is earned from these activities is placed in the troop treasury.

You must always obtain written permission from your Girl Scout council before starting any money-earning activity. People at your council can help you investigate the laws, regulations, or insurance requirements that may apply to activities that involve money.

### TROOP BUDGETING

It is important for girls to be involved in the troop's budgeting and overall financial process so that they can understand how funds are being used. Although you will have to provide guidance and might have to make some final decisions, girls can discuss things like saving their money for a more expensive trip, pooling their money with others to do a service project, or spending their money on supplies. Girls enjoy opportunities to go to the bank to deposit group funds, to go on shopping trips, or to compare costs through newspaper advertisements or fliers before purchasing items. Although you handle the group funds, it is important to remember that it is the group's money.

## The Girl Scout Cookie Sale

The cookie sale is part of the Girl Scout program and should be designed to enhance girls' decision-making, planning, and goal-setting skills. Information on cookie sales can be found in the *Brownie Girl Scout Handbook* and in *Safety-Wise*. Note that neither girls nor adults may sell Girl Scout Cookies on the Internet. However, girls can e-mail friends and family to let them know about the sale.



## Important Places and Faces

Use this section to keep a record of the important phone numbers and addresses so that you can have them at your fingertips.

COUNCIL NAME

---

ADDRESS

---

PHONE NUMBER

---

NAME OF COUNCIL CONTACT

---

PHONE NUMBER AT TROOP MEETING SITE

---

CAMP ADDRESS

---

LOCAL POLICE DEPARTMENT

---

POISON CONTROL PHONE NUMBER

---

## She Told a Friend and She Told a Friend and So On

Sometimes plans change and you need to get in touch with the parents or guardians of the girls in your troop in a hurry. Create a phone chain to help you expedite this process. You call the first person on the list and then each adult is responsible for making one or two calls. This will help you save the time and energy that it will take to contact every member of the troop.

A phone chain diagram consisting of 12 colorful telephone handset icons connected by a wavy line. Each handset is accompanied by a form for name, telephone, and e-mail.

Handset 1 (Green):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 2 (Dark Blue):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 3 (Yellow):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 4 (Red):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 5 (Purple):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 6 (Light Green):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 7 (Blue):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 8 (Orange):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 9 (Light Purple):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 10 (Light Blue):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 11 (Light Yellow):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_

Handset 12 (Light Green):  
name \_\_\_\_\_  
telephone \_\_\_\_\_  
e-mail \_\_\_\_\_



# Planning Activities, Events, and Outings

SECTION

## Developmental Characteristics of Brownie Girl Scouts

A general understanding of the developmental characteristics of Brownie Girl Scouts will facilitate your role as a leader. It will enable you to appreciate why girls behave as they do and how you can assist in their learning and growth processes. Remember that these are broad, general characteristics. Each girl is different and will proceed through developmental stages at her own pace.

### COGNITIVE SKILLS

*(thinking and language)*

- Children are developing vocabulary at a high rate: written, spoken, and heard.
- Children start to read.
- Children are interested in make-believe and fantasy stories.
- Children often have vivid imaginations.

### GROSS MOTOR SKILLS

*(large muscle activities)*

- Children can throw a ball.
- Children can skip.
- Children can roller-skate.
- Children can jump rope.

### FINE MOTOR SKILLS

*(finely tuned movements)*

- Children can trace around hand.
- Children can draw rectangles, circles, squares, and triangles.
- Children can mold clay objects.
- Children can reproduce letters and words.

### SOCIAL SKILLS

- Children enjoy playing in groups.
- Children start to demonstrate independence from their families.
- Children want to have lots of friends, but may also select one “best friend.”
- Children begin social telephoning to friends.
- Children like to help others.

### EMOTIONAL SKILLS

- Children’s moods may change from minute to minute.
- Children need lots of praise and encouragement.
- Children react negatively to too much direction.
- Children are interested in the difference between good and bad.



List Sample Activities from Each of the Following Girl Scout Resources that Match Developmental Characteristics of Brownie Girl Scouts

TRY-ITS FOR BROWNIE GIRL SCOUTS

FOLLOW THE READER

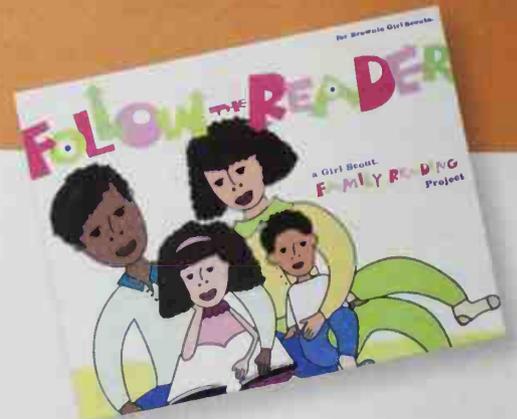
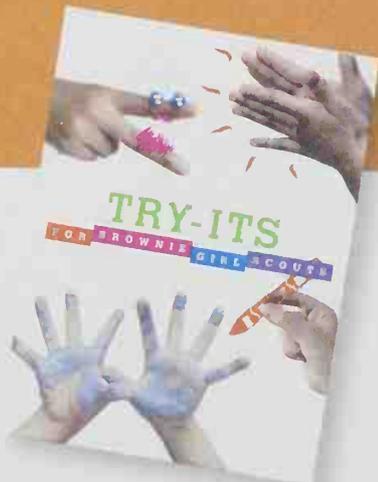
COGNITIVE SKILLS

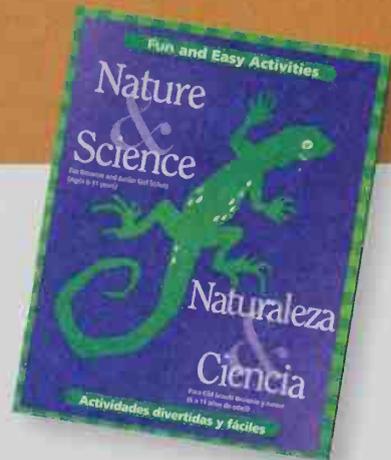
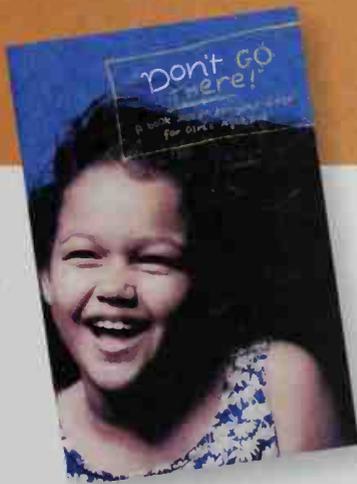
GROSS MOTOR SKILLS

FINE MOTOR SKILLS

SOCIAL SKILLS

EMOTIONAL SKILLS





## Planning Troop Meetings

Brownie Girl Scout meetings should be scheduled to best meet your needs and the needs of the girls. Some troops or groups of Brownie Girl Scouts meet once every two months for three hours, others meet twice a month for 45 minutes, while others may meet once a week for one hour. Sometimes, one activity will take up the entire meeting. Other times you will do a few different things.

### SAMPLE FORMAT FOR A MEETING

Although there is no one template for a Brownie Girl Scout meeting, many troops find the following format quite successful:

✓	Start-up
✓	Opening
✓	Business
✓	Activities
✓	Cleanup
✓	Closing

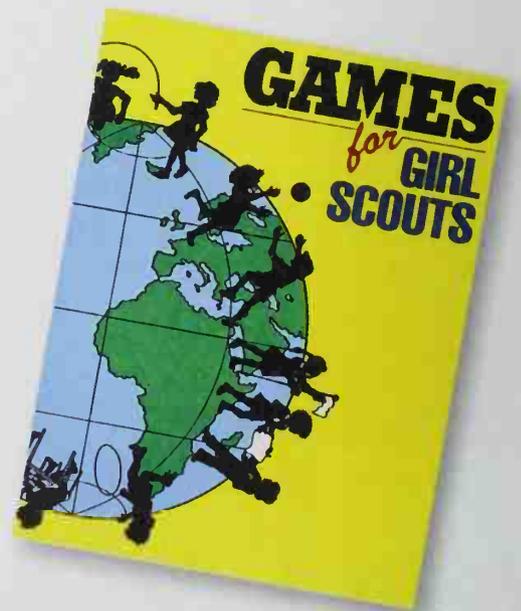
For each part of the meeting, you will need to consider which girls will be in charge and what supplies or resources you might need.

#### Start-Up

Start-up activities are usually self-directed. Girls can do them alone or in pairs with minimal supervision. This gives leaders a chance to greet the girls and parents as they arrive.

Use these ideas as a catalyst for your own creativity:

- Set out a number of song tapes and a tape recorder, so that girls may sing along or dance to the music.
- Have paper, crayons, or markers, and small strips of cardboard available. Girls can make bookmarks with these materials.
- Provide materials for a simple game.



- Prepare a set of index cards so girls can practice “acting.” The cards can have the names or pictures of animals, types of jobs, different emotions, historical characters (fictional and nonfictional), names of objects, or other sorts of categories. A girl picks a card and mimes the word she has chosen. The other girl, or the entire group, tries to guess the word on the card from the actions.
- Display a collection of children’s magazines or books.
- Provide a box with simple games.

### Opening

Opening activities should help the girls focus on the meeting and begin interacting as a group. A simple flag ceremony, a Girl Scout song such as “The Brownie Smile Song” or “Make New Friends,” or a time set aside for sharing are some suggestions for suitable activities.

### Business

Troop business might include making announcements, taking attendance, collecting dues or fees, planning for trips or activities, or making a new kaper chart. A kaper is a special Girl Scout word meaning “chore.” A kaper chart is a simple way to rotate responsibilities. Girls can get to try out a variety of skills.

### Activities

Besides the *Brownie Girl Scout Handbook* and *Try-Its for Brownie Girl Scouts*, there are other resources full of activities for the girls in your troop or group. See pages 55–57 for an annotated list.

When choosing an activity, it is important to look at it from a girl’s perspective. There are other considerations, too. For example, is the activity suitable for your meeting place? Will the activity need to be adapted? Are there enough materials for each girl? Will you be able to clean up any messes?

### Cleanup

The girls assigned to cleanup should have their names listed on a kaper chart. This assignment should be rotated among all the girls in the troop. It should never be used as a disciplinary tool, as girls need to know that cleaning up is a responsibility shared by all. It is not a punishment.

### Closing

In the closing, emphasize what the girls have accomplished that day and what activities they can look forward to in the future. Good closing activities include:

- Gathering in a friendship circle and doing the friendship squeeze. (See page 19 of the *Brownie Girl Scout Handbook* for details.)
- Reciting the Girl Scout Promise and Law. Girls can take turns discussing the meaning of part of the Promise or Law, or describing something they have done that exemplifies them.
- Stating one personal goal that each girl would like to accomplish before the next meeting.

After the closing, be sure that you know how each girl will get home and that each girl is met by a parent or guardian.

### Clean-Up Checker



### Snacks



### Supplies



### Ceremonies



### Closing Activity



**MORE TIPS FOR PLANNING A MEETING**

It is often easier to plan a meeting if you have a set goal or a special theme. For example, if girls have expressed an interest in learning more about safety, your objective for the meeting may be to practice the fire safety procedures included in the *Brownie Girl Scout Handbook* on pages 62–63. You could extend this theme to a subsequent

meeting by arranging a field trip to a firehouse, arranging for a guest speaker from a child abuse protection agency, or creating a first-aid kit with the girls.

Working from a written plan is often easier and more effective than improvising. The following worksheet is available for you to use in planning your meeting.

**Meeting Plan Worksheet**

	WHAT WE WILL DO	WHO WILL DO IT	WHAT WE NEED	NOTES
START-UP				
OPENING				
BUSINESS				
ACTIVITIES				
CLEANUP				
CLOSING				

## Let's Get Organized

As you begin to work with your particular group of youngsters and their parents, you will, undoubtedly, establish your own system of organization. Read what one leader has to say:

### “How to Succeed in (Leader) Business”

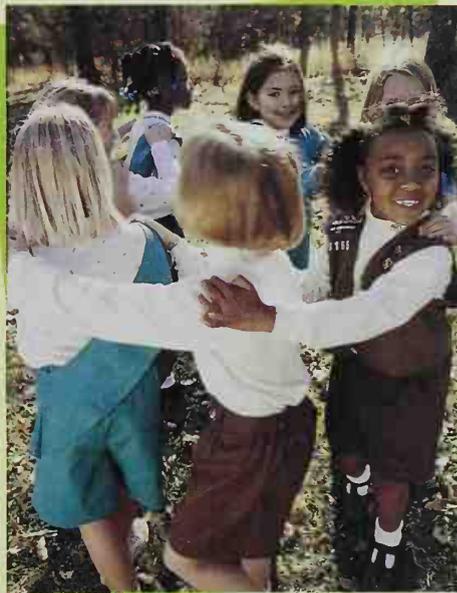
“What have I done?” and “Why have I done it?” were my first thoughts after agreeing to be the leader for my first grade daughter’s Brownie Girl Scout troop. Two years and many meetings, camping adventures, and field trips later, my answers are the same, although I’ve often taken a side excursion to get there.

The “what” was the easier question to answer. I’d agreed to lead a troop of 12 lively first-grade girls into the world of Girl Scouting. It seemed a simple enough task.

But why had I committed to this task? Never mind that at 42 years old I was by far the oldest of the moms involved. Never mind that my only contact with Girl Scouting since 1968 (when my Cadette troop dissolved due to a lack of leadership and

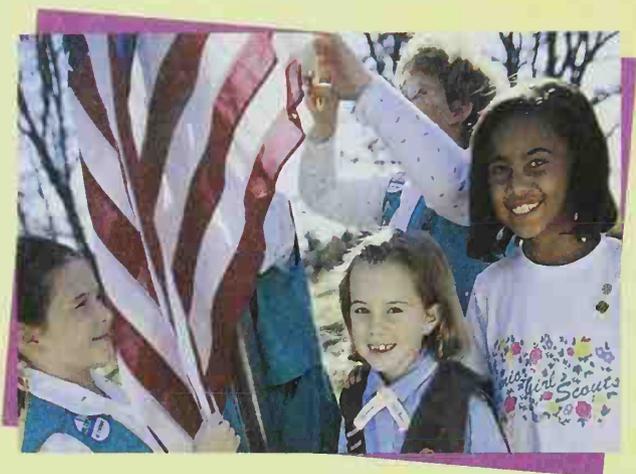
interest) had been my annual Thin Mint purchase. I was doing this because my youngest daughter wanted to be a Girl Scout and I had no good reason to tell her no.

At first, the terminology threw me for a loop. What was a Try-It and when did Brownies start earning them? When did vests become an alternative to sashes, and where did all those



patches on the back come from? What was a Daisy, a service team, age-level training, *Safety-Wise*? I seemed to be the outsider, the only clueless person in a room full of tuned-in veterans.

New leader training cleared the most glaring discrepancies, but I was still left with a feeling of impending disaster as our first meeting approached.



How would I be able to:

- Effectively run a meeting and teach **anything** without losing my grip on sanity?
- Keep track of all this paperwork?
- Make sure everything that needed to go home did?

After much stewing I came up with three things that have made the mechanics of being a leader a relative breeze.

## 1. Getting Organized

The first brainstorm I came up with was our troop notebook. I bought a three-ring binder and a pack of dividers. The first section I labeled "Meeting Notes," and we'll talk about this later. The next section was "Individual Records." I completed an "Individual Girl's Record" form for each girl and put them in alphabetical order. I then started a "Brownie Try-It Worksheet" for each girl and placed it with her individual record. I updated these sheets after each meeting or trip.

The next divider was for "Leader Handbooks." This is where I keep our copy of the *Blue Book of Basic Documents* and *Safety-Wise*. The next section is "Financial Records." The "Detailed Cash Record" is found here and I update it when I spend or receive troop money. This makes the end-of-the-year report a whole lot simpler than it could be.

The last section was labeled "Letters Home" and is for a copy of each correspondence sent to a girl's home. I bought a zippered pencil holder and put it in the front of the notebook for the loose change and receipts. I typed a list of the girls' names, addresses, and phone numbers, and their parents' names, and put it right behind the pencil holder. I was off and running.



## 2. Knowing What to Expect

The second idea was for a standard meeting format. My experience as a mom had taught me my kids do better when they know what to expect. With this in mind I developed an outline for our meetings that has been in place since meeting number one. All I do is change the story, program activities, and announcements from one month to the next. I print a copy of our meeting agenda for each month and use it to keep the meeting running on schedule. Then, after the meeting, I file it in the "Meeting Notes" section of the notebook. This way I can always look back and see what we've done in previous months.

Ours is an after-school troop, but I still save the snack for the end of the meeting or nothing else would get done. I read the girls a story during snack time. Cleanup and other duties are assigned via a kaper chart (an old term I'd forgotten over the years).

## 3. Keep Proper Files

The last idea was for a troop file box. Besides all the things you'd expect to find, like files for training, catalogs, and various field trips, each girl has her own file folder. I also have a file folder. An emergency information card is taped inside each girl's folder that gives both mom and dad's work number, whom to contact in case of an emergency and how to contact her or him, who can pick up the girl, and any other relevant information. All items and correspondences to go home are filed; one copy is placed in each girl's folder. It is each girl's responsibility to check her folder at the end of the meetings for stuff to go home.

This has worked out remarkably well. I don't have to worry about catching the parents to give them information at the end of the meetings. Also, parents have learned to put any notes or messages for me in my folder so I don't forget what they've told me while I'm talking to three people at a

time. Checks for field trips also go in my folder and I keep a stash of small envelopes in the file box for cash payments. The parent paying cash seals the money in the envelope and writes her daughter's name on the envelope before stuffing it in my folder. I never have to wonder where the money in my pocket came from or who hasn't paid for what.

Over the last two years I've been contacted by several other leaders who had heard our meetings are well

organized and wanted to know how that has happened. I've always passed along these tips with one very important caveat: **stay flexible**. Meeting disasters happen no matter how organized you are. Just don't be so set on your meeting goals that your outline becomes more important than having fun.

*Libby Marks McDonell*

Libby Marks McDonell



## SAMPLE MEETING OUTLINE

### Pre-Meeting

- Sign in on attendance board ✓
- Find job on kaper chart ✓
- Start-up activity ✓

### Opening

- Friendship circle ✓
- Girl Scout Promise ✓
- Song ✓

### Announcements and Planning for Future Meetings

- Program Activities ✓
- Cleanup ✓

### Snack

- Brownie story time ✓
- Snack cleanup ✓

### Closing

- Friendship circle ✓
- Song ✓
- Friendship squeeze ✓
- Pick up folder information before leaving ✓



## The Progression of Trips

Trips should be planned progressively—that is, first trips should be simple and close to home, with subsequent trips longer in duration and farther in distance. Be sure to use *Safety-Wise* for guidance on a whole range of important considerations, like proper adult-to-girl ratios, travel and transportation safety, and camping or lodging.

### MEETING-TIME TRIPS

Girls visit points of interest in the neighborhood: for example, a walk to a nearby garden or park, or a short ride by car or public transportation to visit a civic building, such as a firehouse or courthouse.



### DAY TRIPS

These are daytime excursions away from the regular troop meeting place and time. Girls might plan an all-day visit to a historic landmark or building and include a bag lunch or plan a meal in a restaurant. Another possibility is for the girls to attend a Girl Scout council-sponsored or Girl Scout neighborhood-sponsored event.

### SIMPLE OVERNIGHT TRIPS

These usually involve one or two nights away. The destination might be a nearby state or national park, a Girl Scout camp, a historic site, or local attraction. The group may stay in a hostel, hotel, motel, or on campgrounds.

# It Could Happen to You

SECTION

## Hypothetical Scenarios and Tips for Dealing with Them

During your tenure as a Girl Scout leader there are bound to be a few sticky situations or times when you will have to deal with a difficult child or parent. The scenarios below are all fictitious, but they could potentially happen to any leader at any time.

After reading each incident, consider the tips offered for handling it. What else would you do? Who in your council would you call for guidance if you were really unsure about a solution to a particularly sensitive or trying problem?

The attendance in your troop has been steadily declining. You started the year with 25 girls and now you never have more than 10 girls at a meeting. After the latest meeting, you ask two of the girls if they know why fewer girls have been coming. One mumbles something about “only doing crafts stuff” and runs to her waiting father. You have been doing the activities the girls have chosen themselves, and so you are a bit surprised by this answer.

### TIPS for Leaders

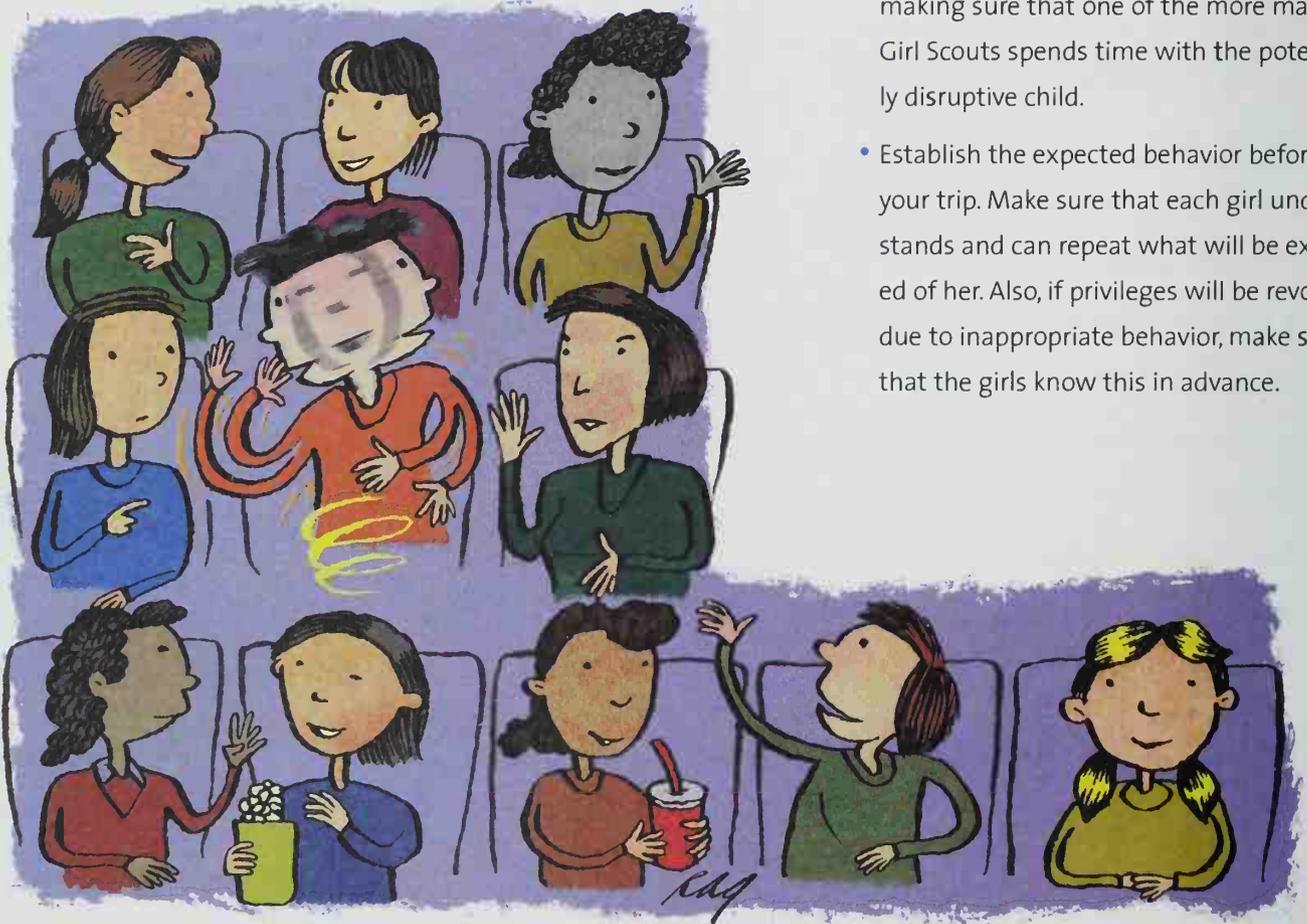
- The Girl Scout program offers a wide array of activities on any number of topics. You can guide the girls in your troop or group to sample new kinds of activities, or try variations on their favorites. As the leader, you may offer a new activity for all to try.
- Peer pressure can have a tremendous impact on children, even those as young as Brownie Girl Scouts. Be alert to situations where the girls may be reluctant to let their true feelings show. For example, voting publicly on what kinds of activities to do, some girls may not be expressing their true desires; instead, they may be voting the same way as their friends.
- Attrition in your troop may be due to a large number of factors, so hear the opinions of the children as something to be explored. Contact the parents of the girls who have ceased coming to find out why they are no longer involved.



Jenny is very active. She never seems to sit still and she talks all the time. Some girls in your troop would like to attend a ballet that is only in town for a limited engagement. You know that some of the children are mature enough and would behave and enjoy a performance. Others, like Jenny, would probably make your life miserable, and they might disturb other people at the theater.

## TIPS for Leaders

- If you encounter recurrent behavior problems, ask to meet with the parents or guardians of the child. You might discover that there are underlying reasons for the girl's behavior—for example, a learning disability that prevents her from sitting still for too long. Her parents or guardians can advise you on the best way to deal with the child.
- In a special setting like a theater, one-on-one supervision might be required. To prevent the child from feeling bad or different, you might ask a group of Cadette or Senior Girl Scouts to attend the show with you, making sure that one of the more mature Girl Scouts spends time with the potentially disruptive child.
- Establish the expected behavior before your trip. Make sure that each girl understands and can repeat what will be expected of her. Also, if privileges will be revoked due to inappropriate behavior, make sure that the girls know this in advance.



You have never gone camping and hate to consider waking up without access to a blow dryer and an indoor bathroom! Some of the girls in your troop have been lobbying for a camping trip. You can't put them off any longer.

What can you do?

## TIPS for Leaders

- Now is the time to enlist the support of the girls' parents or guardians. If you ask, you will probably find that some of the girls who want to go camping have done so already with their families. Ask mothers or guardians familiar with camping to come along on the trip, and you may have more fun than you expect.
- Choose a campsite that is not too rustic. In many places you can find platform tents complete with cots. In these places, you might also find bathrooms or wash houses that feature amenities like running water, both hot and cold, and electrical outlets for your hair dryer.
- You can also discuss this dilemma with staff at your council. They might know of another troop that would not mind having a few additional girls for a camping adventure.

You love to camp. You started as a Girl Scout and nowadays you still spend your vacations in the outdoors. You are eager to pass along your love of nature to the girls in your troop. They either yawn or tell you how much they hate bugs!

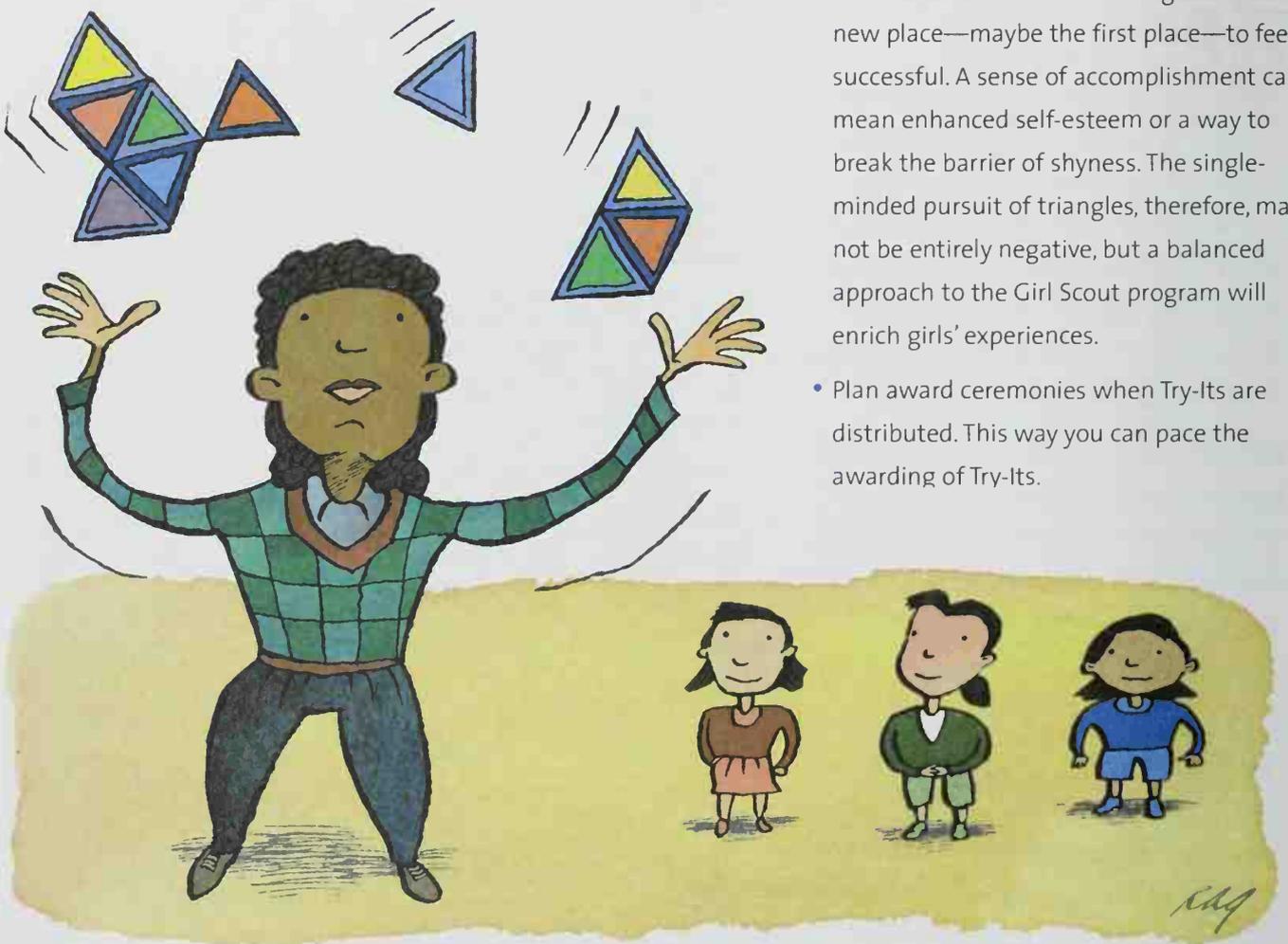
## TIPS for Leaders

- Girls should not be forced to do activities that they do not like. But if they are vetoing certain kinds of things simply because they are unfamiliar, there are several approaches that you can take. Ask them the reasons they don't want to do something. You may discover misconceptions—for example, it's uncomfortable or dirty—that you can dispel. Find opportunities to broaden horizons. If girls hate bugs, explore ways that encounters can be kept to a minimum. Investigate different kinds of bugs, butterflies, and fireflies. You may also uncover hidden reasons. One girl may be afraid to be away from home. In that case, a conversation with parents may be important.
- If girls don't seem ready to go on a complete overnight camping trip, start smaller. Take them on a day hike that will provide them with an opportunity to learn more about nature. If possible, show them places where people camp and the ways that people cook when they are spending time outdoors.

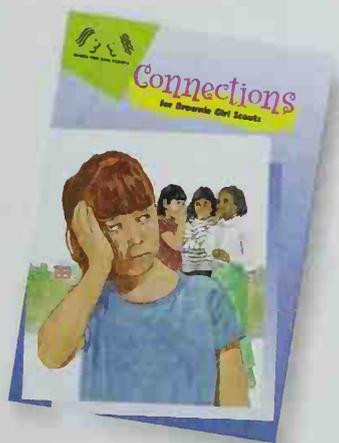
## TIPS for Leaders

You started with one Try-It. Now that's all the girls want to do. They love getting the triangles and spend a lot of time plotting which Try-Its are the easiest and quickest to earn so they can fill up their sashes and vests. They seem happy, but you're not sure about this relentless pursuit of triangles!

- The Girl Scout program offers variety. Some activities lead to an award and many do not. If the girls in your troop seem more interested in the physical Try-It rather than the actual experience of doing the activities, then it may be time to take a break and do something else. Brainstorm ideas with the girls. Present additional possibilities by introducing them to some of the other Girl Scout resources on pages 55–57 of this book. This may be the time to plan a trip or a troop service project.
- For some children Girl Scouting affords a new place—maybe the first place—to feel successful. A sense of accomplishment can mean enhanced self-esteem or a way to break the barrier of shyness. The single-minded pursuit of triangles, therefore, may not be entirely negative, but a balanced approach to the Girl Scout program will enrich girls' experiences.
- Plan award ceremonies when Try-Its are distributed. This way you can pace the awarding of Try-Its.



You are the leader of a Brownie Girl Scout troop that meets in a local church. All the girls in the troop are of Hispanic origin, mostly with Puerto Rican and Dominican backgrounds. The community is also composed of Asians—people with Korean and Taiwanese backgrounds—and some recently arrived Russian Jewish immigrants. You have heard a few of the girls use ethnic slurs, obviously imitating words they have heard at home, on the street, on television, or somewhere outside the troop setting.



## TIPS for Leaders

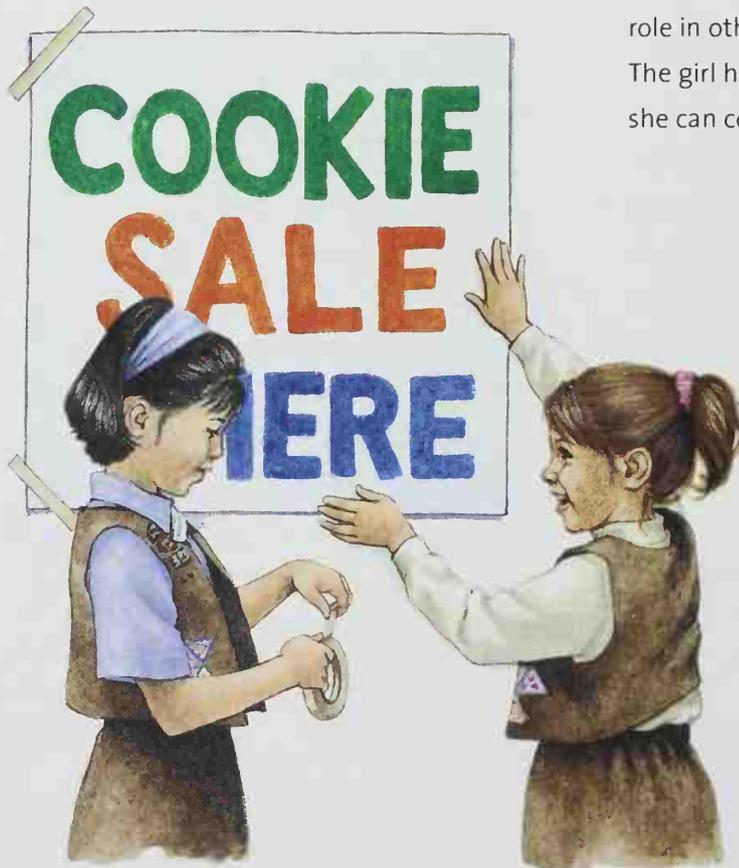
- This is a very sensitive situation. Chances are that the girls do not even understand the insults they are slinging. Also, if girls are indeed learning these slurs at home, they may not comprehend why they are inappropriate. Use the *Connections* booklet, which is a part of the Issues for Girl Scouts series, as a learning tool. As girls read the information and do the activities, they will begin to appreciate differences in people that range from external appearances to cultural norms.
- Use this as an opportunity to explain that everyone has a unique background, and often with a blend of different ethnicities. Show the girls that, even though most of them speak Spanish at home, they too have many differences. Have girls learn about their own families' backgrounds. Use what they learn in a discussion of different cultures. Include in your discussion the differences between Puerto Rico and the Dominican Republic.
- Make sure that girls understand that ethnic slurs will not be tolerated at Girl Scout meetings or events. Have them repeat the Promise and Law as an affirmation that they will appreciate others.



## TIPS for Leaders

One of the girls in your troop has informed you that her mother will not let her participate in the Girl Scout Cookie Sale this year. Two other girls overhear her and say that if she doesn't sell Girl Scout cookies, she shouldn't go on troop trips.

- Girls are not required to sell Girl Scout Cookies. Therefore, this should never be a condition for participation in other activities. If a parent or guardian does not want her daughter to sell cookies, perhaps there is another role that the girl can play. For example, maybe she can help sort or distribute the cookie boxes. Or maybe she can help to make fliers or posters relating to the Girl Scout Cookie Sale.
- Explain to all the girls that each member of the troop contributes in her own way. If someone can't participate in the cookie sale, maybe she can take an important role in other ways to support the troop. The girl herself may have ideas on how she can contribute.



# Activities “in a Pinch”

## SECTION

Despite all your hard work, some plans may go awry at the very last minute. The activities in this section are intended to help fill in the gaps when this happens. Generally, they require few materials and little preparation time. The activities have been categorized according to the chapters in the girls' handbook to facilitate your planning.

## A Survival Kit for Brownie Girl Scout Leaders

Although succeeding as a Brownie Girl Scout leader requires any number of intangibles—for example, a sense of humor, patience, and loads of caring—there are some tangible items that will make your experience more relaxed and enjoyable.

The following is a list of items that can be included in a “Survival Kit” for Brownie Girl Scout leaders:

- A basic first-aid kit. (See *Safety-Wise*.)
- Crayons, markers, colored pencils.
- Construction paper, ruled paper, index cards.
- String, ribbons, cardboard, postcards, used greeting cards, and other collage materials.
- Age-appropriate books and magazines.
- Balls.
- Jump ropes.
- Board games.

If you keep this kit handy during meetings, girls who complete activities early can start something new rather than just sitting around idly. Also, if an activity falls through at the last minute, you will be able to create a new one using the materials in your kit.



# Brownie Girl Scouts, Let's Get Started!

## ACTIVITY ONE: ACT IT OUT

The girls will love acting out the Brownie story.

### Preparation Tips

None

### Preparation Time

None

### Materials:

Copies of the *Brownie Girl Scout Handbook*.

### Directions:

1. Girls can act out “The Brownie story” on pages 29–32 of the *Brownie Girl Scout Handbook* in a number of different ways. Help them decide how to begin.
2. Facilitate the process by ensuring that all girls are involved and get to play the roles of their choosing. You may want to do the activity several times in different ways to accommodate the desires of all the members of your troop or group.

## ACTIVITY TWO: PASS IT ON

Girls enjoy making their own special traditions. Help them create their own version of the friendship squeeze, a Girl Scout favorite.

### Preparation Tips:

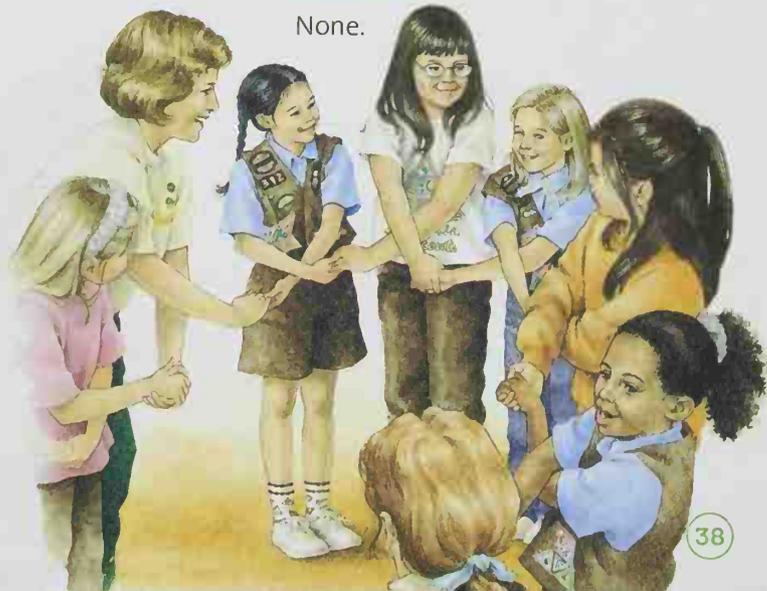
The girls will need to know how to do the friendship squeeze. If they haven't learned this Girl Scout tradition yet, now's a great time to teach it to them.

### Materials:

None.

### Directions:

1. Have girls do the traditional friendship squeeze, which is described on page 19 of the *Brownie Girl Scout Handbook*.
2. Brainstorm different ways to execute the friendship squeeze. For example, each girl might give a compliment to the girl whose hand she is squeezing.
3. Try some of these ideas out as you continue to stand in the circle.
4. Discuss how this popular Girl Scout tradition could be adapted to accommodate girls with disabilities that may prevent them from doing it the original way.





## ACTIVITY THREE: SAVING WITH STYLE

Your Girl Scout troop or group may have items that need storage—permission slips, activity cards, pencils, crayons, and other supplies. In addition, the troop or group may need a place to hold money earned from the Girl Scout Cookie Sale. Make this special decoupage box as a place to keep troop supplies.

### Preparation Tips:

Collect magazines and pictures in order to do this project. Use common white glue or make a trip to a craft store for special decoupage glue.

### Preparation Time:

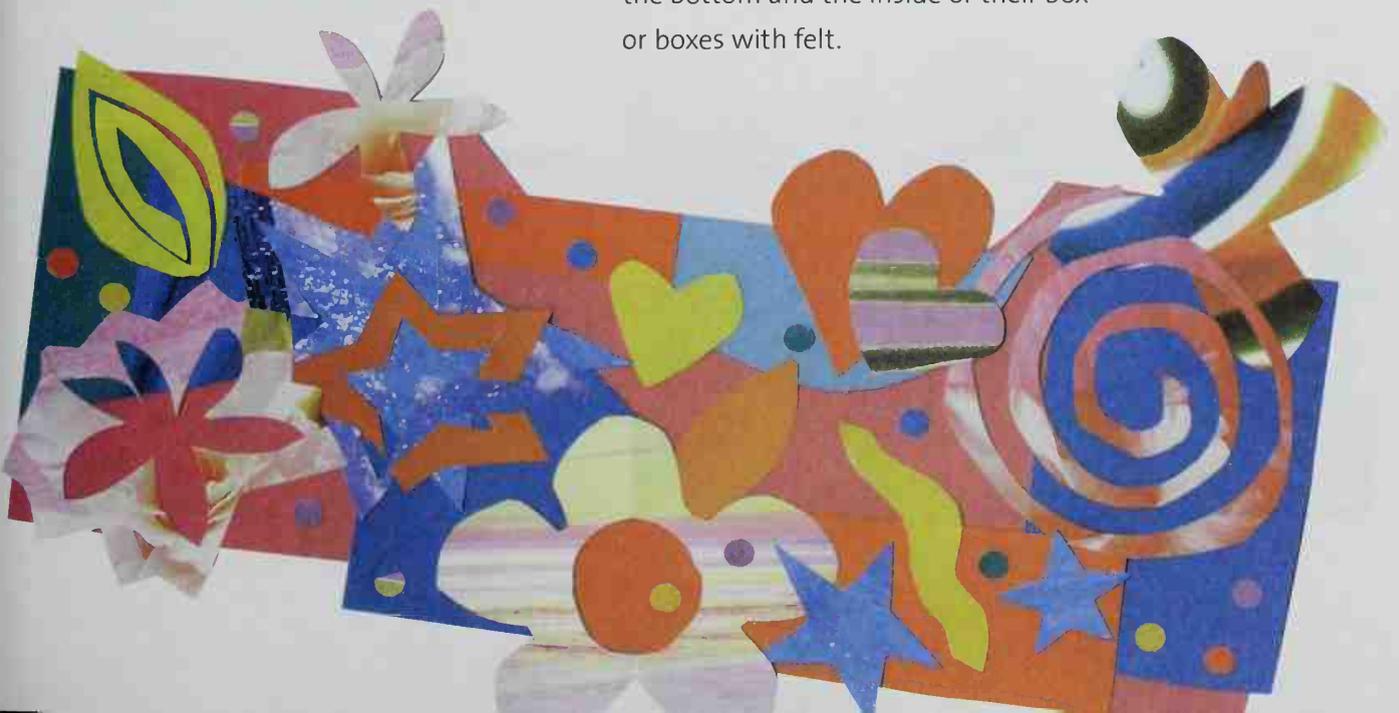
Variable, depending on the materials that you already have available.

### Materials:

- Boxes. Shoe boxes work particularly well. The girls can share one box, or each girl can work on her own box.
- Magazines and cards for pictures.
- A pair of scissors for each girl.
- Glue or decoupage glue.

### Directions

1. Have girls cut out lots of pictures from the magazines.
2. Once they feel they have enough pictures, girls can begin to glue them onto the box or boxes. To create a collage, the pictures should overlap.
3. When the box or boxes are covered and the girls are satisfied with their work, they can protect it by brushing on a coat of white glue or by using decoupage glue. If they use decoupage glue, they will need to follow the directions on the specific product.
4. To make things fancier, girls can line the bottom and the inside of their box or boxes with felt.



# Taking Care of Yourself

## ACTIVITY ONE: THE POWER OF POSITIVE THINKING

Brownie Girl Scouts may not know the term *self-esteem*, but they sure do know how good it feels to be praised and given lots of positive attention. Help the girls in your troop feel good about themselves with the following activity.

### Preparation Tips:

Discussion is fundamental to this activity. Use a video that you have already seen or preview the one that you select. Help girls to recognize different traits in the fictitious characters that they see in the video, and then to see how some of these attributes apply to themselves and the other girls in the troop.

### Preparation Time:

The time that it takes to watch the video if you have never seen it before.

### Materials:

- An age-appropriate video, preferably with one or more strong female characters who have easily identifiable traits.
- VCR.
- TV set.

### Directions:

1. Have girls view the video, either in its entirety or a part that you find particularly significant.
2. After the video is finished, each girl can describe positive traits she has observed in the characters.
3. Discuss with the girls the kinds of traits that they have ascribed to the characters. Help them see why these attributes are positive not only for the characters but for people in general.
4. Have the girls sit in a circle. Ask each girl to name two positive characteristics of the girl on her right. Explain that they can use the traits that you discussed earlier, or any other ones, as long as they are positive.

### Note:

If you do not have access to a television or a video recorder at your meeting place, this activity can be done by reading girls a story from a book.



## ACTIVITY TWO: SASSY SALSA

Many kids like to cook and even more like to eat, so enjoy a quick “salsa fest” with your troop.

### Preparation Tips:

To do this activity you will probably have to make a quick trip to the grocery store to buy the ingredients. Aside from that, there is no other preparation necessary.

### Preparation Time:

Depending on the grocery checker, 15-20 minutes.

### Materials:

- 1 pound of tomatoes (can be fresh or canned).
- 1 small onion.
- 1 tablespoon of lime juice (use a fresh lime or bottled juice).
- 2 tablespoons of chopped fresh coriander or cilantro, if desired. (1 teaspoon of dried coriander or cilantro may be substituted.)
- Tortilla chips.
- Cutting board(s) and knives appropriate for use by girls.
- Book with a story about a girl from Mexico (optional).

### Directions:

1. Have girls prepare and measure all the ingredients. If the girls themselves chop the tomatoes, be sure to supervise them as they use the knives.
2. Once the ingredients are ready, they can all be combined, in no particular order, in a bowl.
3. Allow the salsa to stand for 30 minutes. During this time you can have the girls clean up.
4. Taste your creation. After the girls have eaten, you might choose to read them a story about a girl in Mexico. Or you might just discuss foods and the different places that popular dishes come from.

### Note:

For variety, you can also add other vegetables including corn, carrots, or celery.



## ACTIVITY THREE: YOGA FOR YOUNGSTERS

Many adults appreciate the benefits of yoga after they have had a particularly stressful or hectic day. Girls, too, can enjoy the calming effects of this ancient form of exercise. Try these activities and see if you and the girls can make it all the way through without bursting into fits of laughter.

### Preparation Tips:

To use this activity successfully, you should acquaint yourself with the exercises so that you can show girls how to do them with relative ease.

### Preparation Time:

5-10 minutes

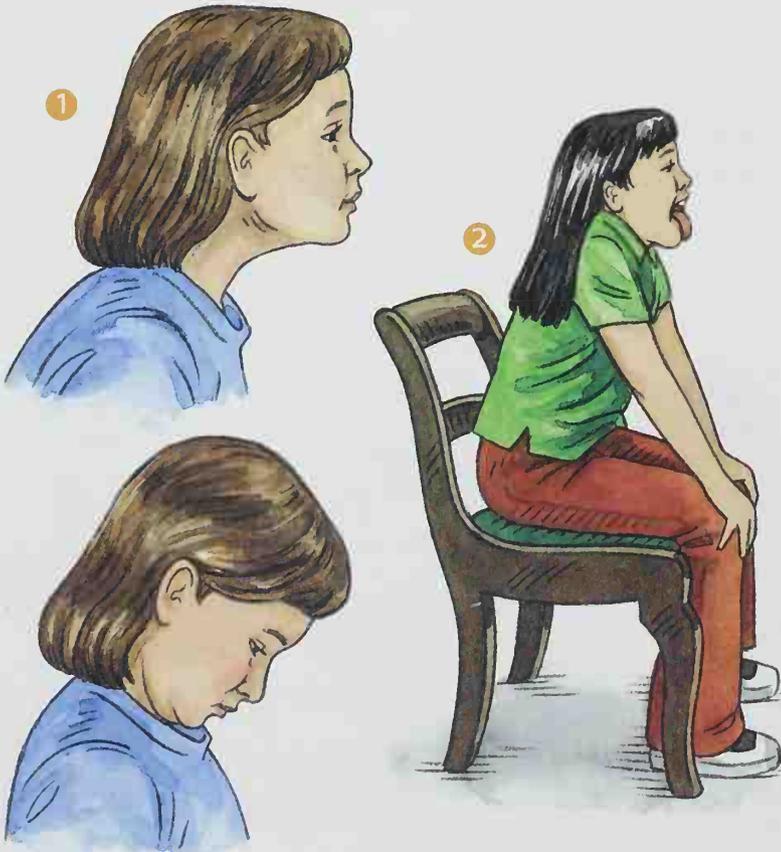
### Materials:

No materials are really needed.

Comfortable clothing would be useful.

### Directions:

1. Keeping your shoulders stationary, your mouth closed, and teeth together, exhale and thrust your chin and head as far forward as can be done comfortably. As you inhale, slowly come back to the center; then tuck your chin into your neck, forcing an extreme double chin. Exhale and relax as you return to the center position.
2. While sitting in a chair, push your shoulders forward, exhale, and thrust your chin and head as far forward as comfortable. At the same time, open your mouth wide and stretch your tongue out trying to touch your chin. Simultaneously, place your hands on your knees. With your arms straight and your fingers widely spread, push on your hands, so that you feel it in your arms and shoulders. Your eyes should be focused on a point straight ahead. Your whole body should be stretched. Hold your breath while briefly maintaining this position. Sit back, inhale, and relax. Repeat if you desire.



## ACTIVITY FOUR: A SPRINKLING OF GERMS

Because germs cannot be seen, it is sometimes hard for youngsters to understand what they are or how they travel. Use this very simple activity to reinforce the importance of washing hands in the fight against germs.

### Preparation Tips and Time:

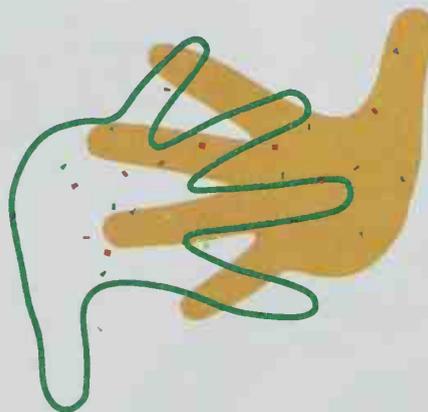
No preparation is really necessary.

### Materials:

- Soap.
- Water.
- Paper towels.
- Glitter.

### Directions:

1. Conduct a short discussion about germs, including information about what they are and how they spread. See page 50 in the *Brownie Girl Scout Handbook*.
2. To portray these concepts visually, place glitter on the hand of one of the girls. Have her shake hands with the next girl. This continues until everyone has had a chance to shake hands with the girl next to her.
3. Discuss the results. Explain to the girls that the glitter represents germs, and that, as the hands touched one another, the germs spread. The cleaner someone's hands are kept, therefore, the fewer germs will be transferred from one person to another.
4. Have the girls wash the glitter from their hands.



# Family and Friends

## ACTIVITY ONE: BROWNIE GIRL SCOUT POSTCARDS

Girls can make and send postcards from their Brownie Girl Scout meeting. In this way the whole family can keep up with the girls' activities and adventures.

### Preparation Tips and Time

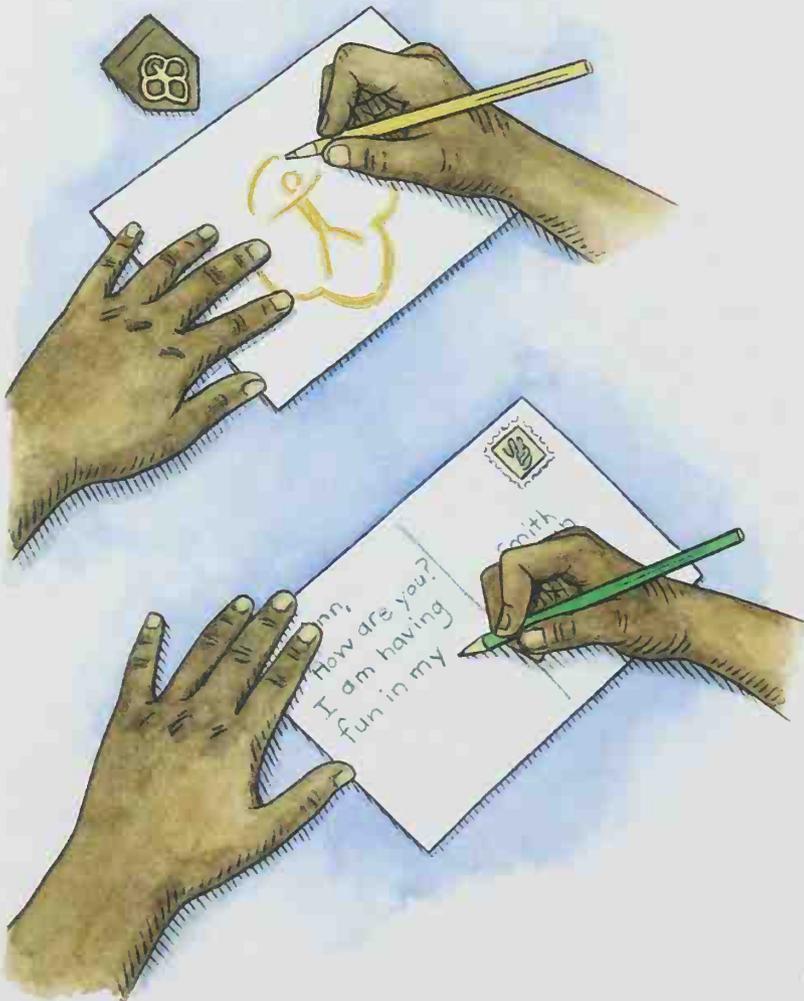
None needed.

### Materials

- 5" x 8" index cards.
- Crayons, pencils, or markers.
- Stamps.

### Directions

1. The girls decorate one side of the cards. They can write descriptions of things they do at Brownie Girl Scout meetings. They can also draw pictures of them, or of anything that means "Brownie Girl Scouting" to them—their Brownie Girl Scout pin, their Girl Scout pin, their troop number, a patch, etc.
2. Ask the girls to turn the index cards over and to hold them horizontally. Next, have them draw a line down the middle (or fold the cards in half and draw a line down the crease). The right-hand side is for the name and address of the person to whom each girl will be sending her card. The cards can be sent to parents, grandparents, friends from camp or school, siblings, cousins, etc.
3. On the left-hand side, the girls can write a short note about their Brownie Girl Scout activities.
4. Put stamps on the postcards. Be sure to check the names and addresses before mailing them.



## ACTIVITY TWO: LINKS IN A CHAIN

Help your Brownie Girl Scouts celebrate the connections among family members or friends by making links in a chain.

### Preparation Tips and Time:

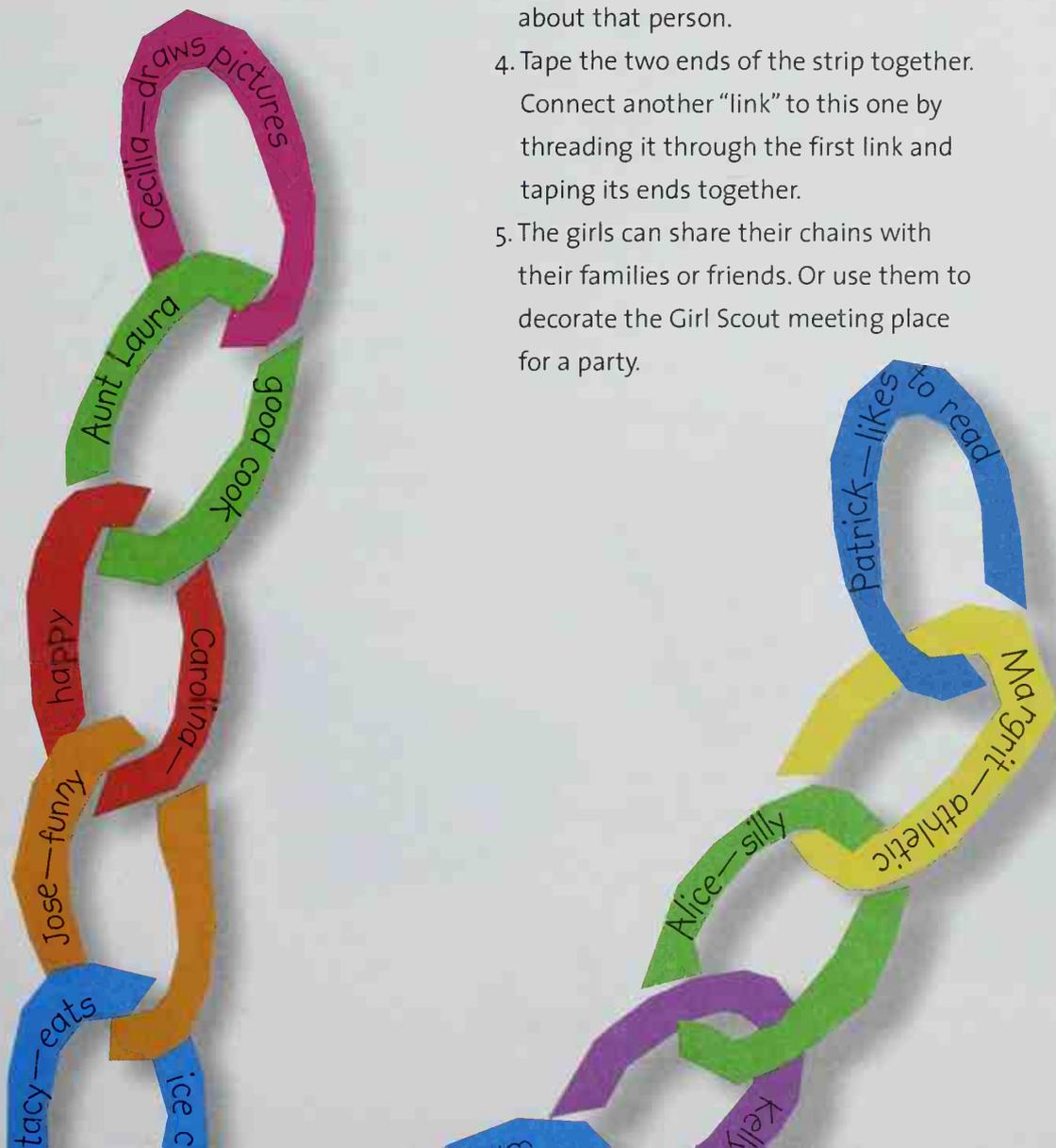
None needed.

### Materials:

- Construction paper in different colors.
- Scissors.
- Tape.
- Pencils or markers.

### Directions:

1. Have the girls cut the paper into strips.
2. Each strip stands for a friend or a member of a girl's family. Have each girl write that person's name on one side of the strip of paper.
3. Next to the name, girls should write a word that describes what they like about that person.
4. Tape the two ends of the strip together. Connect another "link" to this one by threading it through the first link and taping its ends together.
5. The girls can share their chains with their families or friends. Or use them to decorate the Girl Scout meeting place for a party.



## ACTIVITY THREE: WHAT DO THEY DO?

Girls of all ages are interested in what people really do when they are at work. This activity is an easy way for the girls to “try on” a number of different careers. It will also help them decide which ones they want to learn more about.

### Preparation Tips and Time.

Ask girls to bring in an assortment of props. Encourage them to use their imagination. For example, a lunch box can serve as a doctor’s kit, a tool chest for a plumber, or a cash register.

### Materials

- Paper.
- Pen.
- Props.

### Directions:

1. As a group, the girls list the work experience of the people in their families—parents, aunts, uncles, grandparents, etc.
2. In pairs or small groups, girls act out what they think each of those jobs is like. For example:
  - If a parent is a teacher, the girls act out the role of the students as well as the role of the teacher.
  - If an aunt is a salesperson, one girl acts out her role while other girls play the customers and the cashier.
3. Once they have acted out a couple of different careers, find out which they like best and why. Would they like to find out more about one of these fields? Follow up at a later meeting with a trip to a workplace.





# What's Out There?

## ACTIVITY ONE: A BUG SAFARI

Bugs can be fascinating, and girls can learn a lot from them, too. Take the girls in your troop on a “bug safari” and see for yourself!

### Preparation Tips:

You can ask each girl to bring her own jar, but you should also have a few jars on hand in case some girls forget. Girls can also work in pairs if not enough jars are available.

*Bug* is the common term for a whole slew of creeping, crawling, and flying creatures. If it has six legs, it's an insect. But insects also go through other stages of growth when they look completely different. For example, butterflies were once caterpillars. Before you start, find out about stinging, biting, or poisonous critters to avoid.

### Preparation Time:

It will take about 30 minutes to punch holes in the lids of the jars.

### Materials:

- One plastic or glass jar, with tiny holes punched in the lid, for each girl in the troop.
- Magnifying glass (one or more can be shared if they are available).
- Drawing paper, crayons, pens, markers.

### Directions:

1. Have girls find a bug. Some good places to look are outside the Girl Scout meeting place, in the grass, in the cracks in the sidewalk, or on a tree.

2. Bring the bugs back to the meeting place or another place where girls can take time to inspect what they have captured. Together, look at the bugs closely and consider the following questions:

- How many body parts does it have? (Insects have three, while spiders have two.)
- Does it have long skinny feelers (*antennae*) on the top of its head?
- Does it have six legs? Whereas insects have six legs, spiders have eight legs. Centipedes and millipedes, of course, have many more legs.

3. Now have the girls look at their bugs even more closely. Does the outer covering look hard or soft? How would a hard outer covering help with survival? Using the magnifying lens, have them look at the mouth parts. Does the bug look as if it chews its food with its pointy jaws, or does it have a straw-like mouth? Can the girls think of a reason why these creatures are an important part of a habitat?

4. If time permits and girls are still showing interest, have them draw pictures of their creatures.

5. Most importantly, have the girls release their captives outside.



## ACTIVITY TWO: FROG SOUND-A-ROUND GAME

Each type of frog makes an identifying sound. Frogs respond to sounds made by their own kind. Here are the names of three types of frogs and the special sound that each one makes:

### Bullfrog—RI-BBIT

Spring peeper--PEEP-PEEP

### Chorus frog—WRAANK

#### Preparation Tips:

None.

#### Preparation Time:

About 20 minutes to write the names of each type of frog and its sound on separate index cards or slips of paper.

#### Materials:

- A bandanna or piece of cloth for a blindfold.
- Slips of paper or small index cards with the names of each type of frog and the sound it makes. Each girl should get one, so you will have to write the frog names and sounds more than once.
- A hat or bag in which to place the index cards or slips of paper so girls can choose one without seeing it first.

#### Directions:

1. Have each girl pull out an index card or slip of paper from the hat. She should keep secret what she reads.
2. Simulate a pond by having all the girls in your troop stand in a circle and imagine that they are a small body of water.
3. Ask one girl to volunteer to begin the game by being blindfolded.
4. After she is blindfolded, have the other girls in the group begin to make the frog sounds that they have chosen. The blindfolded girl must find and tag someone who is making the same sound as was written on her paper.

Make sure that each girl has a chance to be blindfolded.



## ACTIVITY THREE: MAKE A HABITAT

Make a special zoo of endangered animals with your troop.

Girls can pick an endangered animal from the following list or choose their own:

**Florida panther.**

**Peregrine falcon.**

**Siberian tiger.**

**Black-footed ferret.**

**West Indian manatee.**

**Giant panda.**

**African elephant.**

### Preparation Tips:

Before you do this activity, you may need to borrow some books from the library that the girls can use as references.

### Preparation Time:

Start to collect magazines from friends and neighbors a few months before.

### Materials:

- Old magazines with pictures of wildlife and the outdoors.
- Large sheets of plain, heavy paper.
- Markers and crayons.
- Information about endangered species.

### Directions:

1. Spend some time talking about endangered animals. Help girls understand the difference between *endangered* and *extinct*. Explain to them the rules and laws that are made to protect these animals.
2. Using the large sheets of paper, have each girl create a poster “habitat” for the animal that she has chosen. As they work, discuss with them the things the animals might need to have in the environment—sources of food, light, water, shelter, or other animals, for example. Help them include these things in their works.
3. Place all the completed posters together. Have the girls imagine they are visiting a zoo or a wildlife preserve.
4. If time permits, or at the beginning of the next meeting, have each girl describe her animal—why it is endangered, where it lives, and any other pertinent information she chooses to share.

# People Near and Far

## ACTIVITY ONE: NEW ZEALAND GAME

This is a variation of a game from Girl Guides of New Zealand. It encourages girls to find visual images that reflect important Girl Scout messages, awards, or projects.

**Preparation Tips:** Here are some possible messages that Brownie Girl Scouts would be acquainted with:

### *Messages from the Girl Scout Promise and Law*

1. A Girl Scout serves God and her country.
2. A Girl Scout is friendly and helpful.
3. A Girl Scout respects authority.
4. A Girl Scout uses resources wisely.

### *Names of Try-Its*

1. Dancercise
2. Listening to the Past
3. Science in Action
4. Earth and Sky

### *Projects*

1. Girls Are Great!
2. *GirlSports*
3. Read to Lead

On separate sheets of paper, write messages or phrases for each pair of girls.

**Preparation Time:** Five to ten minutes.

### **Materials:**

- Enough magazines and newspapers for each group to look through for pictures.
- Scissors for each group.
- Cardboard, construction paper, or even plain white paper to display pictures.
- Glue.

### **Directions:**

1. Divide girls into pairs. Give each pair a slip of paper with a message on it.
2. Each pair finds pictures that represent the message. For example, "A Girl Scout is friendly and helpful" can be represented by a picture of a girl carrying groceries for a neighbor. The Dancercise Try-It can be represented by a girl or group of girls dancing, or by a collage of ballet slippers, musical notes, and instruments.
3. Each pair displays its picture and the other girls guess what message it represents.



## ACTIVITY TWO: DARA—A GAME FROM AFRICA

This game is like checkers, but you can't jump over your partner's pieces. It's also like tic-tac-toe, because you have to get three of your pieces in a row.

### Preparation Tips:

Girls should play this game in pairs. They can scratch out a game board on a smooth patch of earth, or draw with chalk on the sidewalk. Or you can draw it on paper and make copies. The game board is a grid of five by six squares lined up. Gather enough counters so that each player has 12 pieces; these can be pebbles or beans.

### Preparation Time

Five to ten minutes.

### Materials:

- Copies of the game board (the grid).
- Twelve pebbles for each girl. The pebbles should be small enough to fit inside the squares on the grid.

### Directions

1. Each girl places her 12 pieces in the squares on the playing grid. Initially, each girl cannot have more than two playing pieces in adjacent squares.
2. Girls take turns moving their playing pieces one space at a time. They can move in any direction, including diagonally. Remind the girls that jumping is not allowed.
3. The goal is to place three pieces in a vertical or horizontal row, as shown. When this is accomplished, a girl may remove one of her opponent's pieces.
4. The game is over when one girl is no longer able to line up three playing pieces, or when all of a girl's game pieces have been used.



## ACTIVITY THREE: TECHNOLOGY SCAVENGER HUNT

*Technology* can be defined as the application of science to make life easier. From eye-glasses to computers, from vitamins to cell phones, we come into contact with technology each and every day. Help girls start thinking of science and technology as important parts of their lives.

### Preparation Tips and Time.

Photocopy the chart on page 54, or make your own. Each team of girls will need one chart. Have on hand different examples of technology—for example, a hair dryer, a watch, a bottle of vitamins, and a computer game. Note that you can use this activity at home, at school, in the neighborhood, while traveling, or at camp.

### Materials.

- The chart on page 54.
- Pencils.
- Clipboards (optional).



### Directions.

1. Introduce the concept of technology both verbally and visually, if possible. Have the girls give other examples. Explain that girls will form teams of two to find technology at work. Emphasize that girls should remain in pairs. Encourage girls to find more than one example for each category listed on the chart. Before the girls start, clearly outline the search boundaries. Establish a signal to indicate a start and stop time and choose a place for gathering at the end of the search.
2. Allow enough time for girls to fully cover the area they are searching, whether a room, house, or camp.
3. Reserve time to discuss the activity. Let girls share their “finds” and explain why they chose to put certain items in particular categories. You might ask questions like the following: What was the most unusual thing your team found? What was the hardest thing to find? What was the easiest? Ask girls what technologies are the most important to them.

Some possible answers:

Counting or Measuring

calculator  
cash register  
coffee maker  
traffic counter

Sensing Change

thermostat  
automatic doors  
smoke detector  
sprinkler system



Making Things Change Size

trash compactor  
camera  
eyeglasses  
popcorn maker

Using Memory or Programs

computer  
microwave  
VCR  
CD player



Moving Things

elevator  
fan  
wheelchair

Holding Things Together

nails  
glue  
thread  
buttons  
snaps



Turning Things On and Off

light switch  
water faucet  
car key  
radio dial

Changing One Thing to Another

microwave  
ice machine  
lamp  
TV set

Making Life Easier

flush toilet  
dishwasher  
telephone  
hair dryer



# Can you find examples of technology (science at work)?

Draw or list your observations in each square.

Counting or  
Measuring

Sensing Change

Making Things  
Change Size

Using Memory or  
Programs

Holding Things

Moving Things

Turning Things On  
and Off

Changing One Thing  
to Another

Making Life Easier

# Resources for Brownie Girl Scouts

SECTION

## Annotated List of Girl Scout Resources for Brownie Girl Scouts

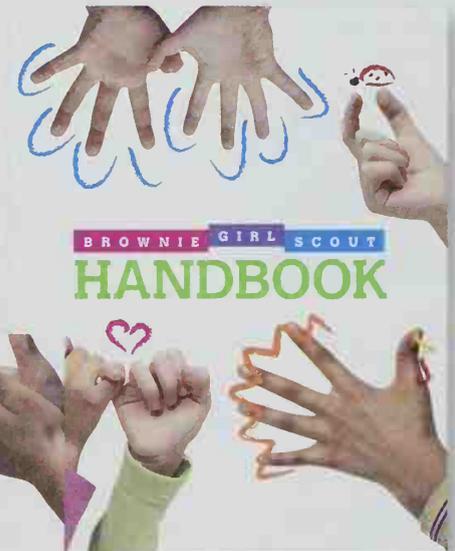
The Girl Scout program is always evolving to meet the needs of girls in contemporary society. Each year Girl Scouts of the USA begins new collaborations with external organizations that have expertise and resources which enrich or expand existing projects and initiatives or which enable entirely new ones to be created. Although new materials are always being developed, a number of fundamental publications and resources can be used to support the program goals and overall purpose of Girl Scouting. These resources are listed below.

### **BROWNIE GIRL SCOUT HANDBOOK**

This book provides the foundation for the Girl Scout program for six- to eight-year-olds. Included in its pages are activities, the Girl Scout Promise and Law, Girl Scout history and traditions, safety tips, and many other fun facts, tips, and topics.

### **TRY-ITS FOR BROWNIE GIRL SCOUTS**

Many youngsters agree that earning Try-Its is one of the best parts of being a Brownie Girl Scout. This book includes all the information needed to help girls earn the awards, which they can then wear on their vests or sashes.



## ISSUES FOR GIRL SCOUTS

*Follow the Reader Book for Brownie Girl Scouts/Aventuras en Lectura para Brownie Girl Scouts*

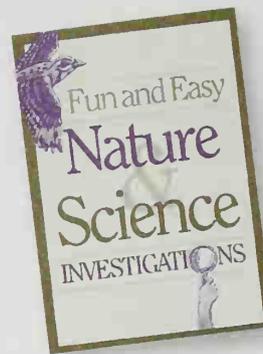
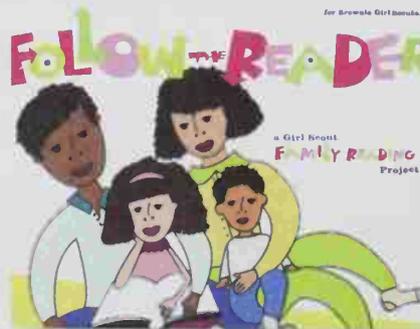
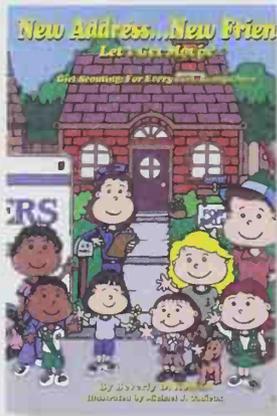
Based on the five objectives of the White House literacy initiative *No Child Left Behind*: phonemic awareness, phonics, fluency, vocabulary and comprehension.

This family-centered book is completely bilingual. It addresses an important need for Girl Scout materials in English as well as Spanish and offers families the opportunity to read together using the language in which they feel most comfortable.

*New Address...New Friends: Let's Get Movin' Booklet for Brownie/Junior Girl Scouts*

Specifically written to help young children express their feelings about a move, become involved in the process and learn about their new city or country. Filled with fun activities, exercises and safety tips designed to take the apprehension out of moving.

And check out the Junior Girl Scout Badges that are posted on Girl Scout Central [www.girlscouts.org/program/gs\\_central/](http://www.girlscouts.org/program/gs_central/)



## FUN AND EASY ACTIVITIES—

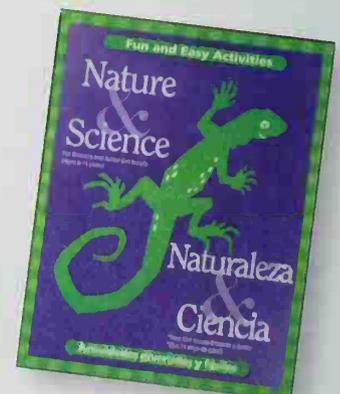
*Fun and Easy Nature and Science Investigations*

*Investigaciones divertidas y fáciles de la naturaleza y la ciencia*

This booklet contains activities and worksheets that any leader anywhere can use to guide girls through their own science and nature explorations. No special equipment required. English and Spanish versions.

*Fun and Easy Activities—Nature and Science/Actividades divertidas y fáciles—Naturaleza y ciencia*

This activity book uses adventure, self-expression, and whimsy to help Brownie and Junior Girl Scouts explore nature on their own or with the family. Also a great source of troop and group pre-activities. Bilingual (English and Spanish).





### GIRL SCOUTS AGAINST SMOKING:

*Daisy and Brownie Girl Scouts*

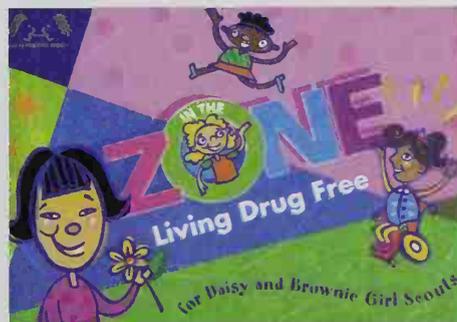
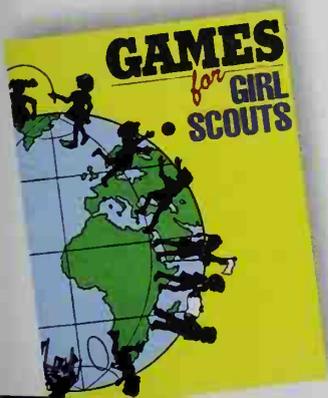
The dangers of smoking are undeniable and this pamphlet addresses them through accurate information and engaging activities.

### IN THE ZONE

*Living Drug Free* series provides girls with a framework of solid substance abuse facts and information. Age-appropriate activities are designed to teach and reinforce positive, empowering messages about living drug free. Activities that emphasize learning by doing are at the heart of the *In The Zone* series.

### GAMES FOR GIRL SCOUTS

Playing games is as much a part of Brownie Girl Scouting as any other activity. This book will give you, as a Girl Scout leader, tons of ideas for games that you may remember from your childhood as well as variations on them and completely new ones.



### LET'S CELEBRATE

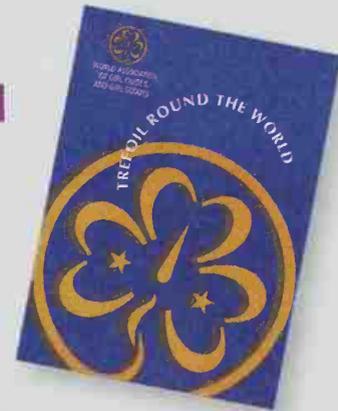
Sometimes, when planning a ceremony, you need a spark of inspiration or an answer to a question of etiquette.

*Let's Celebrate* will provide the answers.



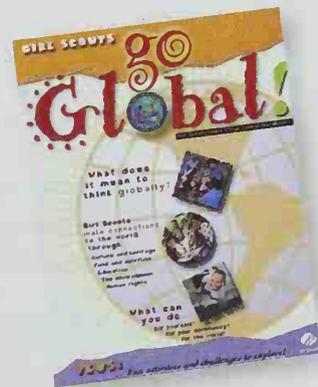
### TREFOIL AROUND THE WORLD

Girl Scouting in foreign countries can be fascinating in both its similarities and differences to what is done in the United States. *Trefoil Around the World* provides insights into Girl Scout organizations in all the WAGGGS countries.



### GIRL SCOUTS GO GLOBAL!

With the world more interconnected than ever before, it is important for girls to have a firm understanding and appreciation of other cultures. *Go Global!* provides just the information and activities that will help to fulfill this goal. This publication combines bright, flashy graphics with great activities to win the interest of girls and adults alike.



## Additional Resources

The list below offers a sampling of high-quality materials that support and enhance the content of resources produced by Girl Scouts of the USA. These books are categorized according to the topics as they appear in the *Brownie Girl Scout Handbook*.

### Chapter 1: Brownie Girl Scouts, Let's Get Started!

Angell, Carole S. *Celebrations Around the World: A Multicultural Handbook*. Golden, Colo.: Fulcrum Publishing, 1996.

Brown, Fern G. *Daisy and the Girl Scouts: The Story of Juliette Gordon Low*. Morton Grove: Albert Whitman & Company, 1996.

Delisle, Jim, and Deb Delisle. *Growing Good Kids: 28 Original Activities that Promote Self-Awareness, Compassion, and Leadership*. Minneapolis, Minn.: Free Spirit Publishing, 1997.

Orlando, Louise. *The Multicultural Game Book: More Than 70 Traditional Games from 30 Countries/Grades 1-6*. New York: Scholastic Press, 1995.

### Chapter 2: Taking Care of Yourself

Cohen-Posey, Kate. *How to Handle Bullies, Teasers and Other Meanies*. Amsterdam, N.Y.: Rainbow Books, 1995.

Eberle, Bob. *Scamper*. Waco, Tex.: Prufrock Press, 1997.

Limpus, Bruce. *Lights! Camera! Action!* Waco, Tex.: Prufrock Press, 1994.

Maguire, Arlene. *We're All Special*. Santa Monica, Calif.: Portunus Publishing, 1998.

Mather, Anne D., and Louise B. Weldon. *The Cat at the Door: And Other Stories to Live By*. Center City, Minn.: Hazelden Information Education, 1991.

Nowicki, Stephen Jr., and Marshall Duke. *Helping the Child Who Doesn't Fit In: Clinical Psychologists Decipher the Hidden Dimensions of Social Rejection*. Atlanta, Ga.: Peachtree Publishers, 1992.

Plantos, Ted. *Heather Hits Her First Home Run*. Buffalo, N.Y.: Black Moss Press, 1989.

#### TV Smarts for Kids (Video)

This short and entertaining video was created in conjunction with the National Cable Television Association just for youngsters. It shows how important it is to be a critical viewer of television. The video is available from the National Cable Television Association, 1724 Massachusetts Ave., N.W., Washington, D.C. 20036.

### Chapter 3: Families and Friends

Bennett, Steve, and Ruth Bennett. *365 TV-Free Activities You Do with Your Child*. Ranier, Wash.: Adams Publishing, 1996.

Gelen, Michael. *The Family Car Songbook: Hundred of Miles of Fun!* Philadelphia, Pa.: Running Press Book Publishers, 1997.

Michelle, Lonnie. *How Kids Make Friends: Secrets for Making Friends, No Matter How Shy You Are*. Evanston, Ill.: Freedom Publishing, 1997.

Running Press Book Publishers. *Family Funbook: More Than 400 Amazing, Amusing, and All-Around Awesome Activities for the Entire Family!* Philadelphia, Pa.: Running Press Book Publishers, 1998.

#### Chapter 4: What's Out There?

Burton, John, ed., *The Atlas of Endangered Species*. New York: Macmillan Publishing, 1991.

Caldecott, Moyra. *Myths of the Sacred Tree*. Rochester, Vt.: Inner Traditions, 1993.

Chadwick, Douglas. *The Company We Keep: America's Endangered Species*. Washington, D.C.: National Geographic Society, 1997.

Coombes, Allen. *Trees: Eyewitness Handbook*. New York: DK Publishing, 1992.

DeBlieu, Jan. *Meant to Be Wild: The Struggle to Save Endangered Species Through Captive Breeding*. Golden, Colo.: Fulcrum Publishing, 1993.

Dickerson, Mary C. *The Frog Book*. Mineola, N.Y.: Dover, 1969.

Imes, Rick. *The Practical Entomologist*. New York: Fireside, 1992.

National Wildlife Foundation. *Ranger Rick's NatureScope: Trees Are Terrific*. Washington, D.C.: National Wildlife Federation, 1987.

Russo, Monica. *The Insect Almanac: A Year-Round Activity Guide*. New York: Sterling Publishing, 1991.

Stokes, Donald. *A Guide to Observing Insect Lives*. Boston: Little, Brown and Company, 1984.

Tudge, Colin. *Last Animals at the Zoo: How Mass Extinction Can Be Stopped*. Washington, D.C.: Island Press, 1993.

#### Chapter 5: People Near and Far

Chertok, Bobbi. *Meet The Masterpieces: Learning About Ancient Civilizations Through Art*. New York: Scholastic Press, 1994.

Dineen, Jacqueline, and Nicola Barber. *The World of Art*. Parsippany, N.J.: Silver Burdett Press, a Division of Simon and Schuster, 1998.

Kohl, Maryann, and Jean Potter. *Global Art: Activities, Projects, and Inventions from Around the World*. Beltsville, Md.: Gryphon House, 1998.

Schuman, Jo Miles. *Art from Many Hands*. Worcester, Mass.: Davis Publications, 1981.

Wiseman, Ann. *Making Things: The Handbook of Creative Discovery*. Boston: Little, Brown & Company, 1996.

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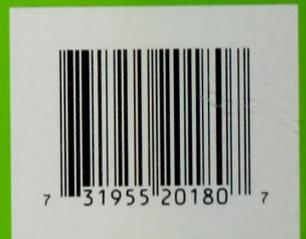








Girl Scouts of the USA  
420 Fifth Avenue  
New York, NY 10018-2798  
[www.girlscouts.org](http://www.girlscouts.org)



ISBN 0-88441-603-8