

T H E G U I D E F O R

Daisy Girl Scout

Leaders





GIRL SCOUTS OF THE U.S.A.®

B. LaRae Orullian,
National President

Mary Rose Main,
National Executive Director

Inquiries related to *The Guide for Daisy Girl Scout Leaders* should be directed to Program, Girl Scouts of the U.S.A., 420 Fifth Avenue, New York, N.Y. 10018-2702.

Except for pages with activity cards, which may be copied by Girl Scout council volunteers without prior written permission, this publication may not be reproduced, stored in a retrieval system, or transmitted in whole or in part or by any means, electronic or mechanical, photocopying, recording, or otherwise, without the prior written permission of Girl Scouts of the United States of America, 420 Fifth Avenue, New York, N.Y. 10018-2702.

©1993 by Girl Scouts of the United States of America

All rights reserved

First Impression 1993

Printed in the United States of America

ISBN 0-88441-278-4

10 9 8 7 6

Credits

Authors

Candace White Ciraco
Martha Jo Dennison

Contributors

Chris Bergerson
Sharon Woods Hussey
Marie Spann

Designer

Kaeser and Wilson Design Ltd.

Illustrators

Robert Anderson
Peggy Dressel
Kaeser and Wilson Design Ltd.
Donna Ruff

Contents

Girl Scouting and You	5	Planning with Daisy Girl Scouts	53
What Does Girl Scouting Have to Offer Girls?	7	Planning Your Daisy Girl Scout Troop Year	54
Who Is a Daisy Girl Scout Leader?	7	Planning with Your Troop Committee	54
		Planning with Your Troop	55
About Girl Scouting	9	Twelve Tips for Planning a Troop Meeting	56
The Foundation of Girl Scouting	10	Using Planning Tools	60
Girl Scouting's Goals for Girls	11	Planning Trips with Daisy Girl Scouts	61
The Five Girl Scout Worlds of Interest	12	Measuring Troop Progress	63
Membership in Girl Scouting	13		
Helping Daisy Girl Scouting Happen	15	Bridging to Brownie Girl Scouts	67
Girl Scout Program Standards	23		
Troop Funds and Activities Involving Money	30	Tips for Using Girl Scout Resources	71
Uniforms	30	Daisy Girl Scout Storybook	72
Daisy Girl Scout Certificates	31	My Daisy Girl Scout Activity Scrapbook	74
Recognitions	31	Other Girl Scout Resources	81
Service for Daisy Girl Scouts	32		
Daisy Girl Scout Ceremonies	33	Program Activities	83
The Founder of Girl Scouting	36	What You'll Find in this Chapter	84
Girl Scouting's Special Days	37	Organizing Your Materials	85
The Girl Scout National Centers	39	Tips for Activities	86
The World Centers	40	Program Activity Cards	89
Girl Scout Ways	41	Communication Activities	89
The Daisy Girl Scout Circle	44	Creative Dramatics Activities	99
		Family Living Activities	108
Working with Daisy Girl Scouts	45	Investigation Activities	113
General Characteristics of Daisy Girl Scouts	46	Outdoor Play Activities	125
Tips for Managing Behavior	48	People and Places Activities	130
Handling Specific Behavior	49	Construction Activities	135
Daisy Girl Scouts with Special Needs	50		
		Index	141

Girl Scouting and You

ALL I REALLY NEED TO KNOW about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain but here in the sandpile at Sunday school.*



These are the things I learned:*

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life—learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon.

When you go out into the world, watch for traffic, hold hands, and stick together.

Be aware of wonder.

Remember the little seed in the styrofoam cup:

The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the styrofoam cup—they all die. So do we.

And then remember the Dick-and-Jane books and the first word you learned—the biggest word of all—LOOK.

Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think what a better world it would be if we all—the whole world—had cookies and milk about three o'clock every afternoon and then lay down with our blankies for a nap. Or if all governments had as a basic policy to always put things back where they found them and to clean up their own mess.

And it is still true, no matter how old you are—when you go out into the world, it is best to hold hands and stick together.

* From *All I Really Need to Know I Learned in Kindergarten*, by Robert Fulghum. Copyright (c) 1986, 1988 by Robert Fulghum. Reprinted by permission of Random House, Inc.

Welcome to the world of Girl Scouting and the lively and exciting world of Daisy Girl Scouts. You are about to embark on an enjoyable journey—an adventure full of wonder in the lives of five- and six-year-olds. The Girl Scout program allows girls to participate in activities with adults and other children beyond their usual scope. They may come from different family situations and different lifestyles. By the time they reach kindergarten, probably many have been exposed to television, videos, malls, preschool and day care, yet may have seen little beyond their immediate neighborhood. Being a Daisy Girl Scout gives each girl an opportunity to develop according to her own interests and abilities, and to follow whatever course the Girl Scout movement offers her.

What Does Girl Scouting Have to Offer Girls?

Girl Scouting extends many special things to girls. As a Daisy Girl Scout, each girl has the opportunity to:

- › learn about and believe in herself.
- › develop an awareness of others and a sense of personal responsibility.
- › build a sense of personal worth.
- › develop a close relationship with an adult which she may not otherwise have.
- › develop an understanding of good citizenship.
- › learn how to work in small groups.
- › learn through play and Girl Scouting's informal education program.
- › develop a growing awareness of the world.
- › find guidance in physical, intellectual, social, emotional, and spiritual growth.

Who Is a Daisy Girl Scout Leader?

What are some of the characteristics that make a good Daisy Girl Scout leader? You probably had many reasons for volunteering for this job, but among the reasons may be, you:

- › like children and enjoy working with them.
- › are enthusiastic and want to share this enthusiasm with others.
- › are curious about people, places, and things.
- › are a keen observer, and want to learn as much as possible about the girls in your troop and what is special about each one.

- › are you a good listener—you take the time to find out about girl's needs and feelings.
- › have energy—working with girls this age can take a lot out of you!
- › believe in every girl and her worth as a human being.
- › are patient and able to work at the pace of five- and six-year-olds, understanding just what it is about this age group that makes it unique.
- › believe that each girl has something to contribute and that your work as a leader helps her develop these assets.
- › understand and respect the individuality of each girl, knowing what is common about girls of this age, and allowing girls to work and grow at their own pace.

All of these worthwhile reasons for wanting to become a Daisy Girl Scout leader will no doubt make you an enthusiastic and competent leader on the job.

You also may discover a lot about yourself. You may uncover skills you didn't know you had or see a new side of yourself develop. As a Daisy Girl Scout leader, you will become one of the most important people in these young girls' lives. In Chapter Three, "Working With Daisy Girl Scouts," you will learn the characteristics of Daisy Girl Scouts, the things they can and can't do, and how they think at this age. Throughout the book you will find out things about girls and Girl Scouting that will help to make your experience more rewarding. In your role as leader, you can help these girls develop into confident, capable young women. ♦

About Girl Scouting

Girl Scouts of the U.S.A. was founded by Juliette Gordon Low in 1912. It is a not-for-profit, youth-serving organization chartered by the United States Congress. Based on sound ethical values, the movement provides opportunities for girls to learn and work in partnership with adult volunteers.





Blue Book of Basic Documents
My Daisy Girl Scout Activity Scrapbook
Daisy Girl Scout storybooks
Safety-Wise

The Foundation of Girl Scouting

The guiding principles on which Girl Scouts of the U.S.A. is founded are stated in the opening passages of the organization's Constitution as printed in the *Blue Book of Basic Documents*.

The 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 word "God" is subject to individual interpretation and encompasses a very wide range of spiritual beliefs. One of the keys to the Girl Scout Promise is to try to serve God in a way that's compatible with the individual's beliefs.

You will find a page with the Girl Scout Promise in *My Daisy Girl Scout Activity Scrapbook*. You can use this page to bring out a discussion on what the Promise means and some of the ways girls can practice it.

The 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.



If you look in the Daisy Girl Scout storybooks, both the Big Book and individual book, as well as *My Daisy Girl Scout Activity Scrapbook*, you will see a poem that describes the Girl Scout Law for Daisy Girl Scouts. Chapter Six, "Tips for Using Girl Scout Resources," gives specific suggestions on how to use these resources with girls.

(*Adopted by the National Council at its October 1996 session.)

Beliefs and Principles

We, the members of the Girl Scouts of the United States of America, united by a belief in God and by acceptance of the Girl Scout Promise and Law,

And inspired by the aims of the Founder of the Scout Movement, Lord Baden-Powell, and of the Founder of the Girl Scout Movement in the United States, Juliette Low,

Do dedicate ourselves to the purpose of inspiring girls with the highest ideals of character, conduct, patriotism, and service that they may become happy and resourceful citizens.

We believe that the motivating force in Girl Scouting is a spiritual one.

We affirm that the Girl Scout Movement shall ever be open to all girls and adults who accept the Girl Scout Promise and Law.

We maintain that the strength of the Girl Scout Movement rests in the voluntary leadership of its adult members, in the cooperation and support of the community, and in the affiliation with Girl Guide and Girl Scout Movements of other countries through the World Association of Girl Guides and Girl Scouts.

We declare that the democratic way of life and the democratic process shall guide all our activities.

We hold that ultimate responsibility for the Girl Scout Movement rests with volunteers.

From the Blue Book of Basic Documents

Girl Scouting's Goals for Girls

There are four basic goals of the Girl Scout program. They describe how each girl should benefit and grow as a result of her activities in Girl Scouting. The four program goals are:

- 1 to develop to her full individual potential: Foster feelings of self-acceptance and unique self-worth; promote her perception as competent, responsible, and open to new experiences and challenges; offer opportunities to learn new skills; encourage personal growth; allow girls to utilize and practice talents and abilities.
- 2 to relate to others with increasing understanding, skill, and respect: Help each girl 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 to develop values to guide her actions and to provide the foundation for sound decision-making: Help her develop a meaningful set of values and ethics that will guide her actions; foster an ability to make decisions that are consistent with her values and that reflect respect for the rights and needs of others; empower her to act upon her values and convictions; encourage her to reexamine her ideals as she matures.

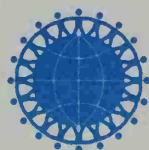
4 to contribute to the improvement of society through the use of her abilities and leadership skills, working in cooperation with others: Help her develop concern for the well-being of her community and its people; promote an understanding of how the quality of community life affects her own life and the whole of society; encourage her to use her skills to work with others for the benefit of all.

The Five Girl Scout Worlds of Interest

In order to achieve a balanced and educationally sound program, and one that is fun for girls, activities are grouped into five broad subject areas called worlds of interest.



The World of Well-Being has activities that focus on physical and emotional health, including nutrition, exercise, relationships, home, safety, work and leisure, and consumer awareness.



The World of People activities promote awareness of the various cultures in our society and around the world, while building pride in one's own heritage and appreciating and respecting those of others.



The World of Today and Tomorrow has activities that focus on learning the how and why of things, on exploring and experimenting with the technologies of daily life, learning about math and science and looking to future events, roles, and responsibilities.



The World of the Arts includes activities from all areas of the arts—visual, performing, literary—and stresses enjoying and developing an appreciation of the different art forms through the contributions of oneself and others.

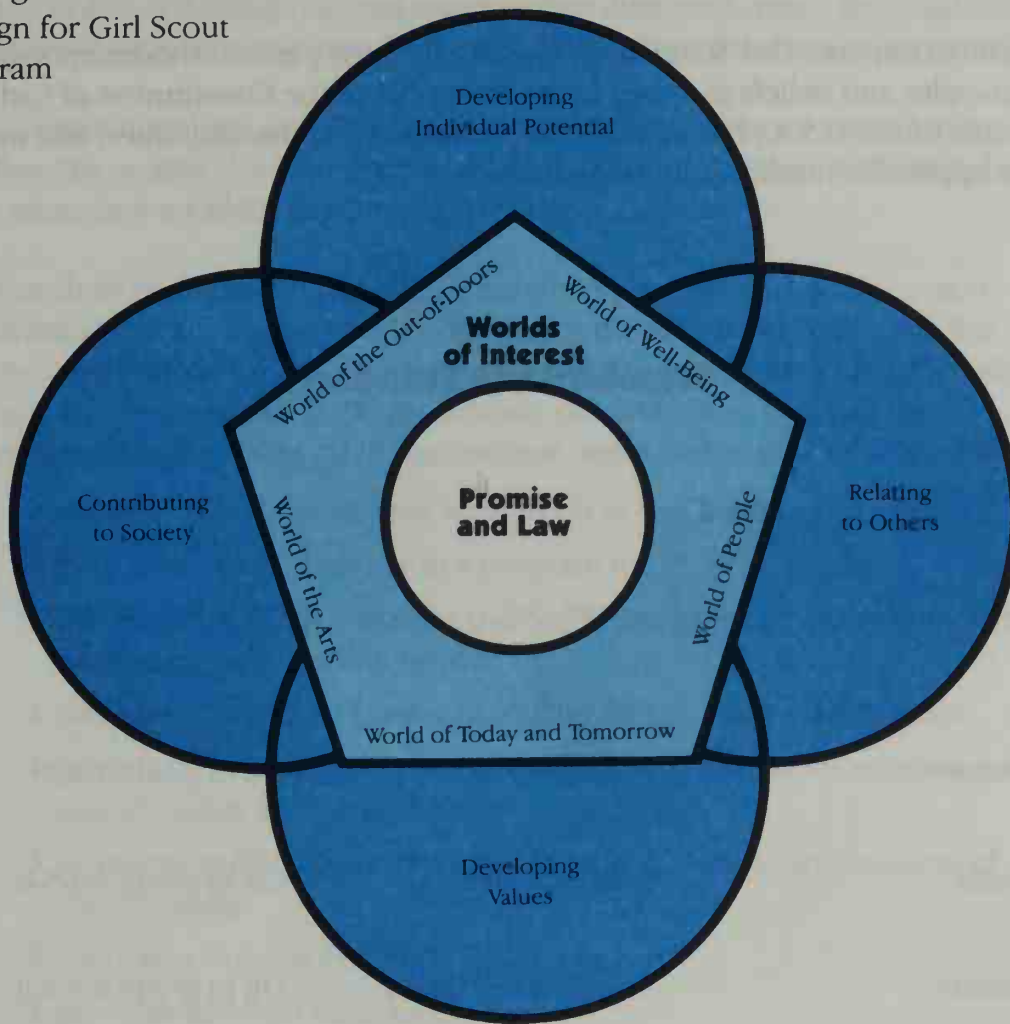


The World of the Out-of-Doors focuses on enjoying and appreciating the out-of-doors, on living with and caring for our natural environment, and understanding and respecting the interdependence of all living things.

Many activities may overlap into more than one world of interest. This should help girls see the interrelatedness of so much of the world around them.

Girl Scout Program: An Overview

Key Aspects of Girl Scouting
Fit Together to Form the
Design for Girl Scout
Program



The Girl Scout
Promise and Law:
The Foundation of
Girl Scouting



The Four Program
Goals:
Our Goals for Girls



Five Worlds of Interest:
Activity Areas

Membership in Girl Scouting

Membership in Girl Scouts of the U.S.A. gives girls and adults the opportunity to participate in Girl Scout troop activities and other Girl Scout-sponsored events, to wear the appropriate uniform and insignia, and to be covered by Girl Scout accident insurance. In addition, adult members receive *Girl Scout Leader*, the official GSUSA magazine, and are able to receive training, consulting, and ongoing assistance to do their jobs.

The Daisy Girl Scout pin is the Daisy Girl Scout's membership insignia. It symbolizes the girl's membership in Girl Scouts of the U.S.A.



Membership as a Girl Scout is granted to any girl who has made the Girl Scout Promise and accepted the Girl Scout Law; has paid annual membership dues; and meets applicable membership standards.

Membership as a Girl Scout adult is granted to any person who accepts the principles and beliefs as stated in the preamble of the Constitution of Girl Scouts of the U.S.A.; has paid annual or lifetime membership dues; and meets the applicable membership standard.

Membership Standards

GIRL SCOUTS

<i>Daisy</i>	age 5-6	OR in kindergarten or grade 1
<i>Brownie</i>	age 6-7-8	OR in grade 1-2-3
<i>Junior</i>	age 8-9-10-11	OR in grade 3-4-5-6
<i>Cadette</i>	age 11-12-13-14	OR in grade 6-7-8-9
<i>Senior</i>	age 14-15-16-17	OR in grade 9-10-11-12

GIRL SCOUT ADULTS

Minimum age—18 years

Girls with mental retardation should be registered as closely as possible to their chronological age. They wear the uniform of that age level. Program adaptations for these girls should be made to the ongoing activities of the age level to which the troop belongs. When girls reach the age of 18 or complete high school or its equivalent, they move into an adult membership category. Young women who are mentally retarded may retain their girl membership through their twenty-first year or until they complete high school or its equivalent; they then move into an adult category of membership.

Registration

As a leader, you are responsible for registering all girl and adult members of the troop and collecting national membership dues each year. Your Girl Scout council will supply registration forms and instructions for completing them.

If additional members join during the year, be sure to register them promptly so they can receive the full benefits of Girl Scout membership, including the very important accident insurance.

Girls or their parents who pay annual membership dues should know and understand that the dues make it possible for them to be a member of the largest organization for girls in the world. Girl Scout members automatically become members of the World Association of Girl Guides and Girl Scouts. Annual membership dues go to the national organization which:

- › gathers ideas for what girls want to do in Girl Scouting.
- › puts these ideas together in a program for all girls.
- › publishes books that explain the Girl Scout program and supply information girls and leaders need.
- › publishes *Girl Scout Leader* magazine for the adult membership.
- › provides technical assistance to councils and leaders via educational opportunities and consultation.
- › promotes public understanding of, participation in, and support of Girl Scouting.
- › maintains national centers.
- › provides accident insurance.

Helping Daisy Girl Scouting Happen

There are many sources of support for you and your Daisy Girl Scouts. Help can come from a variety of places, in a number of ways, and from many people. You cannot, and should not, carry the entire responsibility. Following are groups and individuals that you can call upon for support.

Leadership Team

The leadership team is composed of you and your assistant leader and/or program aides. The ratio of girls to adults for Daisy Girl Scout troops is five to one. Members of your leadership team might include Cadette and/or Senior Girl Scouts in addition to the number of adults needed. All members of your team must complete the appropriate training to work with Daisy Girl Scouts. See the *Safety-Wise* program standards chart on page 24 and refer to *Safety-Wise*, the GSUSA publication that outlines safety standards, for details.



**Registration forms
Registration
instructions**

Safety-Wise

The Troop Committee

A troop committee is the adult network that gives support to the troop. It is comprised of from three to seven adults who provide the troop with whatever special help it needs.

You, as the leader, may appoint the troop committee. (Usually the troop committee is organized prior to the selection and placement of the leader, but this does not affect the leader's responsibility for working closely with it.) A local volunteer should work with you to help you orient the troop committee members.

By forming a troop committee, the work of managing the troop is divided among the members of the group, so the entire responsibility for the troop is not left to one or two people. This is important at the Daisy Girl Scout age level, since Daisy Girl Scouts do not participate in money-earning activities and adults are responsible for the modest costs of troop activities. The committee will be accountable to you in terms of the support they give to the troop. Thus, your time, energy, and expertise can be applied directly to working with the girls.

Here are some ways a troop committee can help you and your troop. It can:

- › aid in the development and implementation of your troop's ideas.
- › ensure continuity of program for a troop that is temporarily without a leader.
- › keep you informed of the needs, resources, and viewpoints of the community.
- › secure community backing for your troop.
- › tell friends and other groups about Girl Scouting.
- › share its expertise, special interests, or hobbies with your troop.
- › assist your leadership team with troop registration and other troop management responsibilities or tasks.

In recruiting troop committee members, you will want to consider people with knowledge of the community, its people, and its resources. Individuals with enthusiasm and the ability to interest and involve other parents and community leaders in actively supporting the troop are invaluable on a troop committee. Parents, professional and career people, retirees, grandparents, and former Girl Scout adult volunteers are likely candidates for troop committee appointment.



A Troop Committee!



Family Support!

If your troop is sponsored, the sponsoring group usually appoints someone to be a liaison on your troop committee. Consider asking the teacher of a kindergarten or first-grade class to serve on the troop committee. This way you will know what the girls are doing in school and can plan troop activities that complement but do not duplicate their schoolwork.

Daisy Girl Scout Families

This essential support group includes parents, guardians, fathers, mothers, foster parents, grandparents, older brothers and sisters, and aunts and uncles. Each girl's family is a potential resource of great value for the troop, but planning for and making use of parent and family support takes time. You need to know parents' expectations for their children. They need to know about Girl Scouting, its goals for Daisy Girl Scouts, the kinds of activities the girls will be involved in, and the kind of help they can offer. Parents should be assured you care about their children's development and that you welcome their suggestions and their participation.

A guide to family support

You will find the time it takes to involve the families of your girls well spent. By inviting their participation in the troop's activities, you will be offering the girls exposure to a network of experienced, sympathetic adults.

The parents' meeting

One of the most important means of gaining and channeling family support is a parents' meeting held at the beginning of the Girl Scout year. When selecting the time for this event, the schedules of mothers and fathers who work, or who have religious obligations or travel constraints should be considered, since it is important that as many parents or other family members as possible attend. The meeting provides an opportunity for you to:

- › organize the troop and troop committee.
- › get acquainted with the parents and other family members.
- › learn about their expectations for their daughters' Girl Scout experience.
- › explain the overall aspects of Girl Scout program.
- › talk about the girls' interests and plans for the year.
- › show families how they can help.
- › collect membership dues and gather information.

Getting started

It is important to organize the meeting so that everything runs smoothly. If you need help, contact the person in your geographic area assigned to support you. To get started:

- › consider who will be invited. Are girls to be included? (Parents are more likely to attend if they are.) If so, are activities planned for them?
- › arrange for a meeting place and time, giving careful consideration to time schedules of working parents.
- › line up audiovisual equipment and make sure it's working.
- › check supplies: masking tape and large sheets of paper, felt-tip pens, name tags and pins to attach them, attendance sheets, and any handouts for parents.
- › plan refreshments.
- › notify parents by mail, phone, or notes sent home with the girls.

The safety of siblings

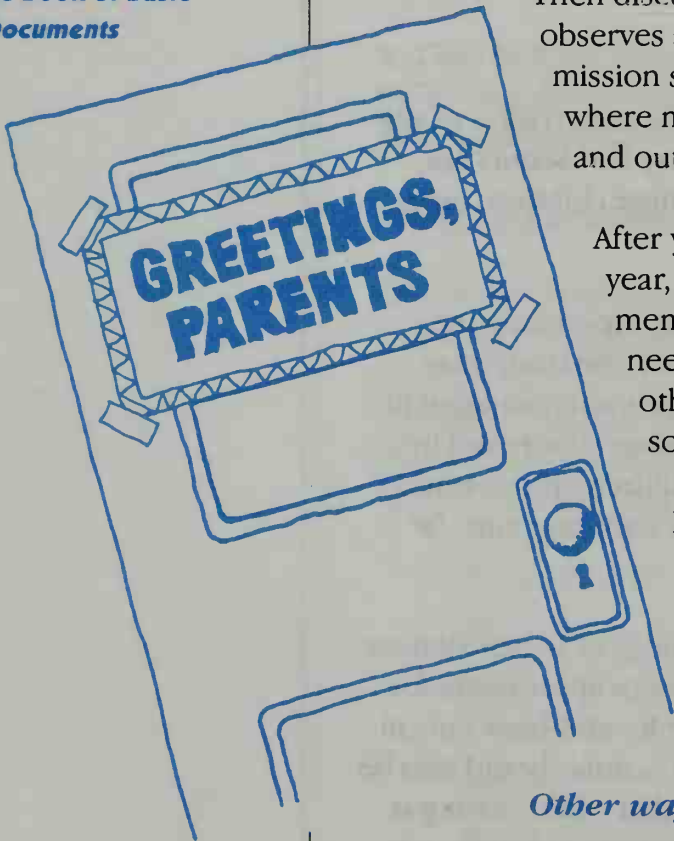
Sometimes, organizing meetings will include arranging for supervision of siblings, especially younger siblings. Since activities for Daisy Girl Scouts are designed for that particular age group, the safety of younger children, especially, may be jeopardized if they participate.

The troop committee may want one adult responsible for supervising the other children. When this is done in an organized manner, the troop may purchase accident insurance through the council for the children who are in a "supplemental supervised unit," that is, additional children supervised by another adult or adults, depending on the number of children. If the adults providing supervision for such groups are not members, coverage must be purchased for them, too.

In addition, leaders may want to remind parents at meetings or in newsletters that Daisy Girl Scouts may bring home materials that are not appropriate for use by younger children. Handmade puppets, for example, may have button eyes that could be a hazard to a one-year-old. Daisy Girl Scouts should also be reminded, from time to time, that they must remember that while sharing is encouraged, not everything should be shared. Giving examples of items not to share could be part of a safety activity.



Filmstrip or slides
Daisy Girl Scout
storybooks and
My Daisy Girl Scout
Activity Scrapbook
Brochures about Girl
Scouting
Council forms
Sign-up sheets
Safety-Wise
Blue Book of Basic
Documents



On the day of the meeting

Once the families have gathered, welcome them. It's important not only to let the families get to know you and one another, but also to tell them how to contact you in the future.

Tell the Girl Scout story, based on *The Story of Juliette Low*, either through a short talk, a filmstrip or slides, or have girls and parents who have been previously involved in Girl Scouting give a brief presentation. In any case, make sure to cover the purpose of the Girl Scout program and activities, the benefits girls will derive from Girl Scouting, the Promise and Law, investiture and rededication, the program framework for this troop's age level, the name of the council and location of the council office, and an explanation of the volunteer organization.

Next, talk about the finances: membership dues, program and field trip money, and the cost of uniforms and materials. Parents should know that Daisy Girl Scouting is not expensive. Uniforms are encouraged, but not required, and parents are often involved in determining troop expenses.

Then discuss health and safety standards the organization observes and explain the need for parent consent forms and permission slips. Talk about your troop's activities—when and where meetings are held and what special events, field trips, and outdoor expeditions may be in store.

After you've explained the troop's hopes and plans for the year, it is a good time to ask for a commitment from family members to support the troop. Circulate a list of areas needing support and encourage fathers, mothers, and other relatives to volunteer their talents as resource persons or troop committee members.

Finally, thank parents for attending and tell them how you will keep in touch throughout the year.

Following the meeting, you or someone from your service team or troop committee should contact parents who were unable to attend.

Other ways to involve families

By continuing to communicate your troop's plans and needs to families, you are more likely to receive family help. Consider the following ways to keep families in touch with your troop throughout the year.

Troop newsletters:

A newsletter on what the troop is doing could be written with the help of girls or by a troop committee member.

Parent newsletters:

This means of addressing the families directly could take the form of a special newsletter developed by the council, a family bulletin, or an insert or regular column in the council bulletin.

Workshops and seminars:

You might suggest that your council sponsor events parents would want to attend, either alone or with their daughters. Events could include seminars or workshops on children's television viewing, computers, money management, first aid and CPR, parent effectiveness training, smokers' clinics, or family health and fitness.

Outdoor activities: Family members may be invited to troop cookouts, picnics, hikes, or family camping weekends. These outdoor activities may be either troop-sponsored or neighborhood events.

Parent assistance:

Asking a parent for assistance with a specific activity is often the key to family involvement.

Bridging from Head Start

Many girls entering Daisy Girl Scouting may already be familiar with Girl Scouting if they have participated in a Daisy Girl Scouts Bridging from Head Start project. Head Start is a demonstration program that provides comprehensive developmental services for preschoolers from low-income families. Head Start programs generally end in June.

The Daisy Girl Scouts Bridging from Head Start project's first goal is to provide a continuity of activities from June to September. Once the girls enter kindergarten, they continue with Daisy Girl Scouting. Very often, Head Start parents are very involved in their child's educational program and are active adult participants providing Girl Scout leadership. Parents already familiar with Girl Scouting through this bridging project are invaluable resources.

The Sponsoring Organization

Your Girl Scout council may enter into an association with a community organization or business that agrees to sponsor your troop. The sponsor's aims and objectives will be compatible with those of Girl Scouting. Schools, religious groups, parent/teacher groups, men's and women's service groups, professional and fraternal societies, civic organizations, and labor groups are examples of community groups that give support to a troop like yours.

It is her job to see that your leadership team receives the services needed to deliver quality Girl Scout program to the girls in your troop. Turn to her with your questions, concerns, and needs. If she cannot help you, she will get you the assistance you need. She will also introduce you to the many other human and material resources available to you—program consultants, publications, handbooks, training courses, etc.



The Girl Scout Council

In addition to the various support resources described above, you and the troop receive many additional services from your Girl Scout council. Your council can provide:

- › councilwide activities and projects.
- › access to Girl Scout (and other) books, films, and resources.
- › interpretation of the council organization and operation.
- › interpretation and clarification of the national organization and local council policies, standards, and procedures.
- › opportunities for you to express needs and make suggestions.
- › feedback on how well you are doing your job.
- › opportunities for adult learning and sharing.
- › information on council-owned sites, camps, and other program facilities.

These services are provided by the service team in your area of the council, the team member assigned to you, and other council personnel. Many people are behind you to help you work with the girls in your troop, and to make your job as a Daisy Girl Scout leader rewarding. Take advantage of this support at every opportunity.

Girl Scout Program Standards

The following program standards chart provides a means to determine a desired level of performance and for meeting the basic standards for health, safety, and security that must be provided to girls. Refer to *Safety-Wise* for more detailed information.

To know your council connections!

Safety-Wise

Standard 7

OUTDOOR EDUCATION

Activities carried out in outdoor settings are an important part of Girl Scout program for each age level. The leader should receive the appropriate training from her council to help her guide preparation for and implementation of the outdoor activities.

Standard 8

GIRL SCOUT CAMPING

Girl Scout camping should provide girls with a fun and educational group living experience that links Girl Scout program with the natural surroundings and contributes to each camper's mental, physical, social, and spiritual growth.

Standard 9

GIRL SCOUT RECOGNITIONS

Girl Scout recognitions should acknowledge a girl's accomplishments and attainment of specified requirements. Leaders should work in partnership with girls to decide when recognitions, such as badges, patches, or awards, have been completed. At all times, adults should play a key role in stressing the quality of the program experience over quantity of recognitions.

Standard 10

PARENTAL PERMISSION

Written permission from a parent or legal guardian should be obtained for participation in Girl Scouting. Leaders and girls are responsible for informing parents or guardians of the purpose of Girl Scouting; of the date, time, and place of meetings; and of the type of activities included in troop plans. When activities take place outside of the scheduled meeting place, involve travel, or focus on sensitive or controversial topics, parents and guardians should be informed and asked to provide additional written consent.

Standard 11

GIRL SCOUT MEMBERSHIP PINS AND UNIFORMS

All Girl Scout members should wear the membership pin when participating in Girl Scout activities. Since Girl Scouting is a uniformed organization, girl and adult members should be informed, at the time they become members, that they are entitled to wear the Girl Scout uniform appropriate for their age level. Although the wearing of the uniform is encouraged, it should be clearly conveyed that the wearing of the uniform is not required for participation in Girl Scouting.



Standard 17

PROGRAM CENTERS

All centers and facilities used for Girl Scout program activities should have present at least one adult with appropriate qualifications and competencies to guide girls in the type of program conducted at the facility. Additional adults trained for their particular roles should be present in numbers required to provide adequate adult guidance for the ages of the girls, the size of the group, and the nature of the activity.

Standard 18

**ADULT LEADERSHIP —
GIRL SCOUT CAMPS**

All Girl Scout camps should be staffed by adults who possess the qualifications and necessary competencies for the positions held.

Standard 19

PLURALISM AND DIVERSITY OF TROOPS/GROUPS

Girl Scout troops and groups should reflect the diversity of socioeconomic, racial, ethnic, cultural, religious, and disability groups in the community. Whenever possible, troops and groups should include girls from different age and grade levels.

Standard 20

SIZE OF TROOPS/GROUPS

Girls should be able to participate in groupings large enough to provide experience in self-government and in groupings small enough to allow for development of the individual girl.

Standard 21

MEETING AND ACTIVITY PLANNING

Troops and groups should meet often enough to fulfill the needs and interests of girls and to maintain continuity of their program experience.

Standard 22

MEETING PLACES/CAMPS/SITES

All meeting places, camps, and other sites used for Girl Scout program activities should provide a safe, clean, and secure environment and allow for participation of all girls.



Standard 30

COUNCIL-SPONSORED PRODUCT SALES

Troops/groups may participate in no more than two council-sponsored product sales each year, and only one of these may be a cookie sale. A percentage of the money earned through product sales should be allocated to participating troops and groups. Daisy Girl Scouts may not sell cookies or other products.

Standard 31

PRODUCT SALE INCENTIVES

Participation in a council product sale incentive plan should be optional for troops and individuals. Incentives, if used, should be program-related and of a type that will provide opportunities for girls to participate in Girl Scout activities.

Standard 32

COUNCIL FUND RAISING

Fund raising or fund development to support the Girl Scout council is the responsibility of adults and this responsibility should not be placed with girls. Girls may provide support to these efforts through voluntary service.

Standard 33

FUND RAISING FOR OTHER ORGANIZATIONS

Girl Scouts, in their Girl Scout capacities, may not solicit money for other organizations. Girl members may support other organizations only through service projects. (See national policy on solicitation of contributions in the *Leader's Digest: Blue Book of Basic Documents*.)

Standard 34

COLLABORATIONS WITH OTHER ORGANIZATIONS

When collaborative relationships or cooperative projects are developed with other organizations, all Girl Scout program standards are followed.

Standard 35

POLITICAL ACTIVITY

Girl Scouts in their Girl Scout capacities may not participate directly or indirectly in any political campaigns or participate in partisan efforts on behalf of or in opposition to a candidate for public office.



Troop Funds and Activities Involving Money

Daisy Girl Scouts should not be involved in handling any money, including troop dues; in troop money-earning activities; in council-sponsored product sales; or in other types of fund raising. Daisy Girl Scouts may not sell cookies or other products. Adults are responsible for meeting the modest cost of troop activities.

Service team members, parents, council staff members, and sponsors will provide ideas to generate modest troop funds. You and your troop committee may also meet to decide on appropriate methods of developing troop funds. For example, parents could pay modest monthly activity fees based on an estimated annual troop budget. Councils may raise additional monies for Daisy Girl Scouting. Sponsors may want to subsidize a troop.

Uniforms

Daisy Girl Scouts are encouraged but not required to wear their uniforms—to meetings, public ceremonies, or events; in synagogues, churches, or temples; on Girl Scout Sunday or Sabbath; when traveling as Girl Scouts; or when serving their communities.

Girl Scout adults are also encouraged but not required to wear uniforms. If you do not wear a uniform, the Girl Scout pin and World Trefoil pin may be worn to meetings and other Girl Scout events. (See *Girl Scout Uniforms, Insignia, and Recognitions* for more details on the proper way to wear the adult uniform and where to wear the insignia.)

The insignia for Daisy Girl Scouts include the Daisy Girl Scout pin and the

**Girl Scout Uniforms,
Insignia, and
Recognitions**
Girl Scout pin
Daisy Girl Scout Pin
World Trefoil pin



World Trefoil Pin



Daisy Girl Scout Pin



World Trefoil pin. You may decide to give girls the World Trefoil pin as a celebration of Thinking Day and being part of an international movement. The World Trefoil pin (called the World Badge in other countries) has three leaves on it that represent the three-fold promise as laid down by the Founder. The flame stands for the flame of love of humanity. The vein pointing upwards represents the compass needle pointing the way. The two stars represent the Promise and Law. The outer circle represents our worldwide association. The golden yellow trefoil on a bright blue background represents the sun shining over the children of the world.

The Daisy Girl Scout pin has the trefoil shape for the three parts of the Promise and the daisy flower as a symbol of the Daisy Girl Scout's namesake "Daisy" Low.

Daisy Girl Scout Certificates

In the beginning of the year, each girl may receive the Daisy Girl Scouts Beginning Certificate. It welcomes her to Daisy Girl Scouting and may be placed in her scrapbook on the indicated page. The investiture ceremony is probably the best time to give the certificates to the girls.

Recognitions

At the older levels, recognitions are pins and patches that symbolize a girl's accomplishments in Girl Scouting, but Daisy Girl Scouts do not regularly earn this type of recognition. The only officially earned object recognition a Daisy Girl Scout receives is the Bridge to Brownie Girl Scouts patch. A girl works on the patch at the very end of the year as part of her bridging to Brownie Girl Scouting experiences.

Studies have shown that giving object recognitions to girls this age encourages them to focus on the object rather than the process. They may become so preoccupied with collecting the "pretty patches" that the meaning of their experiences becomes secondary. Daisy Girl Scouts do not yet understand that it is not the object itself but what it represents that is important. It is therefore quite possible to foster a non-learning atmosphere in which those who have the most or prettiest object recognitions will be considered the "best" by her peers. It must be remembered that it is through her experiences that the Daisy Girl Scout develops self-knowledge and confidence and begins to learn about the world around her.

It is acceptable, however, for Daisy Girl Scouts to receive souvenir participation patches for some activities that do not include required components or earned proficiency types of requirements. For example, most of the Contemporary Issues booklets contain activities appropriate for Daisy Girl Scouts. Many of the nationally sponsored service projects have participation



**Daisy Girl Scout
certificates
My Daisy Girl Scout
Activity Scrapbook**



**Bridge to Brownie Girl
Scouts patch
Contemporary Issues
booklets
National service project
patches**





patches as souvenirs. Daisy Girl Scouts may receive these. Likewise, your council may sponsor events in which Daisy Girl Scouts are invited to participate. In these instances, girls may receive the corresponding patches. These souvenir patches may be collected and glued onto pages in *My Daisy Girl Scout Activity Scrapbook* along with other mementoes of the troop year. Some girls may choose to wear the patches on the back of their Daisy Girl Scout tunic, but it is recommended that they instead use their scrapbook to hold these mementoes.



Daisy Girl Scouts do have their own special form of “recognition.” The uniform, the certificates given at the beginning and end of the Daisy Girl Scout year, the scrapbook, and the welcoming, investiture, bridging, and other ceremonies provide the girls with appropriate, meaningful symbols they can understand. The insignia and acknowledgment from you and their sister troop members provide both formal and informal recognition of them as Daisy Girl Scouts. The most important and valid rewards for girls this age are those gained in an atmosphere where they have support, care, success in worthwhile learning experiences, and encouragement and praise from their peers and the adults working with them.

Service for Daisy Girl Scouts

Service is such an important part of Girl Scouting that it cannot be overlooked for Daisy Girl Scouts. Service means giving of oneself to help others and can even occur at every meeting in small ways. Larger service projects can be carried out in partnership with Brownie Girl Scout troops.

Service projects for Daisy Girl Scouts should be designed with the following suggestions in mind.

- ◆ Projects should be reasonable and provide an experience that is meaningful to the girl. For example, she could go with a family member or older friend to visit someone who is shut-in and listen to and share favorite stories. Or she could help take care of a pet for someone in her family.
- ◆ Projects should be of short duration. For example, the entire troop could clean up their meeting place in one morning. Projects should encourage learning more about Girl Scouting and bridging. For example, the girls could join with a Brownie Girl Scout troop to plant flowers for a neighbor or a community center.
- ◆ Projects should occur as part of the ongoing troop activities. For example, service in Girl Scouting includes showing kindness during activities, sharing, and playing fairly. Girls should be encouraged to be helpful at home and at school as part of their Girl Scout experience.

**My Daisy Girl Scout
Activity Scrapbook**
Daisy Girl Scout
storybooks

Daisy Girl Scout Ceremonies

In Daisy Girl Scouting, ceremonies may be held throughout the year. A troop may choose to celebrate a birthday, a special day, or an event whenever they choose. Formal ceremonies can honor times of transition, such as entering Girl Scouting or bridging into Brownie Girl Scouts. Simple ceremonies often begin or end meetings. The most important aspects of ceremonies for Daisy Girl Scouts are simplicity, appropriateness, clarity, and meaning. With understanding guidance, Daisy Girl Scouts will be able to share ideas in order to plan many of their own ceremonies.

Often, the most meaningful ceremonies are those that girls create and plan themselves. In the beginning, however, you will have to suggest ideas to the girls and go through some of the ceremonies with them. The book *Ceremonies in Girl Scouting* contains many ideas for planning and conducting ceremonies.



Opening and Closing Ceremonies

Each Daisy Girl Scout meeting should have a definite opening and closing. Children enjoy repetition, and opening and closing ceremonies offer them the comforting feeling of having “traditions” at the meeting and knowing what to expect.



**My Daisy Girl Scout
Activity Scrapbook
Ceremonies in Girl
Scouting**





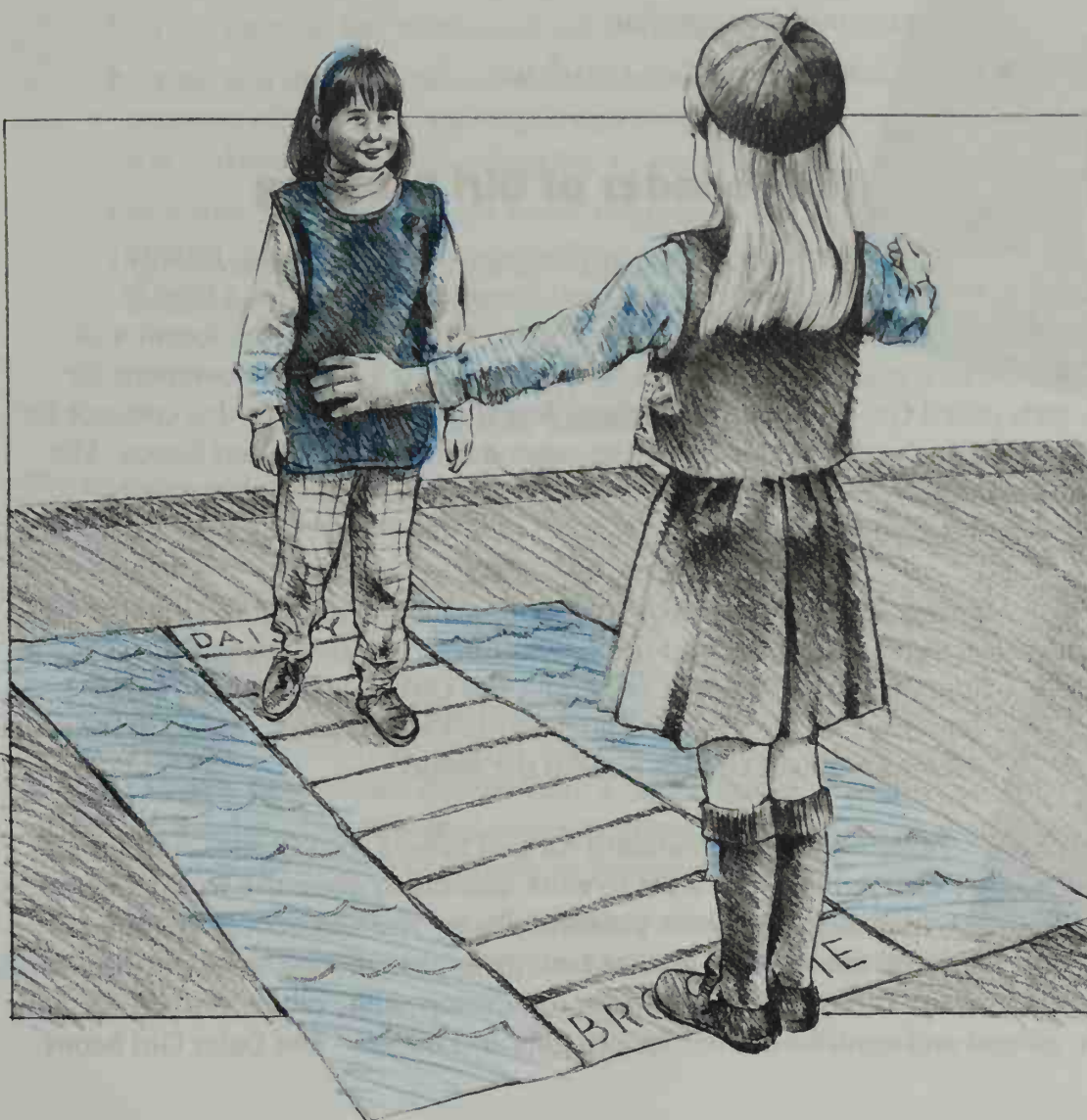
learn these concepts, and through discussion, examples, and acting out parts, they will be able to comprehend the basics of the Girl Scout Promise and Law.

Working with the troop committee and the girls, you will be able to plan a meaningful and joyous investiture ceremony. Families should be invited, since it is the formal, symbolic beginning of Girl Scouting. If a new girl joins during the year, the troop will hold an investiture ceremony for her.

A Daisy Girl Scout usually wears her uniform for the first time at the investiture ceremony. The Daisy Girl Scout pin, her membership insignia, is pinned to the left side of her uniform. She wears it over her heart as all members of the movement do. Girls will also receive their Daisy Girl Scouts Beginning Certificate at the investiture.

Bridging to Brownie Girl Scouts

A bridging ceremony is held when Daisy Girl Scouts “cross the bridge” to the next level—Brownie Girl Scouts. It is one of the important milestones in Girl Scouting, and Daisy Girl Scouts should help as much as possible in its planning.



- Ceremonies in Girl Scouting**
- Brownie Girl Scout pin**
- World Trefoil pin**
(if they don't already have it)
- Bridge to Brownie Girl Scouts patch**
- One-year membership star**
- Daisy Girl Scouts Ending Certificate**
- Invitations**
- Refreshments**



They will also need to learn about Brownie Girl Scouting before bridging. Brownie Girl Scouts from a sister troop, and their leader, will be very helpful in this process. The bridging activities, located on pages 68-70, offer a variety of activities to help girls accomplish this. During the ceremony, be sure to review these activities with the girls, to remind them of what they did and why.

The troop committee should be involved with the planning of the bridging ceremony, and families should be invited. Girls can design and produce family invitations for the event, plan refreshments, decide if they want the ceremony with the whole sister Brownie Girl Scout troop, just with the Brownie Girl Scout leader, or with just a few of the members of the sister troop.

At the bridging ceremony, girls may receive the following insignia and recognitions:

- ◆ Brownie Girl Scout pin
- ◆ World Trefoil pin (if not already wearing it—some people prefer to give these to Daisy Girl Scouts on their first experience of Thinking Day)
- ◆ Bridging to Brownie Girl Scouts patch
- ◆ One-year membership star
- ◆ Daisy Girl Scouts Ending Certificate

The Founder of Girl Scouting

Daisy Girl Scouts are named after the founder of Girl Scouting, Juliette Gordon Low—"Daisy" to her family and friends. She lived for a time in England, and it was there that she met Lord Baden-Powell, the founder of Boy Scouts, and his sister Agnes, who had started a similar movement for girls called Girl Guides. Juliette Low was so impressed with this concept for girls that she decided to bring the organization to the United States. She held the first American Girl Scout meeting at her home in Savannah, Georgia, on March 12, 1912.

After her death in 1927, the Juliette Low World Friendship Fund was started to honor her and her commitment to world friendship. The funds are used to help Girl Scouts and Girl Guides travel to other countries, to bring Girl Guides to the United States, and to aid Girl Scouts and Girl Guides around the world.

Juliette Low set a standard for Girl Scouts, Girl Guides, and people everywhere who want to work actively to make the world a better, friendlier, and more peaceful place. The Girl Scout program, based on the ideas of Juliette Low, gives girls and adults opportunities to understand themselves and others, to develop skills, values, and ethics, and to extend and contribute their special gifts and talents. The Daisy Girl Scout

Daisy Girl Scout
storybooks



Big Book and the individual storybooks contain the Juliette Gordon Low story written especially for Daisy Girl Scouts.

Girl Scouting's Special Days

Girl Scouts have three special birthdays to celebrate: October 31, Juliette Low's birthday (also known as Founder's Day); February 22, Thinking Day, the birthday of Lord Robert Baden-Powell, founder of Boy Scouts, and Lady Olave Baden-Powell, the World Chief Guide; and March 12, the birthday of Girl Scouting in the United States of America.

October 31, Juliette Low's Birthday

On Founder's Day, Girl Scouts across the country honor Juliette Low in many ways. You could:

- › tell the girls the story of Juliette Low and her life with Girl Scouts.
- › teach the girls some Girl Scout and Girl Guide songs and sing them for others at a gathering.
- › have a party in her honor and invite a sister troop.
- › create and dedicate pieces of art to her: a piece of music, a sculpture, a drawing, a mural, or a painting—whatever the girls would like to make.
- › talk about the Juliette Low World Friendship Fund.
- › use an appropriate "Ceremony of Girl Scout Meaning" from *Ceremonies in Girl Scouting*.



February 22, Thinking Day

The birthday of Lord and Lady Baden-Powell has become a day for Girl Scouts and Girl Guides all over the world to think about each other.

You could:

- › find someone who knows about Girl Scouting and have her or him visit the girls.
- › invite someone from the community who has lived in another country to come and share an activity with the girls. The visitor could have the girls help cook a dish or learn a dance from the country she or he lived in. The visit could include storytelling, a discussion about customs, or a video or slideshow presentation.
- › invite an older Girl Scout who has traveled outside the United States, perhaps on a wider opportunity, to share her experiences with the girls.



**My Daisy Girl Scout
Activity Scrapbook**

- › plant a tree or shrub in honor of Thinking Day. Send a picture of it to your council office.
- › plan a short ceremony with a simple theme, such as thinking about each other, what we like best about Girl Scouting, or making a wish for children everywhere.
- › use this as an opportunity to explain the World Trefoil pin to girls and give it to them in a ceremony.

There is a page in *My Daisy Girl Scout Activity Scrapbook* to include drawings, photographs, or other mementoes of Thinking Day activities.

March 12, Girl Scout Birthday (Girl Scout Week)

On March 12, 1912, Juliette Low and two other women met with 18 girls to form the first Girl Scout troop in the United States. Girl Scouts celebrate the birthday of this first Girl Scout meeting for an entire week. The week in



which March 12 falls is recognized as Girl Scout Week. To celebrate Girl Scout Week, the girls could:

- › wear their Daisy Girl Scout tunic.
- › have a Girl Scout birthday party with a sister troop.
- › act out the story of the first meeting in 1912, imagining how it could have been.
- › plan activities to coincide with council themes for Girl Scout Week.
- › plan a ceremony and recite “Who Is a Daisy Girl Scout?”
- › have a joint ceremony with troops from other age levels.

The Girl Scout National Centers

Girl Scouts have two national centers owned and operated by Girl Scouts of the U.S.A. and partially supported by membership dues.



Edith Macy Conference Center



Juliette Gordon Low National Center

The Juliette Gordon Low Girl Scout National Center

The Birthplace of Juliette Low, located in Savannah, Georgia, is part of the largest National Historic Landmark District in the United States. It is the national Girl Scout public museum, where one can learn about Juliette Low's childhood and her life's work in Girl Scouting. Many program activities are offered at the Birthplace throughout the year for girls and adults.

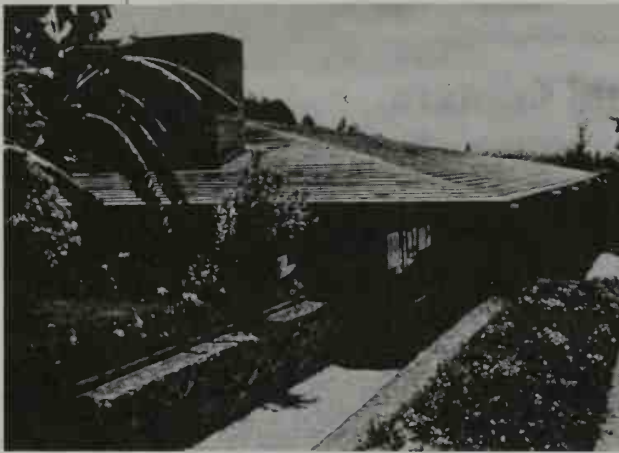
For more information, write to:

Juliette Gordon Low National Center
142 Bull Street
Savannah, Georgia 31401

Edith Macy Conference Center

Located 35 miles from New York City near the historic Hudson River, Edith Macy Conference Center is a facility offering training and educational opportunities for adults, and special courses for Senior Girl Scouts. It also has an adjacent site that accommodates traveling troops.

For more information, contact your Girl Scout council about courses offered at Macy or write to: Edith Macy Conference Center Information, Training Registrar, Girl Scouts of the U.S.A., 420 Fifth Avenue, New York, N.Y. 10018-2702.



Our Cabaña



Pax Lodge, Olave Centre



Our Chalet



Sangam

The World Centers

The World Association of Girl Guides and Girl Scouts (WAGGGS) has acquired four world centers, each in a different part of the world. At Our Chalet in Switzerland, Pax Lodge in England, Our Cabaña in Mexico, and Sangam in India, Girl Scouts 14 years or older may stay and experience the special opportunities available at each center.

Our Chalet, located in Adelboden, Switzerland, was founded in 1932. A gift to WAGGGS from Blanche Storrow of Boston, Massachusetts, the center is high in the Swiss Alps and focuses on the out-of-doors, with hiking and climbing in the warm months and skiing and other winter sports in the cold months.

Our Ark, the first world center in London, was established over 50 years ago; its successor, Olave House, closed in September, 1988. Pax Lodge was built in 1989, the centenary of the birth of Olave Baden-Powell, in whose memory Olave Centre was established.

Our Cabaña was founded in 1957, in Cuernavaca, Mexico. In this city of eternal spring, Girl Guides and Girl Scouts learn about Mexican culture, customs, and crafts.

Sangam, located in Pune, India, was founded in 1966. Sangam, which means “coming together,” is an appropriate name for a center where Eastern and Western cultures meet and Girl Scouts and Girl Guides from all over the world have an opportunity to work together.

Girl Scout Ways

Girl Scouts and Girl Guides worldwide greet each other in the same way and abide by the same motto.

Girl Scout Sign, Handshake, and Quiet Sign

The Girl Scout sign is symbolic of the Promise. The girl holds up her right hand with the first three fingers extended—each finger stands for one part of the Promise—and the little finger held down by the thumb. She makes the sign whenever she makes the Promise, at her investiture, and when she gives the Girl Scout handshake. The handshake is given with her left hand while she makes the Girl Scout sign with her right hand.

The quiet sign is a way to let everyone know it is time to be quiet. Someone raises her right hand and keeps it up until each person in turn sees this sign, stops talking, and raises her hand until everyone is quiet.

Girl Scout Motto and Slogan

In the many languages spoken by Girl Guides and Girl Scouts the world over, girls say some version of the motto “Be Prepared.” In this country, Girl Scouts also have their own slogan: “Do a good turn daily.”

Girl Scouting at the Five Age Levels

The goals, principles, and beliefs of Girl Scouting as they have been outlined in this chapter, are basic to all age levels. The particulars of Girl Scout program, however, change to meet the needs and interests of the girls in each age group. The charts (on pages 42 and 43) show the progression from Daisy Girl Scouts to Senior Girl Scouts.

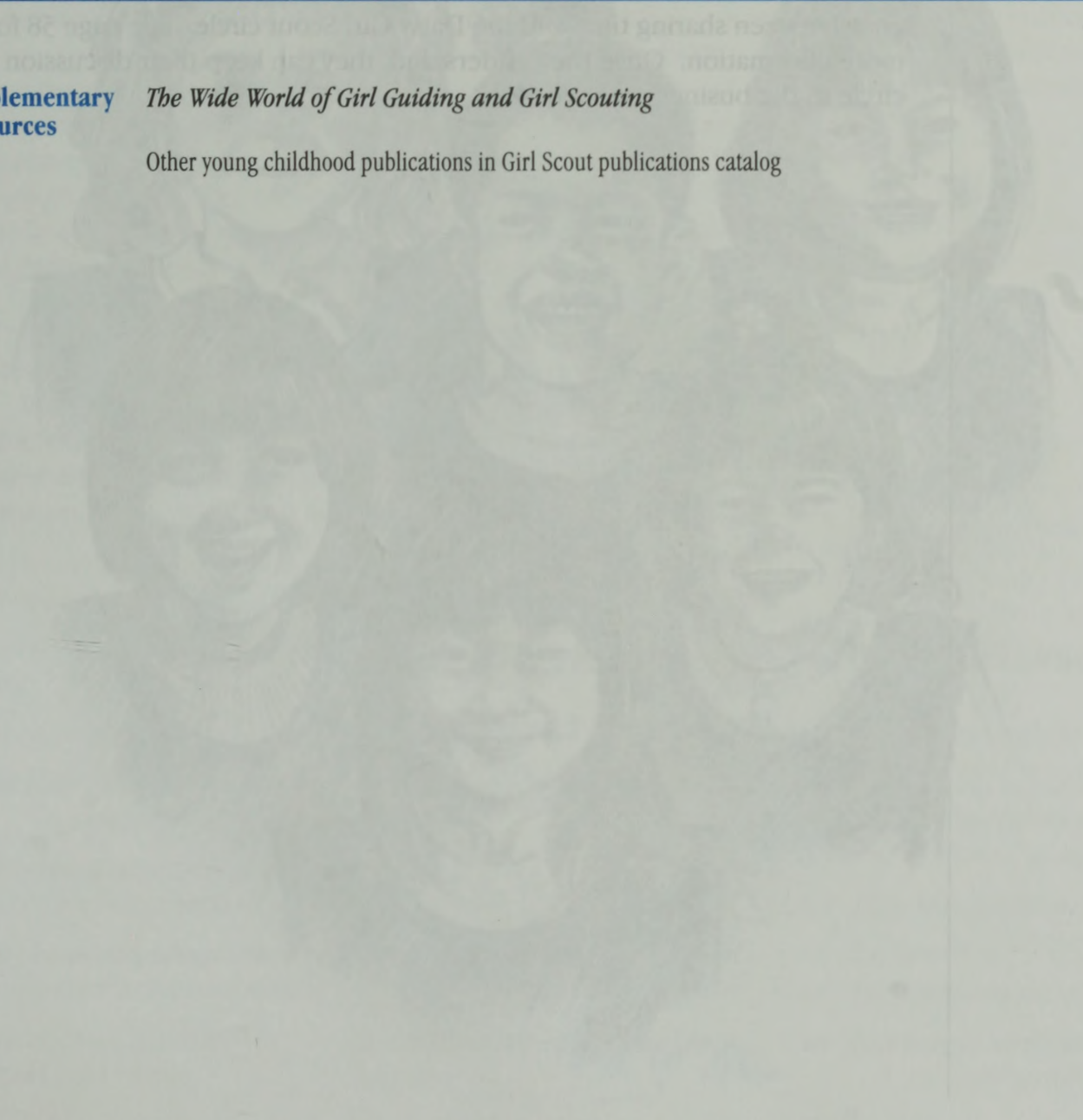


Working with The Daisy Girl Scout Circle

	Daisy	Brownie	Junior	Cadette/Senior
Basic Resources	<i>The Guide for Daisy Girl Scout Leaders</i>	<i>Brownie Girl Scout Handbook</i>	<i>Junior Girl Scout Handbook</i>	<i>Cadette and Senior Girl Scout Handbook</i>
	<i>My Daisy Girl Scout Activity Scrapbook</i>		<i>Girl Scout Badges and Signs</i>	<i>Cadette and Senior Girl Scout Interest Projects</i>
	Daisy Girl Scout Storybooks			<i>From Dreams to Reality: Career Cards</i>

Supplementary Resources *The Wide World of Girl Guiding and Girl Scouting*

Other young childhood publications in Girl Scout publications catalog



The Daisy Girl Scout Circle

The Daisy Girl Scout's introduction to troop government comes in the Daisy Girl Scout circle. This is where she learns the formal group decision-making process that is such an important part of Girl Scouting. In the circle, you play an active role in keeping conversation going and in helping to plan activities. The circle meets once a month or so to plan for future activities and to solve problems. You may, however, want to briefly discuss at each meeting the decisions that were made at the last Daisy Girl Scout circle.

The circle should not last longer than 15 minutes and should not take the place of or be confused with the sharing time that occurs at every meeting.

Sharing time should be initiated by the girls themselves while you only offer guidance. The Daisy Girl Scout circle, on the other hand, should be initiated and directed by you. In both instances, the girls should be permitted to express their views without censure. Girls can be made aware of the difference between sharing time and the Daisy Girl Scout circle. See page 58 for more information. Once they understand, they can keep their discussion in a circle to the business at hand. ♦

Working with Daisy Girl Scouts

The Daisy Girl Scout learns by doing! As she interacts with her present environment, she is using what she learned from past experiences to help her prepare for future learning. She has lost some of her interest in fantasy and has become more interested in reality.



Five- and six-year-olds want to take on more responsibility and want to do some of the “grown up” things they see others doing. While they may have participated in group activities in preschool, they are only just beginning to understand their role as a member of a group. Girls of this age also become easily attached to a warm and caring adult. In other words, the nurturing environment Girl Scouting offers is the ideal place for young girls to learn and try out their developing skills.

In this chapter you will find descriptions of general developmental characteristics found in children of this age around the world. These should give you a general idea of what to expect and where you can start in learning about special behavior patterns, intellectual traits, and emotional characteristics of girls at this level. Each girl in your troop will show some of these general characteristics, and at the same time will reveal all those traits that make her a unique individual. The lists you see here should serve then, as a guide, not an absolute rule. In other words, stay flexible. At all levels of Girl Scouting, the needs and interests of individual girls are most important. As you get to know the girls in your troop, you will begin to see things more clearly from their points of view. Watch what they do and how they do it. As you do, you will find yourself adapting more and more to their individual needs. For example, if the group seems restless, they may need more active games included in their activities. If they appear frustrated at tasks, look to see if the activity is too difficult for them (techniques for handling specific behavior can be found on page 49). You may find yourself regularly trying new methods of working with the girls in your troop. This shows you are flexible in your approach to working with children.

Each of the girls in your troop will display her own traits and signs of development; the following characteristics are meant to be a guideline for typical development in this age group. Some girls may exhibit traits of slightly older girls, while others may still be developing certain characteristics of this age level. This list is a guide, a tool, really, to help you in planning and preparing to work with Daisy Girl Scouts.

General Characteristics of Daisy Girl Scouts

Emotional Characteristics

may want to do things herself to bolster her growing independence

may be purposeful, friendly, and helpful

may be cooperative

may be close to parent(s) or main caregiver

may be curious about relationships

needs the approval and support of adults and peers

may behave in positive and negative extremes

may be afraid of the dark

may sometimes blame others for her own mistakes

can understand rules and tries to conform

is learning the power of words

Social Characteristics

is developing cooperative play. Usually likes to work in small groups of two or three, but will focus on her own work or play

has a strong link to mother or main caregiver

is developing ability to play with siblings, especially younger ones

may like best to play with peers

may like to please adults and is interested in adult reactions and judgments

is family oriented

may need support in completing cleanup, in putting things away, and in being neat

can engage in group discussions

may be interested in making up rules for the group

is capable of compromise, waiting her turn, and working out disputes with adult support

Physical Characteristics

usually has good appetite, likes snacks

may tire early in the evening

dreams frequently and vividly

is responsible for toileting but sometimes has "accidents" if she waits too long or is busily involved in something

may still need help with dressing into outer clothes and tying shoes

may work in cyclic bursts of energy

usually has better control of large muscles than smaller muscles

is usually able to play in one place, but changes positions frequently, usually cannot sit still for long periods of time

eye-hand coordination is maturing

needs to experience environment through all her senses

Intellectual Characteristics

is developing language and use of symbols

often questions the whys and wherefores of her surroundings

learns by doing, experiencing, playing

needs to play, play, play

is often factual and literal

can usually learn and remember the sequence of events in the day's routine

usually recognizes her first name when it is written out

can often print some letters, numbers, and words

may be reading or knows letters, words, and phrases

can usually count by ones to 20 or more

enjoys a sense of competence, socially and intellectually

cannot easily see the viewpoint of another if it is different from her own

centers her ideas and her perceptions around herself and how she experiences the world

can usually last in adult-directed activity for about 20 minutes

is often curious and experimental

usually likes to collect things

senses space and time as here and now; does not have an accurate sense of passage of time

usually is not extremely interested in the value of money

can often learn her address and phone number

usually likes being read to

often adapts well to school environment

Handling Specific Behavior

Occasionally, you may need to intervene when behavior is so disruptive that it becomes destructive or hurtful. Whether this behavior is an isolated incident or an ongoing problem, it is important to respond quickly and appropriately so that the routine for the group is maintained. Make sure that nothing you do leads to inappropriate behavior—be sure to acknowledge questions, give girls enough time, and schedule transitions wisely. Above all, be consistent. Children need limits and they need to know that they can depend on you no matter what. Don't make threats, but if you set a consequence, be sure to follow through. For example, if a girl is throwing crayons, tell her she will have to leave the table and stop using the crayons if she does it again. If she does do this again, immediately walk over to her and remind her of the consequence, then show her where she must go.

The following chart addresses specific behaviors.



Attention-seeking

This behavior might take the form of a girl exaggerating about abilities or possessions; clinging to leader, almost demanding her undivided attention; or constantly asking questions or making repeated noises or actions. If a girl displays attention-seeking behavior, offer the following alternatives:

Set up an activity with a “buddy” and rotate the buddies, so that the child forms attachments to others in the group.

Try to spend a few extra minutes with this girl each week, but designate this as a special time. Choose a time before the meeting, after the meeting, or during snack, and tell

her you will talk to her then, but that the rest of the time you will be with everybody.

Help the child see that she has something to give to the group.

Offer to find the girl an alternate activity if she is really disruptive.



Restlessness

Make sure the activity isn't too long or too difficult.

Vary the pace of activities so that a sitting project is followed by a physical game.

Have other activities available for those who finish early.

Try a stretch break for everyone.



Tattling

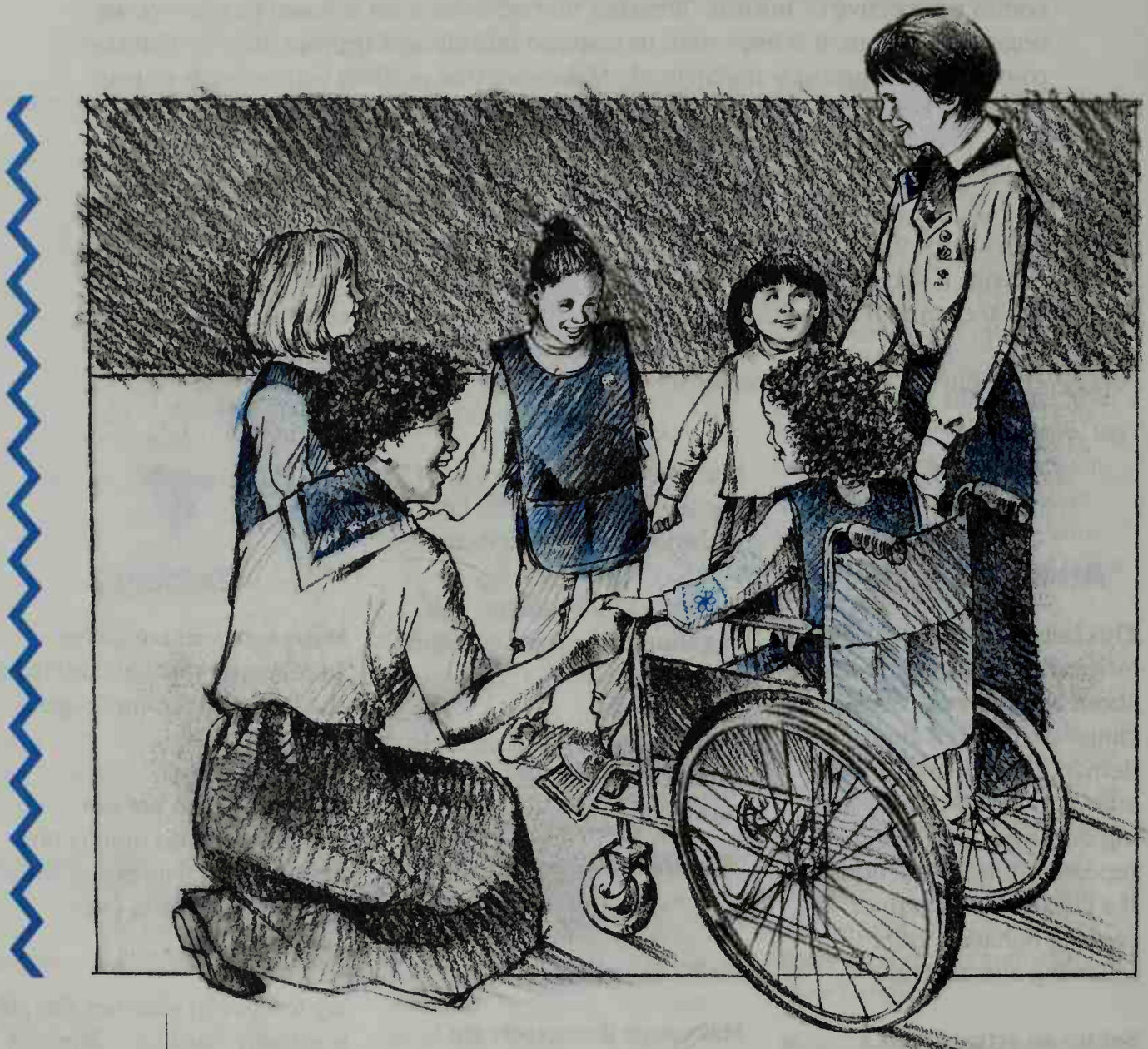
Make sure you are giving attention to this girl, and that she is not just trying to gain your approval.

Check that you are not encouraging too much competition in activities and thus creating confusion over expectations.

Try to discern whether the girl is actually “tattling.” She may in fact just be giving information or expressing a feeling or concern. Speak to her feelings and need to tell you.

Be sure you are consistent in dealing with children and their behaviors, so that no one feels a need to tattle.

Daisy Girl Scouts with Special Needs



As more and more children become part of public school programs, increasing numbers of girls with disabilities want to be part of Girl Scouting. Our organization has for many years considered girls with special needs a valuable part of the movement.

Today, one in ten children in the United States has a disability, and Girl Scouts welcome all girls, 5 through 17—including girls with all kinds of special needs. Many of the following ideas about serving these girls can and should be applied to every Girl Scout because they help adults focus on each individual child.

Tips for Working with Girls with Special Needs

As increasing numbers of girls with disabilities participate in the Girl Scout program, leaders are looking for ways to make sure that these girls are included in all activities. More often than not, a simple adaptation or an alternate activity gives girls both with and without disabilities the opportunity to explore common interests in a variety of ways. For more complete information, consult the leaders' guide *Focus on Ability: Serving Girls with Special Needs*.

When Working with Girls with Special Needs:

- ◆ Don't hesitate to ask a girl the best way for her to do something. She probably knows.
- ◆ Ask a girl first if she needs help. She may need less than you think.
- ◆ Understand each child's limitations. Be aware of any special medication or equipment she may need. Contact her school or other agencies she attends to get specific information on working with her.
- ◆ Learn to improvise—the more you do it, the easier it becomes. Girl Scout program can become richer when it is adapted and personalized.
- ◆ Talk directly to each girl, not to or through someone else.
- ◆ Make sure each child is situated comfortably; arrange supplies so they can be easily used.
- ◆ Prepare ahead of time for new situations—discuss, role-play, and trial-run with girls.
- ◆ Don't let a girl develop negative feelings about herself. Help her feel she's an important member of the group. Set the tone with your own attitude; focus on what each girl can do. Your positive attitude can rub off on other people.
- ◆ Break down each activity into steps for girls. Go over steps in your own mind ahead of time to think through any adaptation that may be necessary.
- ◆ Make full use of the buddy system when special help is needed. Rotate buddies so everyone gets a chance to know everyone else.
- ◆ Watch for signs of fatigue. Some children tire more easily.
- ◆ Involve each girl's parents as much as possible, but do not expect them to be at every meeting.
- ◆ Share your successes with other leaders. Ask to observe their troops for tips. Share resources.
- ◆ Encourage girls to ask and answer questions about disabilities freely. Promote girls' natural curiosity by allowing girls with disabilities to answer questions when they are asked. There is no need for anyone to feel embarrassed or ashamed. Set reasonable behavior standards and see that they are met. Having a disability is not an excuse for behaving unacceptably.
- ◆ Show each girl that you appreciate her for her own sake, not in spite of, or because of, her abilities or her disability.
- ◆ Foster increasing independence as girls show increased ability to handle responsibilities.



Focus on Ability:
Serving Girls With
Special Needs

Planning with Daisy Girl Scouts

One way to ensure that you and the girls have an enjoyable year is to plan your time wisely. As the children's poem on the next page illustrates, time can seem very short or very long, depending on how much you are enjoying yourself. Planning not only helps things run more smoothly, it gives girls an important leadership opportunity.



◆ identify where additional assistance is needed. This could be in arranging transportation, in locating consultants, or in obtaining required permissions. Be sure to check *Safety-Wise* for precautions and planning tips.

◆ identify aspects of planning that will be left to the girls. Prepare alternate activity ideas. A sample three-month plan prepared by you and your troop committee might look something like this:

<i>Possible activities for October</i>	<i>Possible activities for November</i>	<i>Possible activities for December</i>
› Visit a cider mill	› Service project for Thanksgiving	› Make cards
› Make applesauce	› Make bread	› Learn about special days in many cultures and religious groups
› Visit folk art exhibit showing pioneer crafts	› Make gifts for family	› Attend outdoor event with Brownie Girl Scout troop
› Halloween party	› Try some Today and Tomorrow activities	
› Juliette Low birthday party	› Visit a Brownie Girl Scout troop	

Planning with Your Troop

After you have worked out a tentative year plan with your troop committee, you will work with the girls in a Daisy Girl Scout circle to decide about specific activities.

When planning, you should take into consideration the Girl Scout special days, American national holidays, and the various cultural and religious holidays celebrated by the girls in your troop. Be especially careful that you do not trivialize these experiences for children. For example, if you are learning about the significance of several holidays, make sure that girls learn more than reindeer, colored eggs, or decorated food.

A sample of the final month-by-month plan decided upon by you and the girls might look something like this:

<i>October</i>	<i>November</i>	<i>December</i>
› Make applesauce	› Help in a Brownie Girl Scout troop environmental service project	› Learn about special celebrations around the world
› Go on a short nature hike	› Make Discovery Boxes	› Plan an outdoor event with another troop
› Have Juliette Low birthday party	› Visit fire station	› Make Birdseed Buffet
› One meeting for business, with just-for-fun activities decided that day	› Make rhythm instruments	› Learn about magnets

Twelve Tips for Planning a Troop Meeting

The Daisy Girl Scout troop meeting can be a special time for girls as they learn to work together in a variety of fun activities. It can also be an extraordinary experience for you as their first Girl Scout leader. You have the opportunity to make a tremendous difference in their lives. Time spent planning can make the experience more rewarding both for you and the girls in your troop. Here are twelve tips that will help ensure that all of you have an enjoyable and successful meeting.

1. Be prepared.
2. Plan a pre-meeting activity.
3. Connect with each girl.
4. Use the five- and one-minute warnings.
5. Establish routines.
6. Plan opening ceremonies.
7. Enjoy a sharing time.
8. Involve Daisy Girl Scouts in planning activities.
9. Make formal decisions about activities in Daisy Girl Scout circle.
10. Enjoy an organized, simple, relaxed snack time.
11. Remember that clean-up is everyone's responsibility.
12. Finish with a closing ceremony.

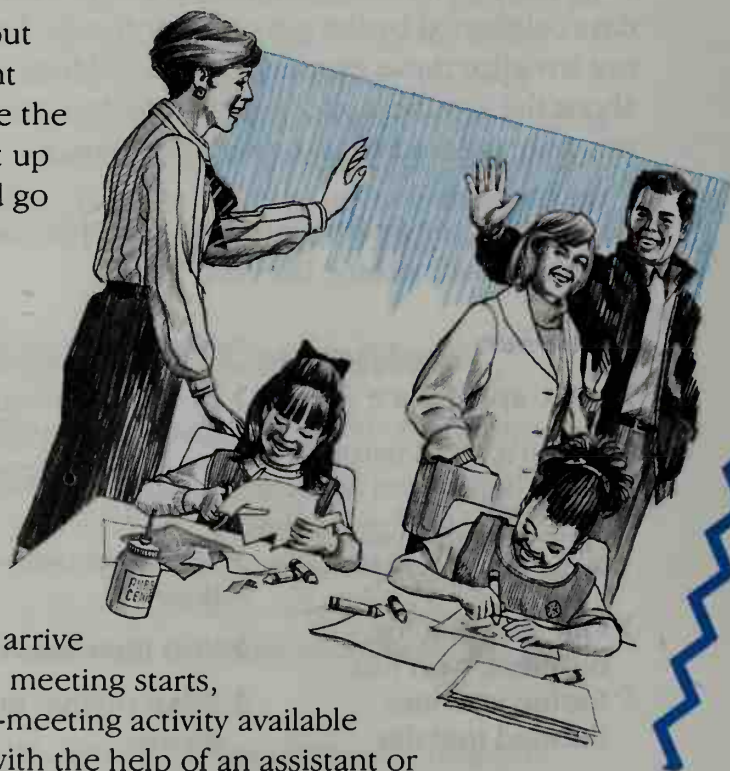
How can you use these tips in planning with girls? Here are some suggestions:

1

Be prepared. The Girl Scout motto is especially important when you want to make sure the meeting runs smoothly! Set up materials ahead of time, and go over the day's activities. Consult with the assistant leader or others who will be helping so that everyone is part of the team. This can be done before the troop meeting or by phone earlier in the week.

2

Plan a pre-meeting activity. Because girls may arrive at different times before the meeting starts, it is important to have a pre-meeting activity available they can do themselves or with the help of an assistant or



program aide. This gives them the opportunity to work independently while you are greeting girls and family members as they arrive. Chapter Seven, "Program Activities," includes a number of ideas suitable for this purpose. You might try dress-up clothes, puppets, magnets, or blocks. You may want to provide puzzles, crayons and drawing paper, or books. This is also a good time to work on an activity in *My Daisy Girl Scout Activity Scrapbook*.

3

Connect with each girl. Be sure to say hello to each girl as she arrives. Find out how she is feeling. Let her know you are glad she came with a smile or a hug.

4

Use the five- and one-minute warnings.

Girls of this age need to know when one activity is ending and another is about to begin. This helps them learn to plan their time and not feel rushed. Warn them when it is about five minutes before the activity will end. Then warn them again about one minute before the transition. Your warning can be a few notes of a favorite song, a bell, music, or any other signal you choose.

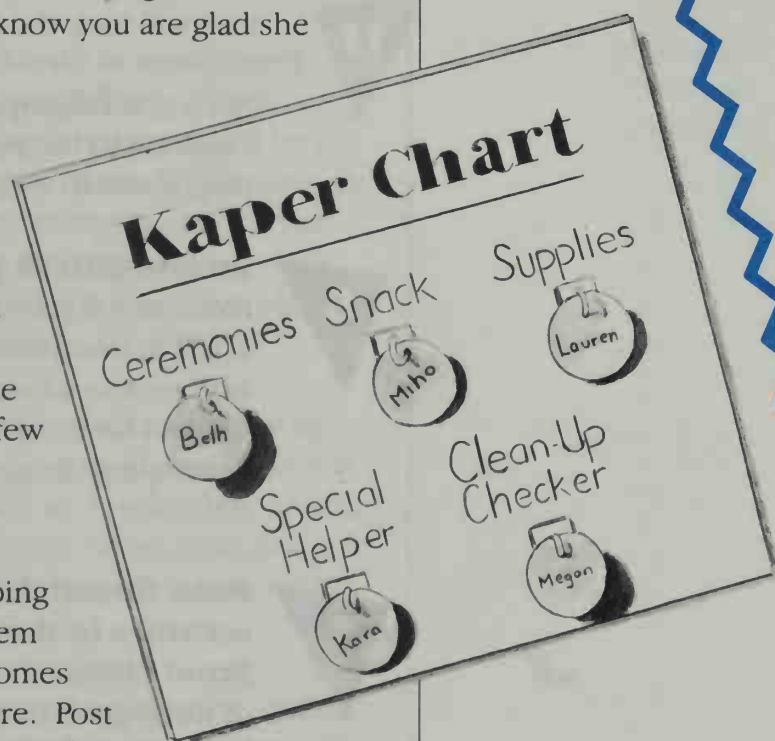
5

Establish routines. This is essential in keeping girls interested in meetings and in helping them learn to take responsibility. The meeting becomes theirs when they know what the day's plans are. Post kaper charts (similar to job charts) that show which girls are helping with which particular meeting tasks. This visual representation is especially important in helping young girls learn responsibilities. An example of a kaper chart is shown here.

Along with learning meeting routines, it is important that girls learn how to use the space and materials properly, where bathrooms and fire exits are, and any rules that they have established.

6

Plan opening ceremonies. Opening ceremonies signal that the meeting is about to start. They are also an enjoyable and meaningful way to get the girls together as a group. Opening activities can include simple flag ceremonies, favorite songs, reading or reciting a poem, or telling a story. Reciting the Promise and reading *Who Is a Daisy Girl Scout?* will help girls understand their special place in Girl Scouting.



One kaper should be to plan the opening for the next meeting. You or an assistant can take five minutes at the end of a meeting for those who will work on the next opening ceremony.

7

Enjoy a sharing time. Sharing time helps develop good relationships and communication. Encourage girls to talk about their interests, feelings, and daily experiences. Be sure, though, that this is strictly voluntary; don't insist that each girl say something. By making sharing a routine part of every meeting, you are giving girls the assurance that they will have the opportunity to speak at the next meeting.

Set a good example by really listening to what girls have to say. Respond to their comments. This will help girls to become more responsive to each other.

8

Involve girls in planning the activities. Girls this age have a lot of ideas, and if you involve them in planning, they become more interested in troop activities. This process gives them an opportunity to be with people who care about what they think, who listen to what they say, and have a genuine regard for them. This is also the first step in developing the girl/adult partnerships important in fostering leadership skills.

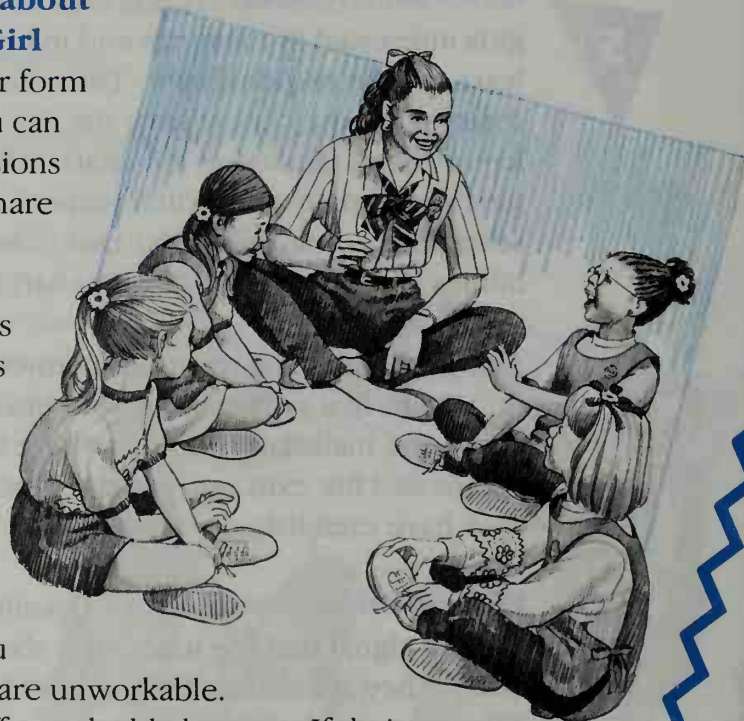
9

Make formal decisions about activities in the Daisy Girl Scout circle.

This is their form of troop government. You can help girls make their decisions by encouraging them to share their ideas, listen to one another, and make troop decisions. These decisions can be made by consensus or voting. You will then need to help them follow through on their decisions. Remember, this is a learning process.

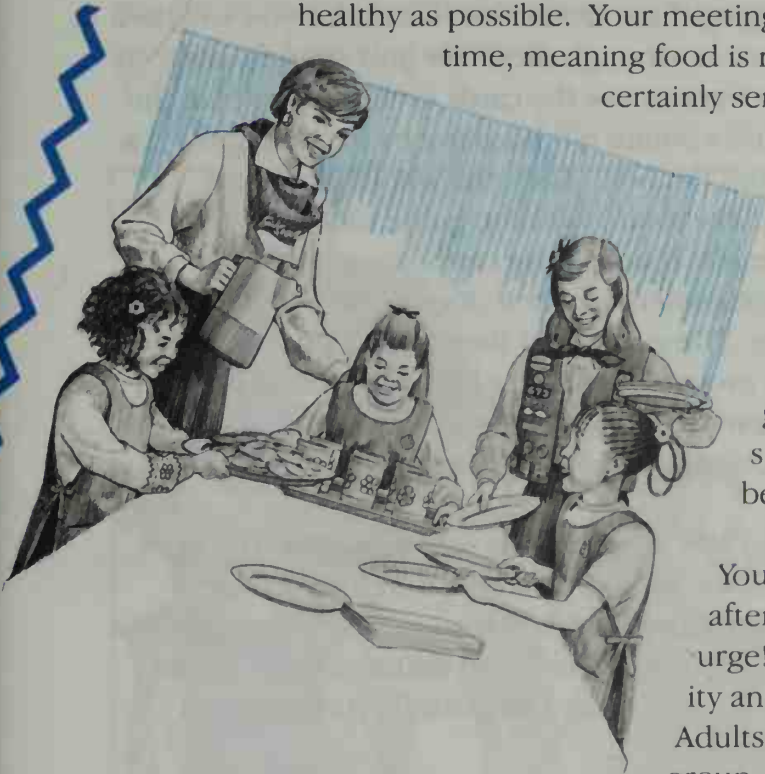
They may come up with ideas or decisions that you wouldn't, or that you feel are unworkable.

Learning from mistakes offers valuable lessons. If their decisions are unsafe or highly impossible, guide them with questions towards other ideas. Otherwise, every effort should be made to incorporate their ideas into meeting activities.



10

Enjoy an organized, simple, relaxed snack time. The duties related to snack time should appear on the kaper chart. Adults can help pour drinks while girls pass out the rest of the snack. Snack time may come before or after the main troop activity. It should be a relaxed, unhurried time together. Snacks should be as simple and as healthy as possible. Your meeting time may occur close to meal-time, meaning food is not necessary. Water or juice can certainly serve as appropriate snacks.

**11**

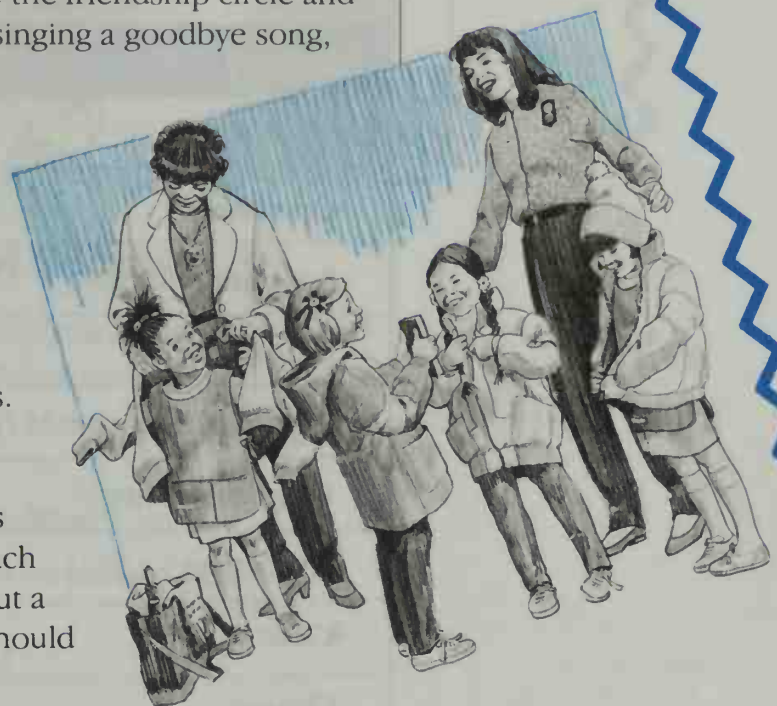
Clean-up is everyone's responsibility. This is another job that should be on the kaper chart. While clean-up involves everyone, one or two girls can be "checkers" to make sure "a Girl Scout leaves a place better than she found it."

You may feel it is easier to pick up after the girls yourself, but resist the urge! Cleaning up teaches responsibility and ownership for troop activities. Adults can help clean up as part of the group.

12

Finish with a closing ceremony. Closing ceremonies offer a meaningful way for everyone to come together before they leave. Some girls can be assigned to help plan the closing ceremony with an adult beforehand. Some popular closing activities include the friendship circle and squeeze, saying goodbye in other languages, singing a goodbye song, or a flag ceremony.

Another important part of the closing is a brief discussion of the day's activities. Ask girls to name the activities they did or to talk about their favorite part. This is also a good time to briefly plan the next meeting and talk about any materials that will be needed. Make the right goodbye connections. Parents should be aware of the importance of picking up their children promptly when the meeting is over. Be sure you know the names and faces of anyone who will be picking up each girl. While girls may occasionally tell you about a change in plans in who will meet them, you should rely mainly on parents and guardians for this information.

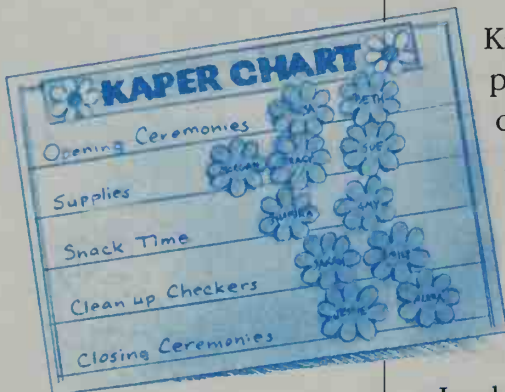




Program activity cards
Kaper charts
Calendars

Using Planning Tools

Along with tips for planning troop meetings, there are tools you can use to make planning an easier process. Chapter Seven, “Program Activities,” describes how you can develop program activities to use at troop meetings. If you follow suggestions for arranging the activities into a card file you will have plenty of ideas from which to choose (though these are only suggestions). In the beginning, you will probably want to use the cards each week to plan the next week’s activities. You can incorporate girl planning by having a girl choose two or three activities from the box. Then the whole group can decide which activity they would like to do. You can guide their decision-making in this process. For example, if one of the cards chosen involves snow, and it is May or you live somewhere where it doesn’t snow, you can discuss the feasibility of this activity. The girls might then decide on something else they would like to do. This process may take a little time, but it is an important step in helping girls learn to make decisions. Eventually, the girls may become so adept at this routine that they can plan without the cards.



Kaper charts are also a helpful tool to teach girls responsibility. The sample chart here and on page 57 are only two ways of developing kaper charts. You may find another method better suited to your situation. The important thing is for girls to be able to look and determine their tasks easily from the chart. Kaper charts should be posted prominently at each meeting.

Managing Time

Look at the parts of a meeting shown in the example listed below.

Activity	Time
Pre-meeting	(varies)
Opening	5 minutes
Song and Promise	5 minutes
Sharing time	10 minutes
Daisy Girl Scout circle (once a month)	10 minutes
Program activity	20 minutes
Snack time	15 minutes
Clean-up	10 minutes
Closing	5 minutes

Your actual plan may vary slightly. By remaining flexible, you can allow more time for some activities when needed, and less for others. The meeting will probably run about an hour to an hour and a half, but should not run much longer, unless a field trip or other special event is planned. Allow for more time than you think will be needed for activities that use a lot of materials or require moving to a different place, such as art projects, hikes, some service projects, and cooking activities.



Planning Trips with Daisy Girl Scouts

Troop activities are enriched by field trips. The most important things to remember when you take your Daisy Girl Scouts on a trip are:

- › avoid over-planning
- › be conscious of safety, always referring to *Safety-Wise*
- › that Daisy Girl Scouts tire easily and should not be pressed beyond their endurance
- › to always use the buddy system for troop travel

Measuring Troop Progress

Case Study #1 After four months of Daisy Girl Scouting, this troop of 15 girls can easily recite the Promise and *Who Is a Daisy Girl Scout?* for the Law. Each meeting begins with a flag ceremony and girls are able to follow a kaper chart easily. All girls come in quietly to the meeting and immediately get into the meeting routine.

Case Study #2 This troop, with eight girls, still enjoys a lot of play together after four months. None of the girls in the troop has a uniform or any of the books. They have learned the Promise and are still learning the Law. Several of the girls come straight from day care, so they arrive at staggered times.

Case Study #3 After four months, this troop of ten girls has gone on four field trips. Parents help out at every meeting. The girls have already visited a Brownie Girl Scout troop and the leader and troop committee have already started work on the bridging activities that will happen soon.

Which of these is the best Daisy Girl Scout troop? **THEY ALL ARE!** There is no one way to measure success. Just as all girls are different, so will all troops be different.

You may wonder at times if you are a successful leader. There are four things to remember when evaluating troop activities:

1. Are activities safe, as specified in *Safety-Wise*?
2. Are girls involved in planning activities that meet their needs and interests in a fun way?
3. Do activities follow the Promise and Law?
4. Do activities meet the four program goals?

If you can answer yes to these questions, then you should feel confident that you are doing a good job!

As the year progresses, you will be looking at your troop as a whole and also at each girl in the troop as an individual. Observing how the troop functions and grows as a group and how each member functions and grows on her own will provide you with invaluable insight to help you work more effectively with the girls. You can use the charts that follow to focus on the individual and collective development of your troop. Based on the outcomes stated in the program goals, the four charts list behavior and actions that relate to each goal. (See pages 11-12 for more about Girl Scouting's goals for girls.) Read over the charts at the beginning of your Daisy Girl Scout year and keep them in mind while you are working with your troop. The lists describe the ways in which you will want to see the girls grow in a manner appropriate to their age level.

From time to time during the year, look over the charts and put checks in the boxes that best indicate how the girls are doing. It will be helpful to do this with your leadership team, so you can discuss the areas where girls' strengths lie and where they need more help.

The charts are just one means for you to measure your troop's progress. They are to be used only as a helpful personal tool and not as a basis for outside judgment of either your troop or your leadership.

Related to Goal #3:

To help each girl develop values to guide her actions and to provide the foundation for sound decision-making.

	Seldom	Often	Most of the time
Girls choose from a variety of activity/action possibilities.	_____	_____	_____
Girls show that they can think through choices rather than just follow the crowd.	_____	_____	_____
Girls are open to new ways of thinking about and doing things.	_____	_____	_____
Girls try to accept their mistakes and are able to grow from them.	_____	_____	_____
Girls have opportunities to test their ideas, values, and beliefs by acting on them.	_____	_____	_____

Related to Goal #4:

To help each girl contribute to the improvement of society through the use of her abilities and leadership skills, working in cooperation with others.

	Seldom	Often	Most of the time
Girls are able to identify what they can do to help others—in the troop, at home, and in the community.	_____	_____	_____
Girls show interest in learning about the customs and traditions of various groups and cultures.	_____	_____	_____
Girls show their concern about protecting their environment by doing something about it.	_____	_____	_____
Girls like to help and can help by doing with, rather than for, others.	_____	_____	_____
Girls consider each other's talents and abilities when making plans for activities.	_____	_____	_____



*You
need*

A journal
A notebook



Further Ways to Measure Progress

Meet with other adults who work with the children to exchange ideas and observations about the girls and the troop. Gather ideas about solving problems, etc.

Try keeping a brief journal of your troop meetings; it will help you remember more clearly what happened. Write what you did, how you felt, what the girls did, problems that arose, solutions to problems, things girls said, insights they had, insights you had, etc. When you go back and read it, you will discover the progress the girls are making and your own growth in working with them. You will also be able to assess areas to plan improvement and continued growth.

A notebook is helpful for keeping all of your Daisy Girl Scout materials together. Have a section for each girl in which you place permission slips, notes from parents, and other Girl Scout records. This will save time, and, when you plan meetings, you will have necessary information at your fingertips. Other items to keep in your notebook are this leaders' guide and *Safety-Wise*, along with materials your council may have provided. ♦

Bridging to Brownie Girl Scouts

When girls are ready to move from Daisy Girl Scouts up to Brownie Girl Scouting, they participate in what are known as “bridging” activities.



Tips for Using Girl Scout Handbooks



Bridging Step Two

Do a Brownie Girl Scout Activity.

- ◆ Find out about three things that Brownie Girl Scouts do.
- ◆ Do an activity from the *Brownie Girl Scout Handbook*.
- ◆ Ask a Brownie Girl Scout to tell you about some of the things she does.

Bridging Step Three

Do Something with a Brownie Girl Scout.

- ◆ Plan and carry out a service project with Brownie Girl Scouts.
- ◆ Go on a field trip with Brownie Girl Scouts.
- ◆ Visit Brownie Girl Scouts at their meeting and do an activity with them.



Tips for Using Girl Scout Resources

Girls at the Daisy Girl Scout age level love stories—funny stories, rhyming stories, stories about animals, and stories about children like themselves.



Likewise, the Juliette Low story has been written in a format in keeping with the interest and attention levels of five- and six-year-olds. While the sentences are a little more difficult, they are still easy to understand and are accompanied by several realistic illustrations that depict the life of Juliette Low.

Here are some suggestions for using the Daisy Girl Scout Big Book to its full advantage.

1

Sit in a chair or on the floor as you hold the book in your lap. Hold the book up, so that the pages are facing the girls. Sit the girls on the floor around you so they can easily see the book as you read it.

2

Read one page at a time, pointing to the illustration or the words as you read. Read the story through completely once, responding to comments, but without really stopping.

3

Go back to the beginning of the story and read the first page. Ask girls for comments about the picture.

4

Repeat this process for each page. When there is a reference to part of the Girl Scout Law, ask them questions such as: What do these words mean?, What is happening in this picture?, What are some other ways we can (do whatever is being illustrated)? If some girls can read the words, allow them to.

5

After going through the story the second time, you may want to encourage girls to act out the words on each page, either through role play or hand motions.

How to Use the Individual Storybooks

The individual books contain the same words and illustrations as the Big Book. After you have read the Big Book once or twice, the girls may want to read along in their own books (if they have them) as you read the story. When they seem familiar with the words, the girls may want to draw their own illustrations to the story. For example, each girl may choose a different part of the Law to illustrate; or, you may want to focus on one part and ask all the girls to draw a picture of what it means to them. For the Juliette Low story, they may want to draw a picture of their favorite part.

My Daisy Girl Scout Activity Scrapbook

Daisy Girl Scouts will flourish when given plenty of hands-on experiences that encourage creativity and curiosity. Girl Scout program activities are designed to do just this. It has been said that first books must be of the children themselves. Children develop language and literacy through meaningful experience such as reading and listening to stories and poems, going on field trips, playing through creative dramatics, and experimenting with their emerging skills by drawing, copying, and telling their own stories. Therefore, care has been taken to ensure that *My Daisy Girl Scout Activity Scrapbook* is open-ended and allows for girls' self-expression. While there are some pages with uniform color and cut-and-paste activities, these have been kept to a minimum so that each girl can create a book that is hers alone.

All of the activities are designed to include the worlds of interest and to provide a record of a girl's year as a Daisy Girl Scout. The title of each page refers to an activity that the girls may have already participated in, or one that you may want to help them plan and arrange. Some pages have only a title; to complete, girls may draw a picture, paste in photographs or magazine cut-outs, or in some other way depict the topic. Other pages show lines that indicate where written words are to be included. Girls who can write some words should be encouraged to do so; other girls can dictate stories to adults or older girls. Girls may draw or paste pictures with any of these activities. Other pages may have part of a picture drawn, and a question that the girls answer by completing the picture.

One important point to note about the activity scrapbook: it is *not* designed to be used as the main activity at troop meetings. As a scrapbook, it should be used only as a record of activities. It is appropriate for girls to work on scrapbook activities as they get to the meeting place, before the meeting starts, or at the end of the meeting. The scrapbook is also fun when a girl finishes an

activity early or wants to do something at home. Sometimes the troop may finish an activity and girls can record it in the scrapbook. For example, the main activity may be a nature walk, and girls may use one of the appropriate scrapbook pages to depict what they saw and did. These are all acceptable ways of using the activity scrapbook, as long as the book itself does not become the main activity.

It is also important to keep in mind that all girls will not produce the same type of work, nor should they. Individual creativity is to be encouraged. Too often we see a “cookie cutter” approach to children’s activities (as in a coloring book, for example), where children are given a model to copy or reproduce. This not only stifles creativity, it can lead to frustration when girls are unable to make an exact replica of something an adult has demonstrated. Offer help when it is needed, but don’t give girls the idea that there is one “right” way to do an activity. They will discover their own right way.

The pages in the activity scrapbook are organized to follow a typical troop year. However, it is important to remember that it is not set up to do one page after another in numerical order. The front of the book has such pages as “My Investiture,” “This Is My Daisy Girl Scout Leader,” “My Beginning Certificate.” These should be introduced at the appropriate time—not in consecutive order. Most pages can be filled in with drawings, photographs, and other appropriate items. Other pages throughout the book represent activities that you may have done from each world of interest. For example, “Shapes in Nature” could be completed after you have taken a nature walk. If girls find leaves, bark, or other items on the ground (nothing should be pulled from a living plant), they can match them to the appropriate shapes on the page and glue them in. Likewise, another time you may be discussing feelings. The pages about being afraid, brave, glad, mad could be used to help girls learn more about their feelings. On another day, you may use the play dough recipe that is included in the scrapbook. You can then use the page in the book for drawings or photographs of what the girls actually made with the play dough. None of the pages has to follow a particular order; you may do any activity at any time.

Suggested Scrapbook Links to Program Activities

You will think of many ways to tie the scrapbook into your meeting activities. The following are just a sample of activities that can be tied into particular scrapbook pages. Feel free to apply your own ideas to scrapbook activities.

Pages

Scrapbook Page Titles

19-31

"A Story About Me" through "People in My Community"

These pages are designed to complement activities that help girls discover good things about themselves and others. Look through Chapter Seven's "Program Activities," particularly the sections on Communication, Investigation, Family Living, and Creative Dramatics, for ideas. Also look at activities in the Contemporary Issues booklets *Girls Are Great*; *Tune In to Well-Being*, *Say No to Drugs*; *Into the World of Today and Tomorrow*; and *Right to Read*.

32

"Play Dough"

Try out the recipe, then draw pictures or include photographs of the play dough sculptures. Talk about texture, color, etc.

33-38

"Things I See Around Me" through "Things I Can Touch Around Me"

These pages will nicely follow some of the activities on the senses in the Communication, Investigation, Outdoor Play, and Construction sections in Chapter Seven, "Program Activities." Urge girls to talk about the activities as they complete the scrapbook pages.

39

"My Invisible Ink Message"

Use this page after you have made the invisible ink from the Investigation section.

40

"Things I Count"

Try some of the counting activities in the Investigation section or an activity from the Contemporary Issues booklet *Into the World of Today and Tomorrow*.

Other Girl Scout Resources

A number of other Girl Scout resources are available to help plan activities. Those included here are particularly suited to the Daisy Girl Scout level. Consult your catalog or council office for ordering information.

Troop Records and Reports (available with index tabs)

A three-ring binder to keep *The Guide for Daisy Girl Scout Leaders*, *Safety-Wise*, council forms, girl information, and other Girl Scout materials together.

Safety-Wise

A must for every leader, this book contains safety and security guidelines, program standards, activity checkpoints, information on planning trips, resources, and safety terminology. Three-hole punched for convenience.

Leader's Digest: Blue Book of Basic Documents

Covers all the basic policies of Girl Scouting.

Bienvenidos a Girl Scouting/Welcome to Girl Scouting

Written in English and Spanish, this resource is a guide for Daisy Girl Scout leaders. It is based on the *Daisy Girl Scouts Leaders' Guide* and other Girl Scouts of the U.S.A. resources.

The Contemporary Issues series includes activities appropriate for the Daisy Girl Scout age level. The following summarizes the contents of each booklet:

Tune In to Well-Being, Say No to Drugs: Substance Abuse

Activities that promote self-esteem, decision-making, and general information about the harmful effects of substance abuse.

Staying Safe: Preventing Child Abuse

Learning personal safety skills, good and bad feelings, and finding someone to trust.

Girls Are Great: Growing up Female

Activities that promote self-esteem, good health, and positive attitudes about growing up.

Into the World of Today and Tomorrow: Leading Girls to Mathematics, Science, and Technology

Exploring activities that make math, science, and technology fun while promoting girls' natural curiosity.

Reaching Out: Preventing Youth Suicide

Learning communication skills, self-esteem, and helping others.

Caring and Coping: Facing Family Crises

Dealing with issues such as divorce, death, and low self-esteem.

PROGRAM ACTIVITIES

Children thrive with hands-on experiences, whether they are all working on one activity or on a variety of simultaneous activities. Children should be able to explore and use their natural curiosity.



Their discoveries will also help them develop communication skills, social skills, practical knowledge, and a growing awareness of the world around them.

When you provide an atmosphere that allows for multiple activities, individual interests and abilities can be accommodated. You can structure the activity area so that more than one activity can take place simultaneously. For example, you may be working with a small group of girls on a collage of different textures. Nearby, another group can be experimenting with magnets. At a designated time, each group can switch to the other activity. Later, the whole group may go out to play a game. This structure gives girls the opportunity to enjoy several activities from different interest areas.

You can even create the idea of different learning areas by altering the environment. For example, if girls are exploring dramatic play, you may be able to use a table as is, turn it on its side, or hang an old blanket over it to create a special space. Or you can hang a backdrop—something you or the girls have made—on the wall. If you are unable to create such spaces, don't worry. When the girls are involved in an activity, their imaginations will provide for more than you thought possible!

What You'll Find in this Chapter

In this chapter, you will find suggested activities for Daisy Girl Scouts. These are by no means a complete list of activities, but should give you plenty of ideas for things to do. You and the girls will probably come up with many other things that interest you, and you should certainly try them.

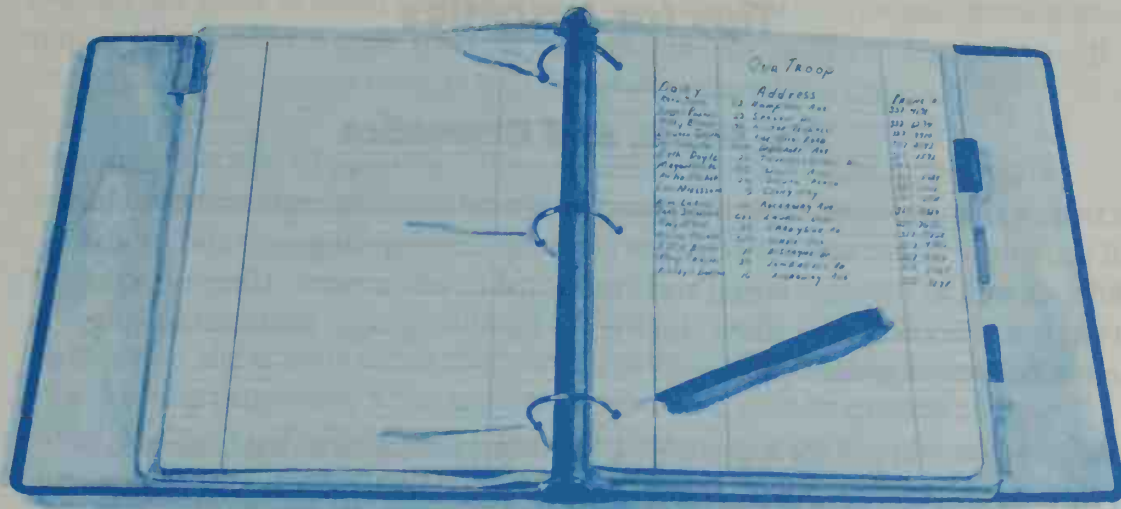
The first part of this chapter offers suggestions for organizing materials and carrying out activities. The chapter is then divided into seven categories of activities—Communication, Creative Dramatics, Family Living, Investigation, Outdoor Play, People and Places, and Construction—and arranged in a “program activity card” format. These hands-on activities cover the five worlds of interest and reflect how young children learn best. You may note that some of the activities overlap categories. For instance, the Daisy Girl Scout Band falls into the Communication section, but could also be appropriate as a Creative Dramatics activity. So look through all the sections to tailor activities to your needs. Also note that activity cards are marked with either an active or seated figure (sometimes with both) to indicate whether girls are up and moving around or seated. Be sure to include both types of activities during a meeting.



Active



Passive



Organizing Your Materials

You can organize your Daisy Girl Scout program activities by notebook, card file, or any other method you choose. If you keep all your leader materials in a notebook, you can set up activities by category accordingly. You can choose activities from two or more areas during a troop meeting, depending on the amount of time you have and how long the activities take. The activities are also set up so that you can photocopy and affix them onto 5" x 8" index cards to arrange in a file box. You can then draw them out by subject. You may also want to write comments on each as you use them, such as: how well the activity went, what you might do differently next time, how easy it was for the girls to do themselves, etc. Either the notebook or card-file system will allow you to add your own ideas for activities.

Note: Laminating the cards or covering them with clear plastic adhesive paper will make them more durable. The easiest way to do this is to photocopy or cut out the whole page, laminate it, and then cut the cards apart.

You will notice the Suzy Safety symbol on many activities throughout this chapter. This indicates an activity that requires adult supervision in using materials or otherwise carrying out an activity. When you are working with girls on safety rules, it is a good idea to show them the Suzy Safety symbol and discuss what it means.

Note: Whenever setting up or supervising an activity, or adapting or substituting materials, be sure to follow *Safety-Wise*.

A notebook or card file
Safety-Wise



*you
need*

Scrap materials
Clothes for dress-up
Wooden or large card-
board blocks

Tips for Activities

Art, Music, and Dramatics

Activities that promote enjoyment and appreciation of the arts make wonderful activities. Music and art activities can help develop language and motor skills, as well as increase social and emotional development. Likewise, creative dramatics activities allow children to build language, problem-solving, and social development skills.

Arts activities will call for materials for cutting, pasting, drawing, painting, sculpting, and craft-making. Lots of “junk” materials can be used—ribbons, cloth and wallpaper scraps, old jewelry, etc.

Dramatics activities will require materials for making puppets and costumes as well as clothing for dress-up. You may also want to provide wooden or large cardboard blocks; these not only allow for a great deal of dramatic and creative ideas, but they give girls the opportunity to engage in an activity they often do not get to choose during the school year.

Painting

With water-based paints, have a selection of clear, bright colors. Daisy Girl Scouts cannot be expected to know how to blend colors. They generally tend to choose bright, primary colors, but you can help them learn how colors blend after they have mixed some themselves.



*you
need*

You can put paint in small baby food jars for individual use, or use divided aluminum plates, old ice cube trays, or cupcake tins for palettes. Use only small amounts of paint at one time as it dries up after one day's use.

Cleaning up is part of painting. Time should be left for cleanup, and girls should be encouraged to learn how to clean brushes and palettes properly.

Puppets

Throughout the activity cards there are opportunities to make and use puppets. Making puppets is a fun and creative way for girls to express themselves. Puppets can range from minimally decorated to very elaborate, but for this age, it is best to keep materials and directions simple. While girls may want to take home many of the things they make, encourage them to leave puppets at the meeting place, if possible, so they all can be kept together and brought out over and over. In this way, dramatic play can enhance the experiences girls have in any of the worlds of interest.

All the suggestions for puppetmaking are intended to be simple, with most of the materials coming from things you have on hand. You may want to have parents collect some of the items you'll use in puppetmaking as well as for craft activities.

Materials to Collect for Puppetry and Other Crafts

yarn, fake fur, string, old string mops, crochet thread, rope, old pantyhose, felt, buttons, beads, markers, crayons, old makeup, assorted paper, old fabric, scraps, scarves, tissue paper, wrapping paper, tennis balls, wads of paper, old cups, foam balls, rubber balls, sponge balls, gloves, old jewelry, silk flowers, feathers, fancy trim, socks, stockings, paper bags, dried apples, and dried corncobs

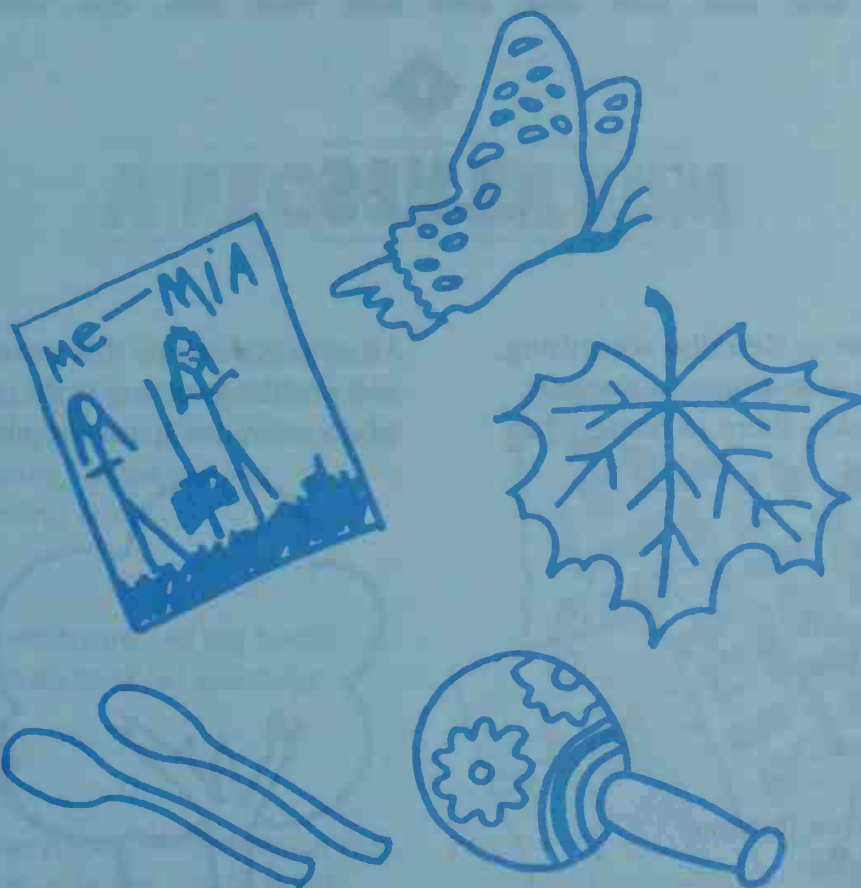


Program Activity Cards

Communication Activities



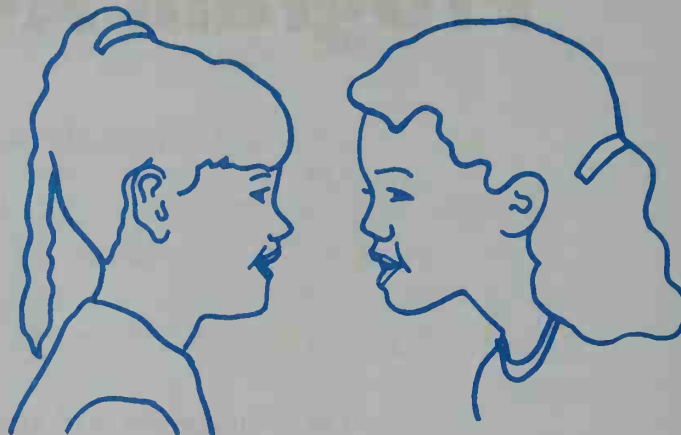
Communication activities help girls develop skills in reading, speaking, writing, listening, planning, and problem-solving. You can encourage spontaneous learning by having any of these materials on hand: picture books, activity books, comics, magazines, picture encyclopedias, pencils, paper, crayons, markers, posters, puppets, etc. You might also have these available as girls are arriving or leaving a meeting, or any time the whole group is not involved in an activity.



DAISY TO DAISY



The girls pair off into twos, with one person as the caller. The caller shouts out different body parts that the partners must match by touching. They hold this position until the next call. Example: The caller shouts "elbow to elbow." The partners touch each other's elbows. The caller cries "ear to ear," and each girl drops her elbow and touches an ear to her partner's. When the caller shouts "Daisy to Daisy," everyone runs to find another partner, and the calls start again. You may want to let the caller run also, so that a new caller can be chosen.



Girl Scouts of the U.S.A.

CLUES

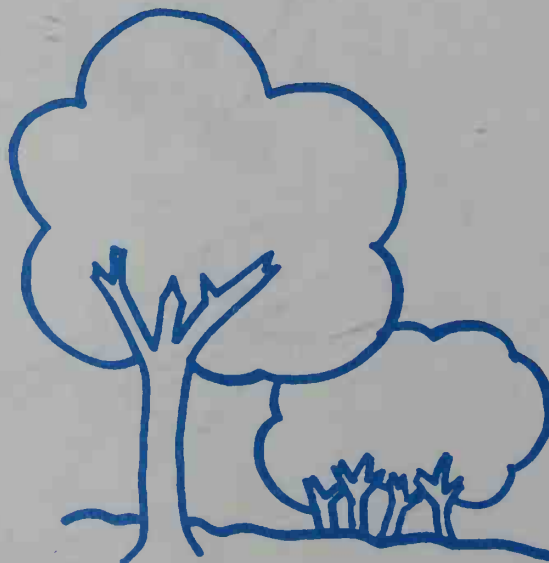


Make a list of clues to describe something, then recite one clue at a time to the girls. See how long it takes them to name what you are describing.

An activity such as this promotes listening and problem-solving skills, and can help when attention spans are short!

Example: A tree

1. I'm tall.
2. I grow in the earth.
3. I am made of wood.
4. My top is green.
5. I have branches.
6. I have leaves.
7. Sometimes I have flowers.
8. Children climb me.
9. What am I?



Girl Scouts of the U.S.A.

GREETING CARDS



For any occasion, whether it be a birthday, holiday, get well, or whatever, girls can design and make their own greeting cards.

own shapes such as hearts or diamonds. Decorate covers and inside pages with drawings or suggested materials.

You'll Need:

markers or crayons

white paper

stickers or cut-outs from magazines or catalogues

photographs, if you like

glue or tape

children's blunt-edged scissors



Girls can fold a blank sheet of paper into a rectangle or you can let girls design their

Girl Scouts of the U.S.A.

A PEOPLE ALBUM



People albums can be about people the girls know, or may even be about people they are interested in learning about. This activity can help develop planning, organization, speaking, and listening skills.

You'll Need:

construction paper, wallpaper, or tag board

photographs, cut-out pictures, or drawings of people

glue, stapler, or tape

Use the construction paper, wallpaper, or tag board for the covers. On the inside pages, have girls glue, staple, or tape photographs, cut-outs, or drawings. Let each girl describe her book to the rest of the group.

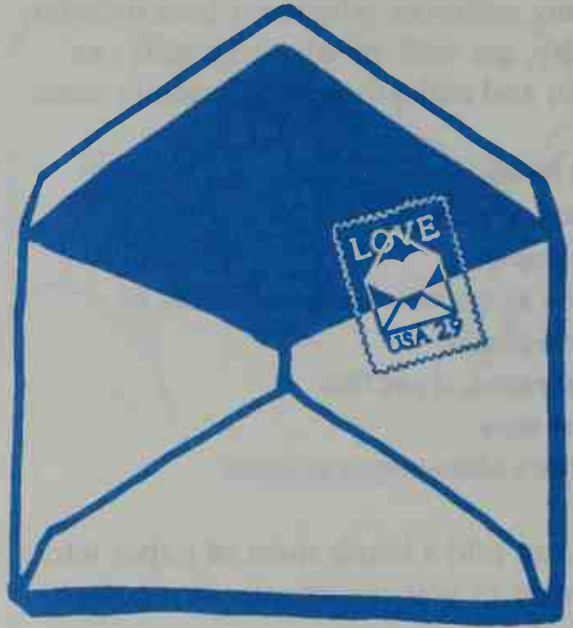


Girl Scouts of the U.S.A.

POST OFFICE



Help girls write letters to themselves and address and stamp the envelopes. If possible, arrange a field trip to the post office, with a guided tour if available. Help the girls mail the letters to themselves; when they have received the letters, lead a discussion about their experiences and how the mail works.



Girl Scouts of the U.S.A.

READING STORIES



One of the best, easiest, and most satisfying activities you can choose is reading aloud. Hearing language helps children learn to read. Read either short stories or longer ones in several parts, but be sure to know the book yourself before you share it with the girls. If the book has pictures, take time to have girls get comfortably settled where they can easily see the book as you read it.

Who Is a Daisy Girl Scout? and *The Story of Juliette Low* are two choices of stories you can read to girls. Big books, oversized storybooks for this age level, are excellent

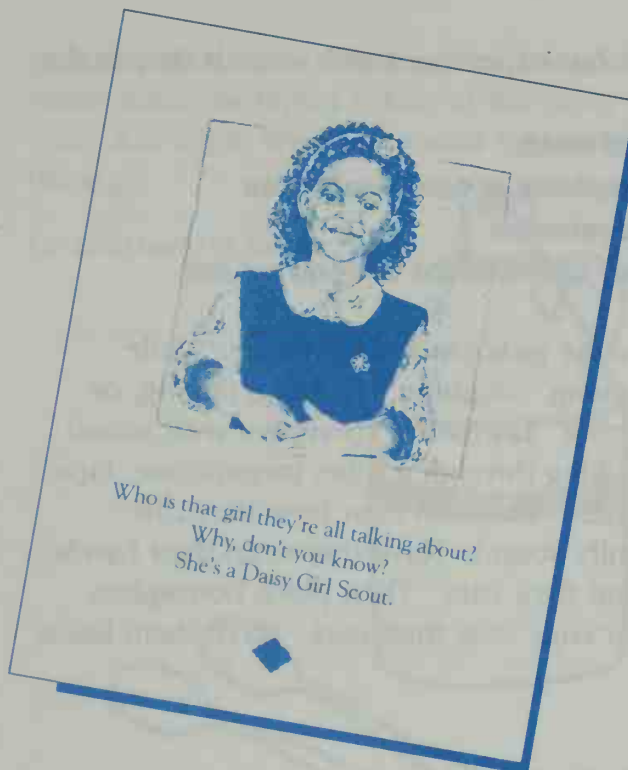
choices for read-aloud activities because they offer large print and pictures that can be seen by the whole group.



READING POETRY



Poems, like music, are meant to be heard. Read poetry aloud. You may feel a bit self-conscious at first, but you will find that children dearly love the sound of words, and they will be uncritical of your dramatic talents! *Who Is a Daisy Girl Scout?* is in the form of a poem and lends itself to action as well.

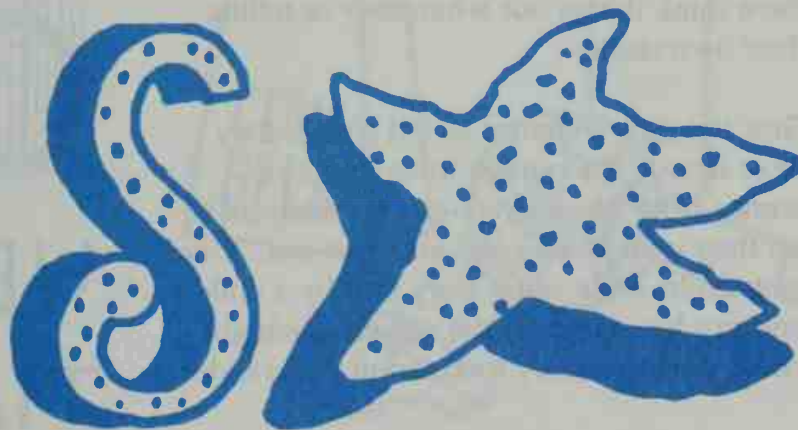


Girl Scouts of the U.S.A.

ALPHABET HIKE



On a nature hike, a girl who sees a natural object that begins with the letter "A," names it. Then they all look for something that begins with "B," etc., through the alphabet.



SOUNDS WE MAKE



Girls can experiment with sounds they make.

You'll Need:

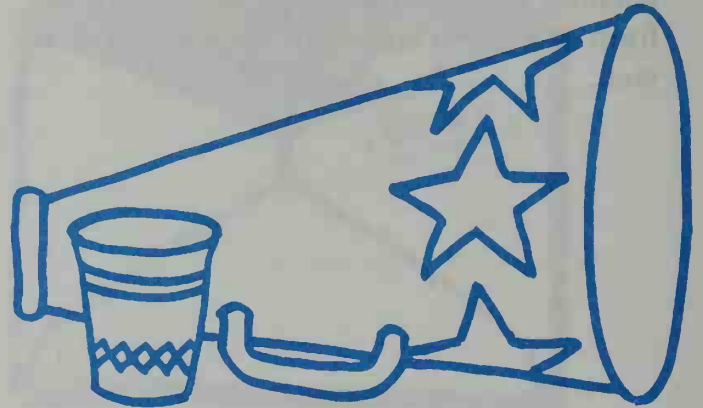
megaphone or cardboard tubes

tape recorder

paper cups with the bottoms cut out

Have the girls touch their throats while humming, coughing, laughing, talking, or shouting. Let them experiment with sound by talking through a tube, megaphone, tape recorder. Let them hear how they can magnify sound. Have them cup their hands behind their ears. Then place bottomless paper cups over their ears. Have them listen

to different sounds, such as whistling, talking, and laughing, with their cups. Discuss the size of various animals' ears and what this might mean.



Girl Scouts of the U.S.A.

STORYTELLING



Storytelling is an excellent learning activity for children. It builds a love for and an appreciation of language. Storytelling helps children exercise their imaginations as they picture the story in their minds. It also helps them think things out when they're telling their own stories.

Give the girls a chance to tell stories they have heard. Encourage them to act out scenes from the story. Next, let them make up their own stories and act them out. Once in a while, write out a story told by a child and put her name on the paper. Each girl could dictate a story to an adult or an older

girl, then draw a picture to go with it. Examples of such activities are in *My Daisy Girl Scout Activity Scrapbook*.

ONCE
UPON A
TIME...

Girl Scouts of the U.S.A.

LISTEN TO SOUND TRAVEL



How does sound travel? How can you hear sound better? This activity involves listening to the tapping of spoons to hear how sound moves differently through different materials.

You'll Need:

table or countertop

2 metal spoons

an aquarium or gallon jug filled with water

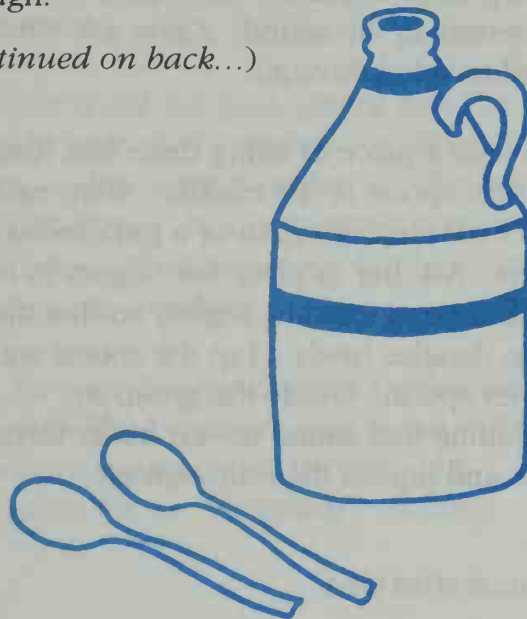
a 3-foot-long piece of string

paper cups

Hold the spoons about three feet away from the girls and ask them to listen as two spoons are tapped together. Ask what the sound traveled through to get there. Then have the

girls rest their ears on one end of the table while someone taps a spoon at the other end. Ask again what the sound traveled through.

(continued on back...)



Girl Scouts of the U.S.A.

SOUND MAKERS/SOUND GUESSERS



The object of this activity is to have girls be sound makers or sound guessers. Have everyone participate in assembling materials.

You'll Need:

baby rattle

egg beater

whistle

horn

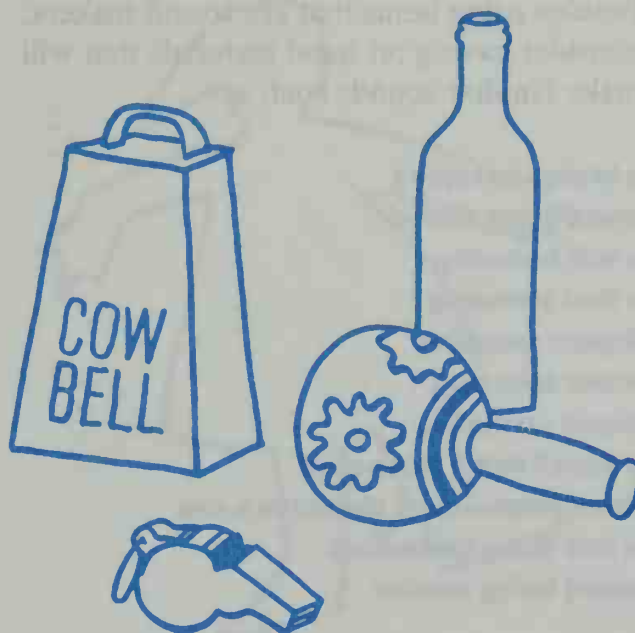
bell

a bunch of keys

any other distinctive sound maker

a moveable screen or partition made from a sheet on a clothesline

(continued on back...)



Girl Scouts of the U.S.A.

...LISTEN TO SOUND TRAVEL *continued*

Now have the girls rest one ear on the side of an aquarium or one at a time against the side of a jug. Put two spoons into the water and tap them together. Have girls listen for differences in the sound. Again ask what the sound traveled through.

Now take a piece of string three feet long and tie a spoon in the middle. Wrap each end of the string to each of a girl's index fingers. Ask her to place her fingers in her ears and bend forward slightly so that the spoon dangles freely. Tap the spoon with another spoon. Guide the group in concluding that sound travels better through solids and liquids than through air.

Girl Scouts of the U.S.A.

...SOUND MAKERS, SOUND GUESSERS *continued*

Besides using items that are sound makers, consider having on hand materials that will make familiar sounds such as:

- a broom sweeping**
- wood being sawed**
- a ball bouncing**
- a foot stomping**
- fingers snapping**
- water splashing**
- paper crumpling**
- a pencil being sharpened**
- dried beans being shaken in a can**
- a nail being hammered**
- wood being sanded**

First, let the girls experiment with the objects to see what kinds of sounds they can make. Then, let one girl go behind the screen and make different sounds with the materials while the others guess the sound. If a sound is not guessed correctly, the sound maker should show the group the soundmaking in progress. Everyone who wishes to be a sound maker should have a turn.

Girl Scouts of the U.S.A.

DAISY GIRL SCOUT BAND



A Daisy Girl Scout band can be done very simply with instruments made from materials found around the house. Dried beans or seeds inside a cardboard or plastic container make good shakers. Two smooth sticks can be rhythm sticks. Jingle bells like those used to decorate gifts can be attached to a pie plate to make a tambourine. Wooden blocks can be hit together for the beat. Two pieces of sandpaper can be rubbed together also. See the section on Construction Activities to see how girls can make their own permanent rhythm band instruments. Instruments often used in rhythm bands include drums, rhythm sticks, bells, shakers, and tambourines.

Use the band to accompany singing, letting the girls decide which instruments go best with each song. Or use the instruments to sound out the rhythm of dancing or marching.

Perfection is not the goal; giving girls the chance to express themselves, to make choices, and to work together is. "We are Daisy Girl Scouts" is a good song to try in this activity. Other selections can be found in *Sing-Along Songbook*.

Note: Be sure that instruments containing small parts like beans are sent home with reminders to parents that they are not appropriate for use by younger siblings.

Girl Scouts of the U.S.A.

ME IN PAPER



This is a very creative activity for Daisy Girl Scouts who are just beginning to get a definite sense of their bodies.

You'll Need:

a roll of 36-inch-wide paper
blunt-edged scissors
crayons, pencils, markers
glue
yarn
tape
cloth scraps
colored paper, wallpaper, etc.

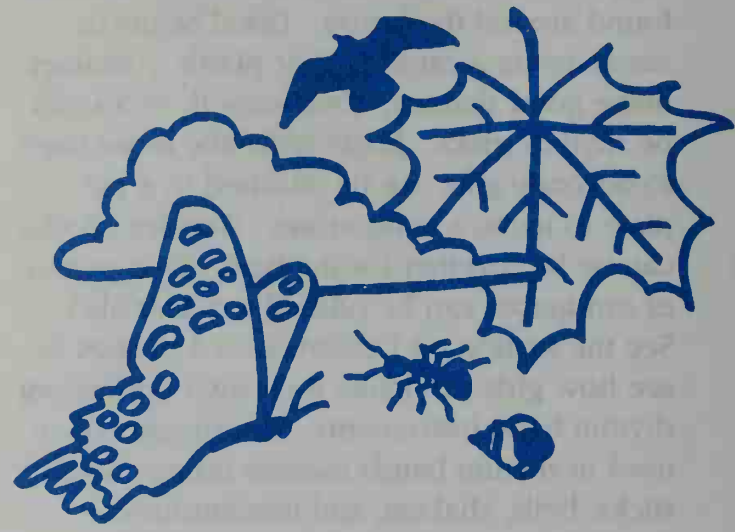
(continued on back...)





IMITATE NATURE

Have girls tell something about natural objects—land, rocks, or trees, for example. Get them to pretend they are a tree, a rock, a blade of grass, a soft cloud, the warm sun, a butterfly, an ant, a worm, a bird. Ask them how they would position their bodies, how they would move them. Each girl might take a turn and let everyone guess what she is.



Girl Scouts of the U.S.A.

...ME IN PAPER *continued*

Girls should work in pairs for this activity. After they have found someone with whom to work, the paper is spread out on the floor. One partner lies face up on the paper, while the other traces her partner's body with crayon, drawing around the head, neck, arms, waist, legs, all the way around the partner's body. (Some girls might need help with tracing.) Then they switch. Each person will have a tracing of her body done by her partner.

Then each girl decorates her paper by putting in as many details as possible—eyes,

nose, mouth, hair, skin, clothes, etc. She may use any of the available materials to decorate.

When they're finished decorating, the girls cut out their outlines and display. Have girls talk about differences and similarities in decorations, size, etc.

Creative Dramatics Activities



These activities are designed to bring out the creative side of any girl. They include puppetry, painting, and other experiences in arts. It is important to remember when planning these that just as no two girls are exactly alike, neither should their artistic endeavors be. Allow girls to create what they want; if you feel you need a model, be sure that girls understand that their project can look different from yours.



LOLLIPOP PUPPETS



Lollipop puppets can be a fun way for girls to express themselves creatively, through both art and creative dramatics. Paper plates provide a simple and inexpensive medium for this type of activity.

You'll Need:

paper plates

crayons or markers

scarves

yarn, fabric, or other items for decoration

glue or tape

popsicle sticks or tongue depressors

1. Girls draw a face on the paper plate for the role they plan to play.
2. They can use odds and ends to make hair or other features. Scarves can be fastened to the bottom of the plate to make a body or conceal the stick. Glue or tape decorative items and popsicle sticks or tongue depressors to the back of the plate.
3. To act out a puppet show, each girl puts the lollipop puppet in front of her face.

Girl Scouts of the U.S.A.

PAPER PLATE MASKS



Paper plate masks, like lollipop puppets, provide expression of creativity through art and dramatics. With paper plate masks, girls actually wear the masks rather than hold them in front of their faces.

You'll Need:

paper plates

heavy string or ribbon

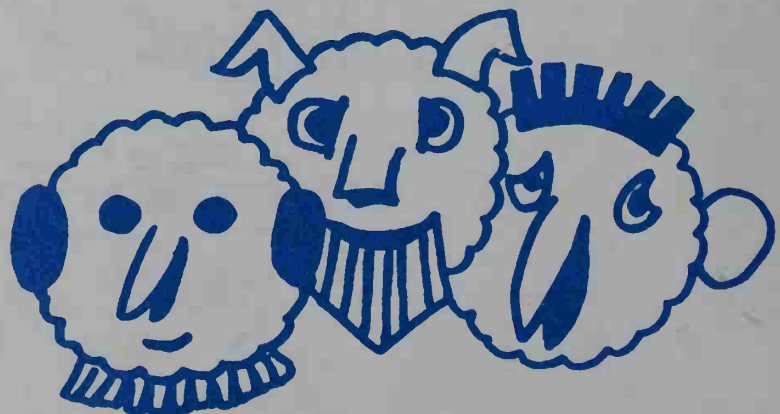
crayons or markers

feathers, fake fur, yarn, or other trim

scissors

1. Instruct girls to draw any type of face they want on the paper plate. (Animals are especially good choices for this activity.)

2. Cut out the eyes.
3. Poke small holes into each side of the mask and tie a piece of string to each. When the mask is put on, tie the other ends securely around the girl's head.



Girl Scouts of the U.S.A.

SHAPE PUPPETS



In this activity, girls create the shape of the puppet body.

You'll Need:

posterboard, or paper or cardboard of similar thickness

pencils, markers, or crayons

popsicle sticks, tongue depressors, or straws

glue

scissors

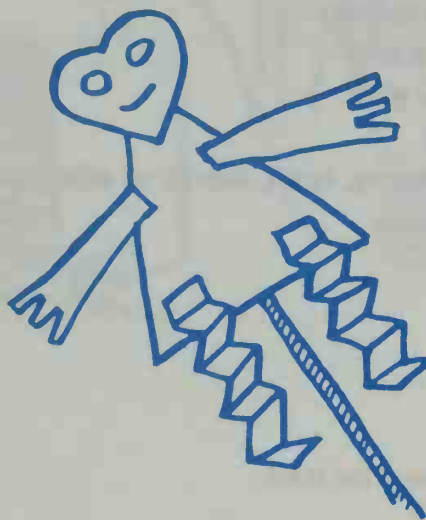
strips of construction paper

1. Have girls draw different shapes on the posterboard to make a head and body.
2. Have them use markers to give each shape its own personality.

For example, draw lines, hearts, circles, or color the shapes in.

3. Girls then cut out the shapes and glue onto sticks.

4. Then fold or fringe the paper strips to make arms and legs; then glue them on.



Girl Scouts of the U.S.A.

SPONGE PUPPETS



With everyday items, girls can create interesting puppets.

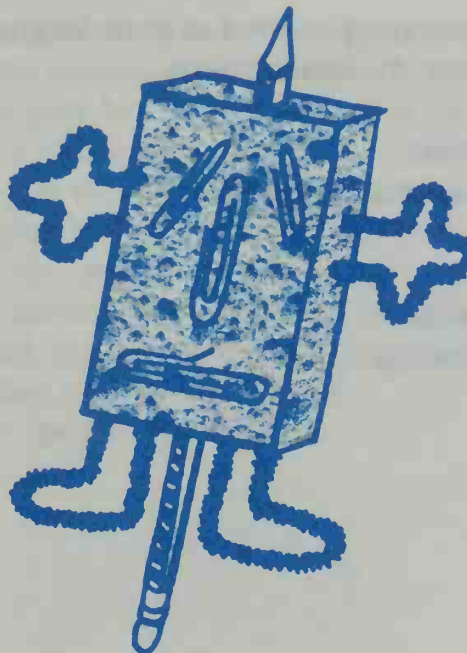
You'll Need:

old sponges (any type)

pencils

aluminum foil, pipe cleaners, paper clips, or other miscellaneous items for decoration

1. Have girls decorate the sponge with the foil, pipe cleaners, paper clips, or other decorative objects to create anything they want. They make especially good robots.
2. Instruct them to stick a pencil in the bottom to use as a holder.



Girl Scouts of the U.S.A.

RECYCLED PICNIC PUPPETS



This activity will help girls learn about recycling.

You'll Need:

plastic knives, forks, and spoons

paper plates, bowls, and cups

paper napkins

rubber bands

paste or glue

crayons

rocks, leaves, twigs, fabric, or other decorative materials

1. After a picnic, school lunch, or party, have girls gather up anything that looks like it might make a good puppet.
2. Look at the materials you have on hand. Create puppets that are animals, people, or make-believe creatures. Ask girls what they can use to make a face, arms, or legs.
3. Suggest girls make up a play for the puppets to perform in.



Girl Scouts of the U.S.A.

MARIONETTES



Marionette puppets are fun to make and can really prod the imagination.

You'll Need:

posterboard or stiff paper

pencils

scissors

hole puncher

brad fasteners

string

1. Instruct girls to draw any character they'd like on a piece of paper, drawing the arms separately.
2. Punch holes in the character's head, tops of the arms, and bottoms of the hands.
3. Attach the arms to the body with the brad fasteners.
4. Tie a piece of string onto each hole.
5. Make a knot at the other end of the string.
6. Fasten the hand strings on your thumb and little finger and the head string on your index finger. These fingers will work the marionette.

RECYCLED PANTYHOSE PUPPETS



This activity teaches the concept that things can be used more than once as well as creative and artistic skills.

You'll Need:

pantyhose or stockings

old fabric or socks

scissors

ribbon

markers

yarn

glue

earrings, barrettes, or other decorations

(continued on back...)



Girl Scouts of the U.S.A.

SOCK PUPPETS



The classic sock puppet is alive and well. Socks are especially good for making snakes, dinosaurs, space creatures, monsters, caterpillars, and alligators.

You'll Need:

old socks, preferably knee socks

needle and thread

buttons

felt

cloth pom-poms, if available

markers or chalk

1. Have girls work in pairs. One girl will make her puppet while the other assists. The assistant puts her hand in the toe of the sock so that it runs up her arm.
2. The girl who is making the puppet determines and marks where the eyes, nose, mouth, etc., will go on the puppet.
3. The assistant takes the sock off so the other girl can sew on buttons for eyes and adds other trim for decorations.
4. Now the girls trade places.

1. Cut the pantyhose in half so that each pair makes two puppets.
2. Cut at the leg of the hose so that the open end reaches the elbow when the hand is put in the toe.
3. Have girls stuff socks (or fabric) in the toe to make the head.
3. They can make long or short hair using yarn or strips of stocking.
4. Have girls draw on faces with the markers and decorate puppets anyway they want using earrings, barrettes, or other decorations.
5. Girls put their hands in between the stockings in the toe to work the puppet.

Girl Scouts of the U.S.A.

24

CRAYON RESIST



Girls can produce interesting textured drawings with crayon and paint.

You'll Need:

crayons

paintbrushes

jars to hold paint

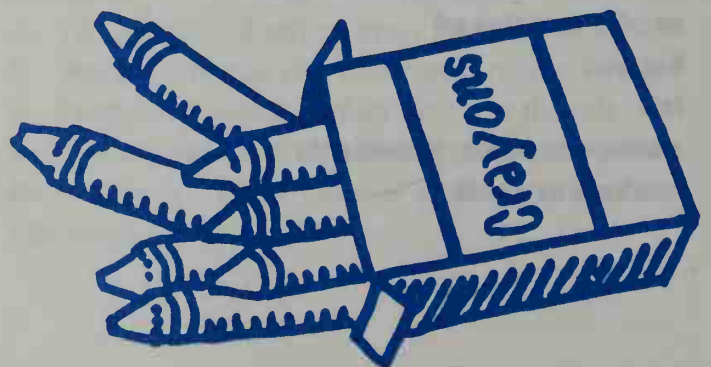
aprons

large sheets of drawing paper

tempera paint

Have the girls draw a picture with crayon, applying the crayon heavily while leaving some areas of the background uncolored. Then they apply a thin coat of tempera over

the entire picture. If the crayon has been applied heavily enough, the tempera will be repelled by the crayon areas and will adhere to the uncolored areas, creating an interesting textured picture.



FINGER PAINTING



Finger painting is the process of creating a picture or design using fingers, hands, and even parts of the arm to apply paint on a piece of paper.

Finger paint is delightfully messy and should be great fun in the right setting. Be sure to choose large tables with access to a sink, or a place where large cans or buckets of water are nearby. Finger painting is easier done outdoors on picnic tables.

You'll Need:

finger paint or liquid starch and powdered tempera
finger-paint paper (glazed on working side)
sheets of newspaper or dropcloth

Girl Scouts of the U.S.A.

paper towels

sponge

bucket or large can for water

washable tables or heavy plastic tablecloth

protective shirts or aprons

tongue depressors, popsicle sticks,

pieces of sponge, cardboard, or combs to produce variations in design

1. Cover all nonwashable surfaces with newspaper, dropcloth, or tablecloth. Prepare an area for drying finished artwork. Have clean water, sponge, paper towels, and garbage can nearby.

(continued on back...)

WATER-BASED PAINTING



Painting can be done on the floor, on an easel, or on tables. Girls should be encouraged and given enough time to paint their own experiences and expressions; in other words, no two pictures will be alike. Large brushes and large sheets of paper are best for this age. If a girl offers a word or title for her painting, you can help her improve language skills by lettering the word or title under her picture. This helps her associate her own picture with a word.

You'll Need:

easels (if possible)
small baby food jars, "sectioned" aluminum plates, old ice cube trays, or cupcake tins for palettes

liquid or powdered tempera paint

brushes with 3/4" bristles and long handles

paper measuring at least 18 by 24 inches

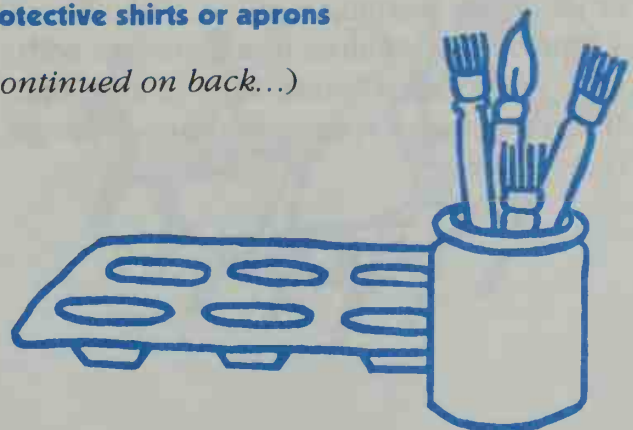
newsprint

sponges measuring about 2 by 2 inches

newspaper

protective shirts or aprons

(continued on back...)



...FINGER PAINTING *continued*

2. Dab starch under each corner of the fingerpaint paper to anchor it to the newspaper and keep it from sliding around.
3. Apply water to glazed side of paper with wet sponge. Smooth out wrinkles with sponge.
4. Place approximately one tablespoon of finger paint or mixture of liquid starch and powdered tempera in center of each paper.
5. Girls should then spread out the paint over the entire surface of the paper with the flat of their hands. Allow children to choose their own colors and provide plenty of time for experimentation. Encourage girls to use

hands, arms, wrists, as well as fingers, fingernails, and tools such as corrugated cardboard, combs, sponges, etc.

Girl Scouts of the U.S.A.

...WATER-BASED PAINTING *continued*

1. Cover the painting surface with several pieces of newspaper.
2. Have a brush for each color to keep colors clean.
3. Show children how to tap out excess paint in the brush on the edge of the bottle or jar before painting.
4. Encourage children to experiment with tools other than a brush, such as a sponge. Brush paint over sponge and press sponge onto paper.

Girl Scouts of the U.S.A.

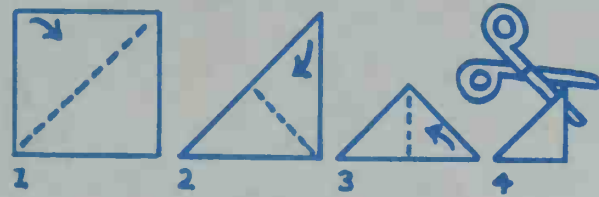
SNOWFLAKES



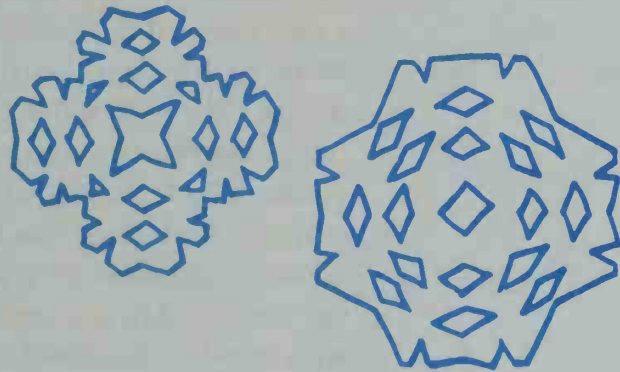
This tried and true activity helps show that no two snowflakes are alike!

You'll Need:

a square piece of paper
scissors



1. Take a square piece of paper. Fold it diagonally to make a triangle.
2. Fold the long ends together to make another triangle.
3. Fold the long ends again to make a triangle.
4. Cut the corners of each long angle. You can cut the other angle if you choose.
5. Cut into the sides where ever you like.
6. Unfold. You should see many snowflakes, each one different.



Girl Scouts of the U.S.A.

CRAYON RUBBINGS



This fun-to-do process, which uses few materials, results in an interesting artistic effect.

You'll Need:

crayons
lightweight drawing paper, such as typing paper
coins and other items with raised surfaces to
create textures

Have the girls hold paper over the coin and rub carefully with the side of the crayon. The design will show up in relief. Start with a coin, then look for other textures to create rubbing designs.



Family Living Activities



The many activities that revolve around family living prove that you don't need to stray far from home to help girls learn new and interesting things. Through the activities in this section, girls have experiences with cooking, nutrition, consumer awareness, and safety. The lively curiosity and desire for hands-on activities make cooking and food preparation a natural for this age group. Always begin every cooking activity with handwashing and safety reminders. Stress to girls the importance of having clean hands in any food preparation.



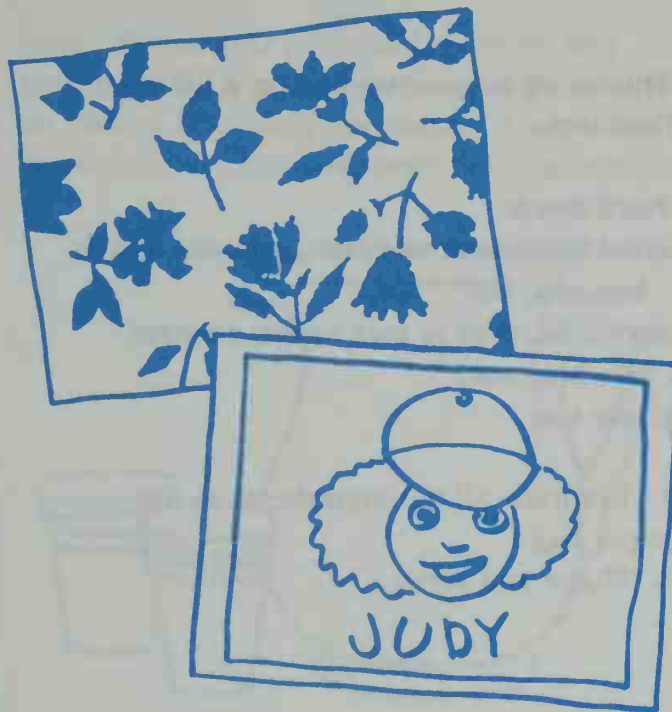
SNACKTIME PLACEMAT



You'll Need:

a sheet of 9 x 12 inch construction paper or wallpaper sample for each girl
a photograph or self-portrait of each girl
crayons
clear adhesive paper
glue

1. Have each girl glue her picture to the construction paper.
2. Let her write her own name under the picture. (Help if necessary.)
3. Cover the front and back of each sheet with clear adhesive paper.



Girl Scouts of the U.S.A.

FRUIT SALAD



You'll Need:

1 apple
1 banana
4 pineapple slices (canned pineapple slices may be substituted)
8 orange sections
small bowls or plates
spoons and forks
knife

1. Cut the apple into 4 sections.
 2. Cut the banana into 4 sections.
 3. Cut the pineapple into 4 sections.
 4. Put one piece of each fruit in each girl's bowl.
 5. Put 2 orange sections in each bowl.
 6. Mix everything up.
- Serves 4 girls.



NUTRI-BAG



This snack is great to take on a hiking or field trip.

You'll Need:

dried fruits, such as raisins, apricots, apples, bananas, etc.

dry cereal, such as corn flakes, oatmeal, rice bran, etc.

paper bag

1. Combine all the ingredients in the paper bag.
2. Shake and serve.



Girl Scouts of the U.S.A.

GRANOLA TREATS



You'll Need:

measuring spoons

4 tablespoons granola (or uncooked oatmeal)

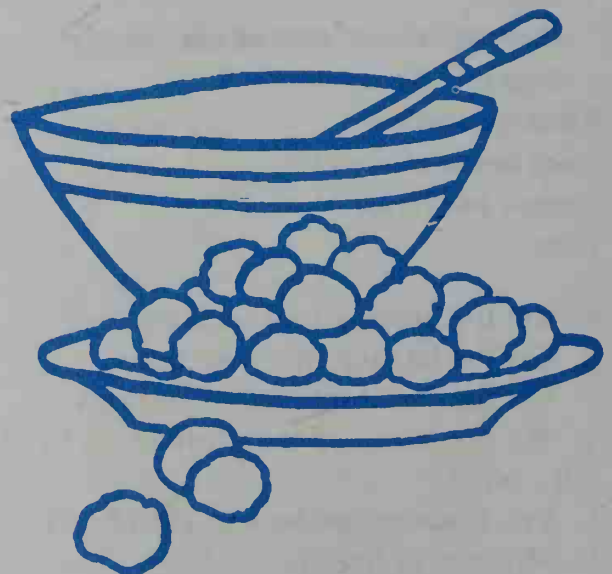
2 tablespoons peanut butter

2 tablespoons raisins (optional)

1 tablespoon sesame seeds (optional)

1. Mix the ingredients together well with your hands or a spoon.
2. Divide the mixture into even portions.
3. Let everyone take a portion and roll it into a ball.

Makes 8-10 treat balls. Prepare enough for each girl to have at least 2 treat balls.



PARTY PUNCH



You'll Need:

- 1 large can of chilled unsweetened pineapple juice**
- 1 large can of chilled pear nectar**
- 1 cup of ginger ale**
- 1 tablespoon of lemon juice**
- large bowl**
- paper cups**

1. Take turns pouring the juices and ginger ale into the bowl.
2. Stir everything together. How does it taste?

Serves 15 girls.

Note: Before you pour each juice in, you may want to try a taste test so that girls have an idea of how each one tastes. Then have them compare that taste with the final results.



Girl Scouts of the U.S.A.

SOFT PRETZELS



You'll Need:

- 4 cups of flour**
- 1 tablespoon of salt**
- 1 tablespoon of sugar**
- 1 package of dry yeast**
- 1 1/2 cups of warm water**
- 2 eggs, beaten**
- 1 cup of kosher salt**
- sauce brush**
- a low table or other workspace**
- 1 large bowl**
- 1 small bowl**
- several wooden spoons**
- wax paper**

1. Preheat oven to 425°.
 2. Cover the work surface with wax paper.
 3. Mix the yeast and water in the small bowl.
 4. Mix the flour, salt, and sugar in the large bowl.
 5. Pour the yeast and water into the large bowl. Stir.
 6. Pour the dough onto the table and knead until elastic.
 7. Give each girl a ball of dough that she can make into any shape she wants.
 8. Brush the beaten egg over the dough shapes.
 9. Sprinkle with kosher salt.
 10. Bake for 20 minutes.
- Makes 12 pretzels.

APPLESAUCE



You'll Need:

8 apples, pared and quartered

1 cup water

1/2 cup brown sugar (you may want to use only 1/4)

1/4 teaspoon cinnamon

1/8 teaspoon nutmeg

liquid and dry measuring cups

measuring spoons

medium saucepan

potato masher

stove or hot plate

1. Heat the apples in water until boiling.
 2. Reduce heat and simmer 5-10 minutes until tender.
 3. Stir occasionally and add water if necessary.
 4. Mash the apples with a potato masher and add the other ingredients. Stir.
 5. Heat again to boiling and remove from the stove.
 6. Cool slightly before eating.
- Makes about 8 cups.

Note: If you have enough adults available, you can have them pare and cut the apples in front of the girls, so that they more clearly understand the entire process.

Girl Scouts of the U.S.A.

MINI PIZZAS



You'll Need:

1 English muffin for every 2 girls

a jar of pizza or tomato sauce

mozzarella or muenster cheese (easier if already grated)

spoons

cookie sheet

oven

1. Give one half of an English muffin to each girl.
2. Let girls take turns spooning a little sauce over the muffin.
3. Let girls sprinkle cheese over the sauce.

4. Place mini pizzas on the cookie sheet.
5. Place the cookie sheet under the oven broiler. Leave it until the cheese starts to melt.
6. Cool slightly before eating.

Note: As with any activity involving the oven, be sure to point out how important it is to work with an adult. Be sure the girls do not reach inside the oven themselves.

Investigation Activities



Activities that explore science and math concepts offer girls the opportunity to learn about basic concepts through investigation, discovery, exploration, and experimentation. Because of the way children of this age learn, the activities in this section are concrete and involve manipulation and investigation of objects. Even children this young can learn observation, computation, measurement, classification, and prediction.

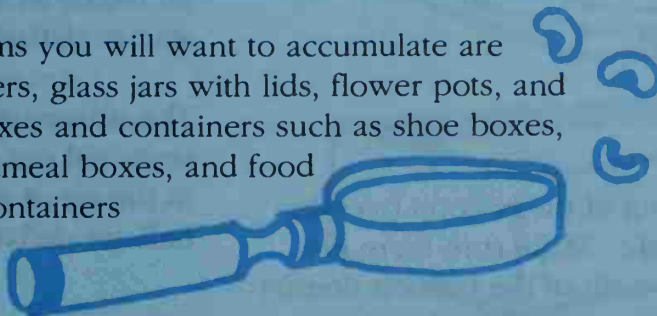
Most of the items you'll need for these activities are readily available; you and the girls in your troop can collect them and keep them together. You might want to keep them in the portable kit described below.

You can create excitement about exploring and investigating by gathering everyday materials.

Materials to Collect for Investigation Activities

measuring tools—rulers, tape measures, thermometers, small scales, measuring cups, etc.; magnets (keep away from compasses—they'll affect their accuracy), mirrors, small garden tools, magnifying glasses, prisms, small kaleidoscopes, eyedroppers, rocks, wood, clocks, seeds, seashells, dominoes, puzzles, shapeforms, buttons, popsicle sticks

Other items you will want to accumulate are newspapers, glass jars with lids, flower pots, and sturdy boxes and containers such as shoe boxes, round oatmeal boxes, and food storage containers with lids.



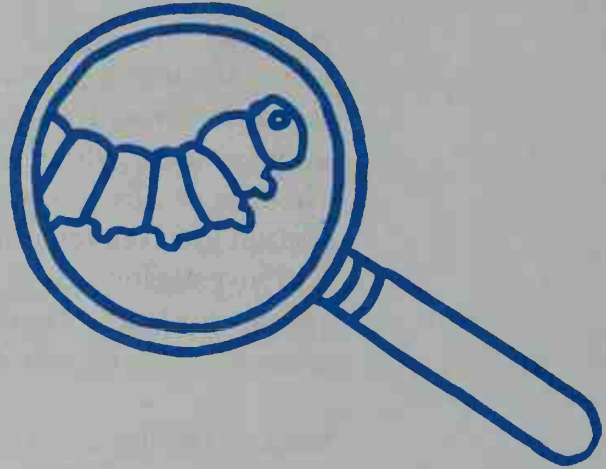
PORTABLE INVESTIGATION KIT



Collect the following materials to make and fill a portable science kit for indoor and outdoor explorations. Add any other materials you can think of.

- ◆ old lunchbox with wide-mouthed thermos
- ◆ small notebook and pencils
- ◆ small microscope
- ◆ binoculars
- ◆ magnifying glasses or lenses
- ◆ compasses
- ◆ old fork and spoon
- ◆ plastic or paper cups (like those from a fast-food restaurant)
- ◆ rubber bands
- ◆ paper clips
- ◆ plastic bags with zip-closures

The kit will hold many things you want to investigate; the thermos can hold pondwater, soil, plants, or mud. The rest of the materials can fit easily inside the lunchbox.



Girl Scouts of the U.S.A.

AIR AND SPACE



In this activity, girls will not only find that air takes up space, but that warm air takes up more space than cold air.

You'll Need:

- a plastic bottle**
- a balloon**
- 1 or 2 deep bowls**
- hot water**
- ice**

1. Put the opening of the balloon over the mouth of the bottle. Make sure there is a snug fit. If the mouth of the balloon doesn't fit tightly, you can use a rubber band to make a snug seal.

2. Put the bottle in the bowl and fill the bowl with hot water. You will have to hold the bottle down into the water; on its own it will float. In a few minutes the balloon will begin to inflate.

3. Now put the bottle in the other bowl and fill the bowl with ice. Soon the balloon will start to deflate.

The warm air needed more space, so it stretched out the balloon. As the air cooled in the ice, it needed less space, so the balloon deflated.

MAKE A PERISCOPE



Here is a shoe box activity that each girl can make for herself.

You'll Need:

a shoe box for each girl

2 small mirrors for each box

glue

masking tape

paint

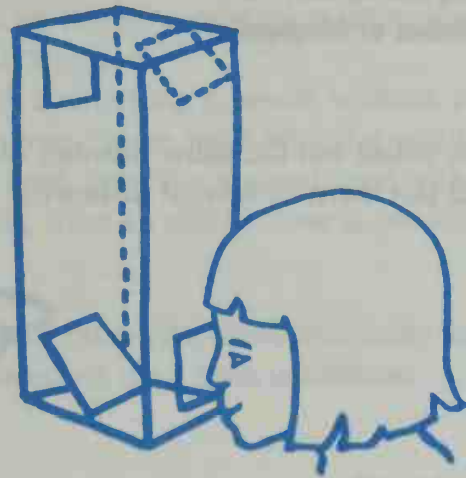
scissors

1. Cut two windows from the long side of the box as illustrated.
2. Glue or tape mirrors across from each window. To do this, put in the top mirror, then put in the bottom one, adjusting it until it catches the reflection of the top one and

you can see out the top. Glue the bottom mirror in place.

3. Put the lid on the box and seal it with the tape.

4. Decorate the periscope.



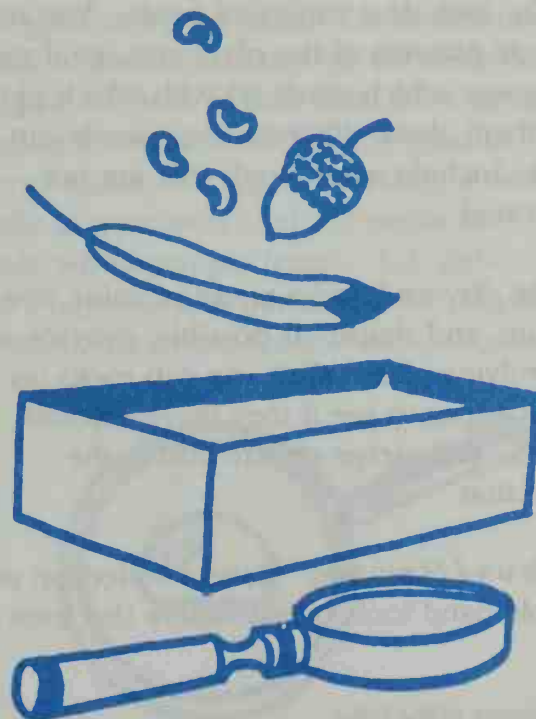
Girl Scouts of the U.S.A.

DISCOVERY BOXES



Ordinary shoe boxes can become treasure chests of science discovery activities. Put related items in separate boxes and display them so girls can handle the materials in each box on their own or with a partner. Have a "seed box," "rock box," "piece of the whole box," etc. Girls can help assemble these boxes, too. Have questions prepared to ask girls about each box so that learning becomes directed and focused rather than girls merely touching the contents. Here are just a few ideas of items to include in discovery boxes.

(continued on back...)



BIRDSEED BUFFET



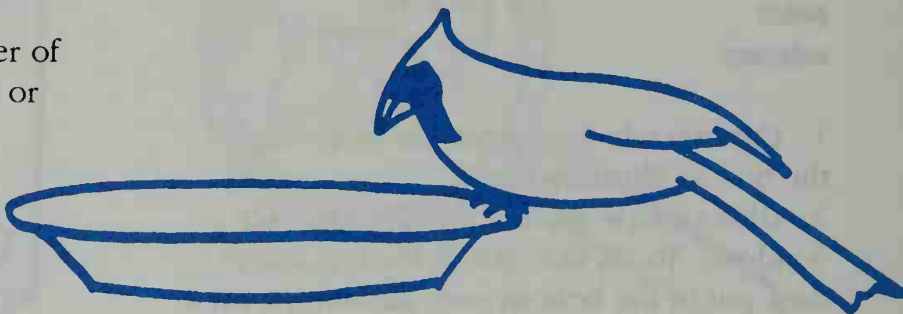
Help girls set up a feeding area for birds to investigate what birds like to eat.

You'll Need:

different kinds of seeds—sunflower, pumpkin, millet, and corn
shallow dishes or birdfeeder
water

Have girls count out the same number of seeds and put them in several dishes or

birdfeeders. Set them out where you can watch for birds. See what birds come to eat. After everyone's finished watching, count the seeds that are left. What did the birds like? Keep track of the birds that flock to the dish. Remember to fill another dish when this one is used up. You can also set out water and watch birds drink.



Girl Scouts of the U.S.A.

...DISCOVERY BOXES *continued*

Seeds: Include a variety of seeds. You might include pictures of the plant and see if girls can guess which seeds go with which plants. Ask them about different ways seeds can be used. Include some seeds that are not cultivated.

Rocks: Try and find a range of color, size, texture, and shape. If possible, provide a magnifying glass. Girls can rub rocks on blank paper to see if they leave colored marks. Encourage girls to add to the collection.

Tools and Machines: Make a collection of simple hand tools or machinery that girls can

examine. Ask them to explain what each tool does.

A Piece of the Whole: Assemble a collection of fragments from familiar items, such as egg shells, chicken bones, a pine needle, grape stems, feathers, hair strands. Girls can guess what they have pieces of.

Sense Boxes: Assemble boxes for each sense. For example, gather items that have an aroma or smell, or items that can be identified by touch. Include a blindfold so that girls may use only one sense to identify items. If testing taste, be sure to observe good sanitation and storage.

MACHINES AND TOOLS



This simple activity shows how much easier life is because of simple tools.

You'll Need:

large pieces of cloth

scissors

nuts

nutcracker

several unopened cans of food

manual can opener

electric can opener (if available)

pencils

manual pencil sharpeners

electric pencil sharpener (if available)

1. Take a piece of cloth and tear it into three equal pieces. Next try using a pair of scissors.
2. Try cracking a nut with your hands. Then try a nutcracker.
3. Try opening a can without a can opener. Then try it with a manual opener, then with an electric one.
4. Try sharpening a pencil without a pencil sharpener. Then try it with the small, hand-held type, then the manual type with a handle, then an electric one if possible.

Think of other machines and tools that might demonstrate their own usefulness.

Girl Scouts of the U.S.A.

WATER STUDIES



Girls can learn about a body of water—how it flows and what's in it—through this activity.

You'll Need:

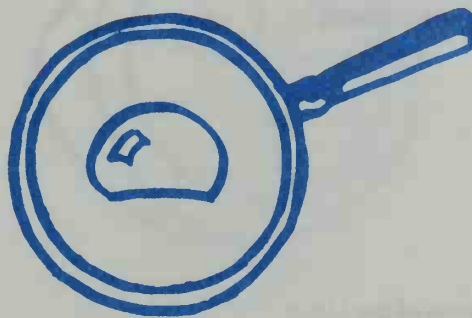
piece of cloth

magnifying glass

jar with lid

Have girls scoop up water and sediment from a shallow area and dump the contents on an old piece of cloth. Have them look through the sediment with a magnifying glass to observe closely. Suggest collecting a water sample in a jar with a lid. Observe the sample when you get home. Ask girls: What's happened to the sediment? What do they think about the water?

At the edge of a body of water, spend time investigating whether or not the water is moving. Have girls notice the direction of the current. At water's edge, move some stones around and ask girls to observe changes in the flow of the water.



Girl Scouts of the U.S.A.

MAKING RAINBOWS



Children love to see rainbows and will enjoy this experiment that teaches about the sun, water, and reflection.

You'll Need:

a glass of water

a small mirror

a sunny window

1. Put the mirror in the glass of water.
2. Put the glass somewhere so the sun shines on it.
3. Turn the glass until you see a rainbow reflected on the wall or ceiling.



Girl Scouts of the U.S.A.

COLOR WONDERS



This is an activity to see how all colors come from the primary three: red, blue, and yellow (see “Tips for Activities—Art, Music, and Dramatics” for suggestions on choosing and setting up paints.)

You'll Need:

a large sheet of paper

red, blue, and yellow tempera paint

paintbrushes

smocks or aprons

1. Spread a large sheet of paper for each child on the table or floor.
2. Set out the three primary colors of paint on each sheet.
3. Have girls make large sweeps with one color of paint.
4. Have them continue this with the other colors, one at a time, until the colors start to cross. See how red and blue make purple, red and yellow make orange, blue and yellow make green, etc.

SUGAR CRYSTALS



Rock candy is really large sugar crystals. Girls can make their own.

You'll Need:

tall drinking glasses

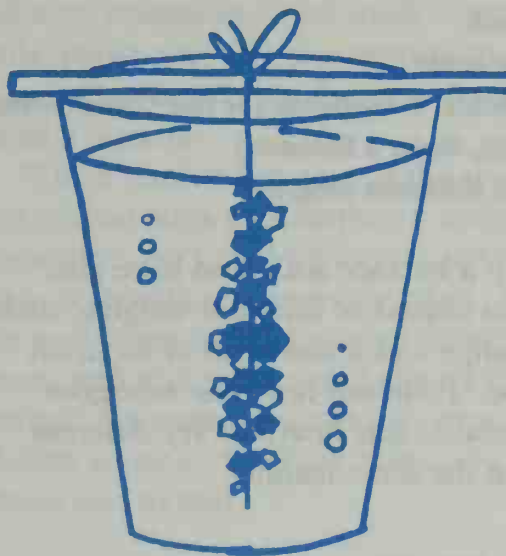
clean cotton string

1 cup sugar

2 cups very warm water

1. Stir sugar into warm water, a spoonful at a time until no more sugar dissolves and it starts to settle to the bottom.
2. Cut string into six-inch pieces and tie onto a spoon or stick.
3. Wet string in sugar water.
4. Let dry and then put into glass.
5. Fill the glass with sugar water.

Sugar crystals will slowly start to form on the string. This will take several days so it is a good activity to start one week and check the next.



Girl Scouts of the U.S.A.

INVISIBLE INK



Lemons and other fruits contain compounds of carbon that are almost colorless when dissolved in water, but will show up black when heated. This experiment will create "invisible ink," which girls can use to write a message in their scrapbooks.

You'll Need:

juice of half a lemon per girl

cotton swabs or dried-up pens

a lamp

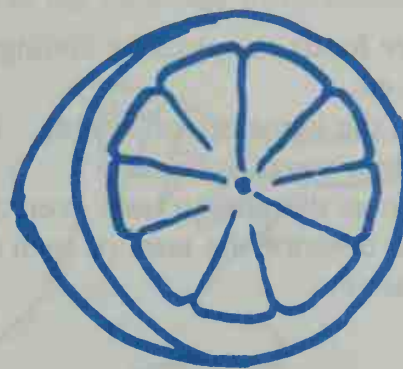
paper

water

1. Stir the lemon juice in one cup of water.
2. Dip the cotton swab into the lemon/water solution and use it to write a message on the

paper. (Girls may choose to draw a simple picture if their writing skills are still emerging.) When the solution dries on the paper, it will be invisible.

3. Hold the paper near a light bulb so that it starts to get warm. The message should now become visible.



Girl Scouts of the U.S.A.

WEIGHING



This activity will help girls observe, measure, classify, and understand the concept of weight and balance.

You'll Need:

bathroom scale

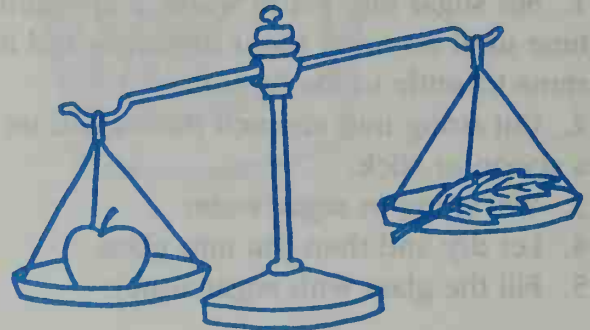
balance scale, if available (or see Construction Activities, Make a Balance)

objects of different weights

1. Set up a balance scale and have girls place two objects of different weights, such as an orange and a small can of food, on each side. Point out how one side goes down because it is heavier. Try different objects in the same manner.

2. If you don't have a balance scale, put objects on a bathroom scale. Since they generally don't show weights of under a pound, you may have to use multiples of objects, for example, five oranges and five cans.

3. Have the girls decide what makes something heavy. Point out it isn't always size. A pillow may weigh less than a quart of milk.



Girl Scouts of the U.S.A.

TASTING GAME



Through this activity girls learn about taste—sweet, sour, bitter, salty, hot, and bland.

You'll Need:

different foods and spices: lemons, sugar, salt, flour, cinnamon, coffee (liquid or powder), ketchup, vinegar

1. Prepare foods or spices by cutting, putting in bowls, etc.
 2. Spread the items out on a table. Try one food, such as sugar, yourself.
 3. Encourage the girls to taste everything. Be sure to describe the taste of each as sweet, sour, etc.

Variation: Let the girls try the taste test blindfolded. See if they can tell what they are tasting.

Note: Be aware of any food allergies or sensitivities girls might have.



Girl Scouts of the U.S.A.

MAGNETS



Magnets display interesting properties that girls can experiment with. Have them watch how magnets work with this series of activities.

You'll Need:

several magnets of varying sizes and shapes (bar, horseshoe, etc.)

coins

nails

paper

paper clips

pencils

thumbtacks

pins or needles

other magnetic and nonmagnetic objects

stiff index card

small box such as shoe box or gift box
string

1. What do magnets attract? Put several different objects in a box, such as coins, nails, paper, etc. Tie a magnet onto a string. Lower the magnet into the box to see which items it attracts.
2. Which part of a magnet is the strongest? Get several sizes and shapes of magnets (bar, horseshoe, etc.), and try to pick up paper clips or thumbtacks from the table. See how the end of the magnet is what attracts the items, and that size doesn't always indicate strength. A strong magnet can attract several objects at once. See how many you can attract end to end.

(continued on back...)

Girl Scouts of the U.S.A.

TOUCHING GAME



In this game, girls explore their sense of touch.

You'll Need:

objects with different textures—feathers, sand, velvet cloth, sandpaper, apples, etc.

shoe box or bag

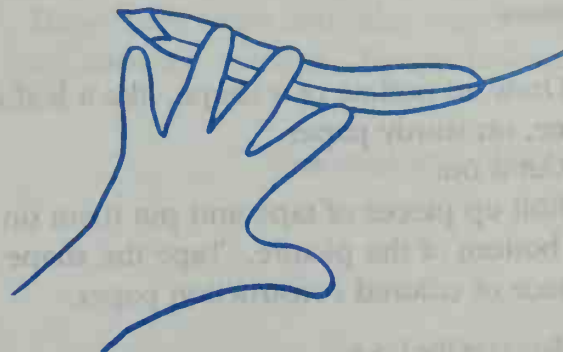
glove or mitten

blindfold

1. Place the objects on the table (put food in small containers).
2. Ask girls to describe how the objects feel. Encourage girls to use words such as smooth, rough, cold, warm, soft, etc.

3. After a few rounds, blindfold a girl or have her close her eyes and guess what she feels; or, put the objects in a box or bag and have the girls guess what they are. They might also try guessing with a glove or mitten on their hand.

Note: Let the girls take turns being the leader for this activity.



Girl Scouts of the U.S.A.

3. Watch how magnets attract each other when faced one way, and repel each other when turned the other way.
4. How can you move pins or needles without touching them? Put pins and needles on a stiff index card. Move them around by running the magnet underneath the card.

Girl Scouts of the U.S.A.

52

SUN PRINTS



This fun and creative activity, appropriate for indoors or outdoors on a sunny day, allows girls to observe the sun's effects.

You'll Need:

crayons, markers, or pencils

construction paper

colored paper

tape

scissors

1. Draw an outline of a shape, like a leaf or a tree, on sturdy paper.
2. Cut it out.
3. Roll up pieces of tape and put them on the bottom of the picture. Tape the shape to a piece of colored construction paper.

4. Put the picture on a windowsill or safe, sunny spot outdoors. Leave it for a while. The longer the drawing is left in the sun, the greater the contrast will be.

5. Carefully remove the tape and lift the cut-out shape. It will have left an imprint on the construction paper. The sun causes a chemical reaction with the paper, causing color to fade. Where the paper is covered and sunlight doesn't shine the color stays unchanged. This works with newspaper too. But with newspaper, sunlight causes yellowing.

WHAT HAPPENS IF . . . ? GAME



This game encourages girls to use their observation skills and their exploration skills when they come up with their own ideas for experiments.

You'll Need:

a variety of materials that will demonstrate physical properties that the girls can guess about—see the questions for examples.

This game involves asking the girls “What happens if . . . ?” In guessing the results, girls can respond singly or as a group. Then conduct the experiments:

1. What happens if I put salt in water? It dissolves.

Girl Scouts of the U.S.A.

2. What happens if I put a rock in the water? It sinks.
3. What happens if I put a cork in the water? It floats.
4. What happens if I put a ball at the top of a slanted board? It rolls down.
5. What happens if I hold a feather in my hand on a windy day? It blows away.
6. What happens if I hold a rock in my hand on a windy day? It doesn't blow away.
7. What happens if I stick my hand in a bowl of water? It gets wet.
8. What happens if I wear a rubber glove and stick my hand in a bowl of water? It doesn't get wet.

(continued on back...)

BODY MOVEMENT



While movement can occur within any of the other activities, exploring body movement activities can help develop not only motor skills, but also awareness of one's own body, a positive self-concept, and creativity.

You'll Need:

a wide-open play area
cassette player with tapes of different kinds of music
mats
hoops
balls
jump ropes

a balance beam (or beam of wood)
strips of cloth or scarves
a large blanket or “parachute”

Body movement can involve any kind of physical activity but before, during, or after the activity, help girls become conscious of their body's movements. Point out how it feels when their arms or legs move a certain way. Have them tense and relax muscles to feel their muscles' strength. Try the following activities:

(continued on back...)

...WHAT HAPPENS IF...? GAME *continued*

9. What happens if I wear a cloth glove on my hand and stick it in a bowl of water? Both the hand and the glove get wet.
10. What happens if I put an ice cube in my hand? It melts.

Let the girls lead most of these, and allow them to come up with their own “What happens if . . . ?” Then, let them see if their predictions come true.

Girl Scouts of the U.S.A.

...BODY MOVEMENT *continued*

1. Play music of different rhythms and styles and have girls express how they feel about the music through dance.
2. With the help of other adults and the girls, lift and lower the “parachute” over the girls’ heads.
3. Set up different activities so girls can choose—balance beam, jump rope, tumbling, etc.

Girl Scouts of the U.S.A.

Outdoor Play Activities



Everyone is aware of the need for young children to play in the out-of-doors. Outdoor play offers a natural learning environment and can serve as an extension of indoor activities. Activities may include spontaneous play or directed games, single or small group activities such as jump rope, exploring nature trails or working in gardens, playing on outdoor equipment such as slides, sandboxes, balance beams, or in wading pools. Let the girls' imaginations lead you.



HIT THE BEANBAG OFF THE STICK



This game will develop eye/hand coordination and improve counting skills. Its pace makes it a good game to alternate with an active game.

You'll Need:

a stick 1-2 feet long

hammer

ruler

2 beanbags

1. Hammer the stick into the ground.
2. Use the ruler to help draw a circle six inches in diameter around the stick.
3. Put one beanbag on top of the stick.
4. Draw another circle four feet away. Girls take turns standing in this circle, throwing a beanbag and trying to knock the other one off the stick.
5. If a girl knocks the beanbag outside the six-inch circle, she gets one point. If she misses it or knocks it inside the circle, she gets 0 points. The first one to get seven points wins.

Girl Scouts of the U.S.A.

CATCH THE TIGER'S TAIL



This game teaches cooperation, leading and following, and large motor skills.

You'll Need:

a scarf or large strip of fabric

a belt (optional)

and lots of open space!

1. The girls line up, one behind the other. Each girl puts her arms around the person in front of her.
2. The last one in line tucks a scarf or cloth in her back pocket. If she doesn't have a pocket, she can tuck it in her waistband or

- fasten a belt around her waist and slip it through. She is now the tiger's tail; the first one in line is the head.
3. At the word "Go," the head tries to catch the tail. The tail tries not to get caught. Everyone in the middle hangs on!
4. When the head catches the tail, the game is over, and the head and tail trade places. The game then starts again.
5. Girls in the middle then get turns being the head and tail.

Girl Scouts of the U.S.A.

CAMOUFLAGE



This game teaches skills in observation, listening, and being still.

You'll Need:

open space with trees, bushes, and other hiding places close by

1. Cover your eyes for five minutes while the girls hide. They must try to camouflage themselves but be able to see you from their hiding places.
2. After the five minutes, give the girls a signal and uncover your eyes.
3. The girls try to blend into their environment while you try to spot as many of them as you can. You must stay in one spot, but you can turn around to look.

Girl Scouts of the U.S.A.

4. After you spot the girls, point at them and call them by name.
5. When you have spotted as many girls as you can, choose someone to take your place.



OBJECT COURSE



In this activity, girls design their own “object” course, which involves moving from designated object to object in a specified time.

You'll Need:

stopwatch or watch with second hand
enough objects in the environment so that girls can design their own course—such as swings, slides, trees, tires, bushes

1. Let the girls decide how the course will be run. Example: run around a tree, sit on a chair, slide down the slide, swing on a swing twice, run around a bush, run back to the starting place.

Girl Scouts of the U.S.A.

2. Let them practice a few times.
3. After they learn the course, ask if they want to be timed; then see if they want to beat their record.

Note: If there is a girl in your troop with a disability or health problem, skip the timing portion. You may need to offer guidance in the design of the course so that all girls can participate.

OUTDOOR SIGHTS

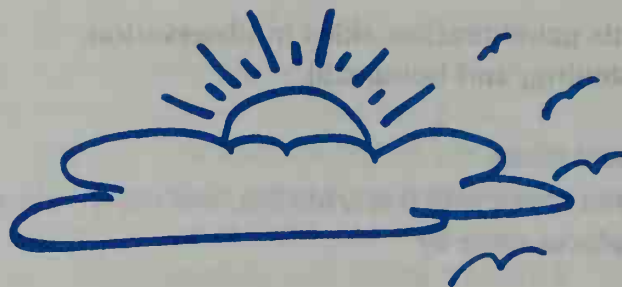


This is a guided group activity that requires no materials but observant eyes.

You'll Need:
an outdoor space big enough to move around in

1. Everyone lies on her back and looks up. What do you see?
2. Next, everyone lies on her stomach and looks down. Now what do you see?
3. Next, everyone crawls on the ground and looks at everything from an animal's point of view.
4. Next, everyone looks for colors and shapes in nature. What kinds of things can you find?

Girl Scouts of the U.S.A.



OUTDOOR SOUNDS

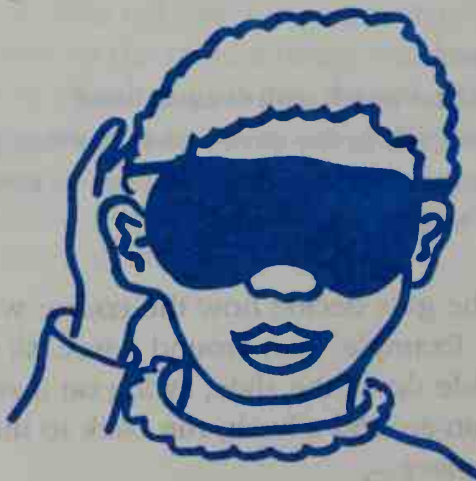


Though sound is all around us, it's not often we really listen. This activity will heighten girls' sense of hearing.

You'll Need:
several blindfolds
enough outdoor space for everyone to sit on the ground

Have several of the girls put on blindfolds and sit quietly on the ground. Ask them to sit for a few seconds before naming the sounds they hear. After about five minutes, let the other girls try the blindfolds. See if anyone hears anything new.

Note: Some girls may be afraid to put on blindfolds. Allow them to sit out the activity or just close their eyes tightly.



OUTDOOR FEELING



This activity heightens the sense of touch.

You'll Need:

outdoor space offering varied textures: trees, grass, rocks, etc.

1. Have girls touch several outdoor objects such as bark, leaves, soil, and rocks to feel their textures. How do they feel?
2. Next, have girls touch these same objects with the back of their hands, the bottom of their feet, and their cheeks. Now how do they feel?
3. Have girls stand in the shade; now stand in the sun. How does each one feel?

4. If there is a breeze or wind, have girls stand facing it for a few seconds. How does it feel? What about when they turn away from the wind? What happens?



Girl Scouts of the U.S.A.

OUTDOOR SMELLS

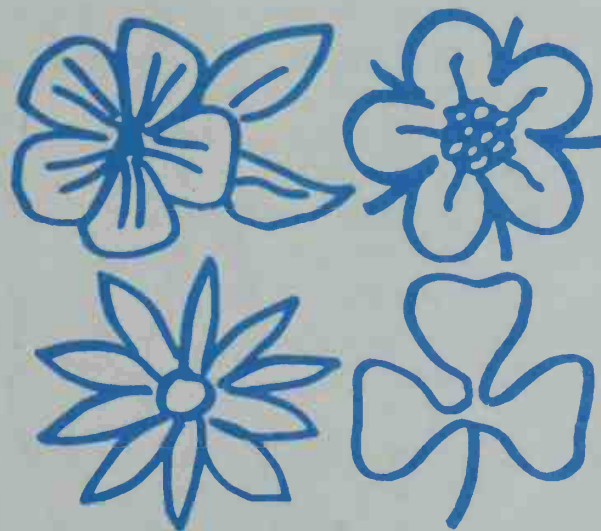


This activity heightens the sense of smell.

You'll Need:

plenty of outdoor space

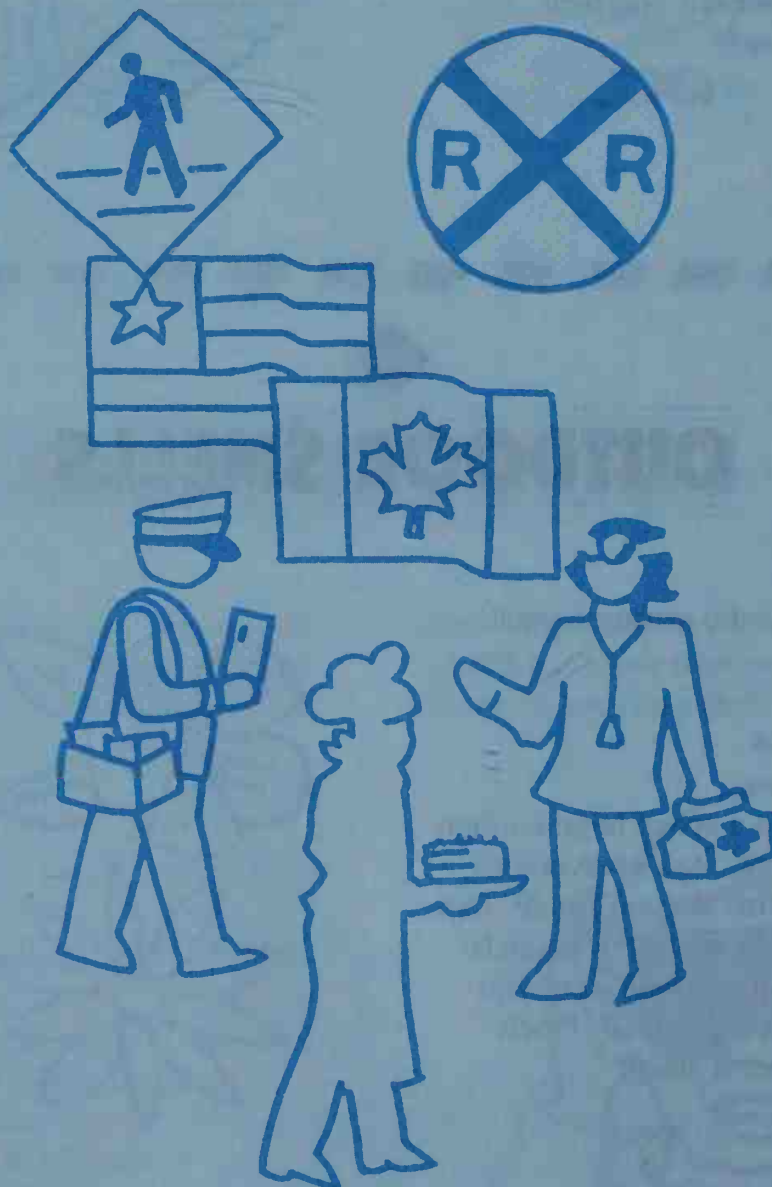
Everyone should be in a space large enough for plenty of movement. Ask everyone to breathe in deeply. What do you smell? Can you smell flowers, trees, water, or animals? Do you smell anything unusual? Can you follow the scent to see what it is? Pinch open a leaf. How does it smell?



People and Places Activities



While the Girl Scout program emphasizes individual growth and development, it also emphasizes being responsible members of families, groups, and the community. Children learn about themselves, their own environment, and cooperating with others while learning about different people and places.



SAFETY TOURS



This walk around the neighborhood emphasizes community safety.



You'll Need:

a nice day for a walk in the neighborhood

1. Walk around the neighborhood to see how many things there are to keep people safe. These might include stop signs, traffic lights, street lights, crosswalks, bicycle paths, sidewalks, street signs, or construction markers.
2. Lead a discussion about these things. What did your list include? Were there any places that needed to be safer?



Girl Scouts of the U.S.A.

MAPPING



Making maps is an excellent way for young children to learn about their neighborhoods and communities.

You'll Need:

an old white sheet

old newspapers or a large piece of plastic to cover the floor

markers

items to add structure and texture to the map:

cardboard boxes, construction paper, fabric scraps, pieces of artificial turf or doormats, etc.

1. Decide what you and the girls are going to map. Does everyone live in the same

neighborhood? If not, you might map the neighborhood where you meet. If all the girls attend the same school, how about mapping the school neighborhood.

2. Use the sheet as the base of the map. Spread it over the floor, but be sure that there is paper or plastic underneath.

3. Help girls determine landmarks and boundaries. Or, you may want to pinpoint a particular location in the middle and move out.

4. Let a few girls begin to draw and color in these places while other girls work on a different section. As girls are drawing the map, encourage them to describe what they are doing.

(continued on back...)

COMMUNITY HELPERS



Help girls learn about people in the community by making a list of community helpers such as fire fighters, doctors, nurses, police officers, and mail carriers. Discuss the roles of the community helpers. Have the girls help you arrange visits by some of these people to the troop meeting. Plan activities around the visits. For example, girls can role play what the person does, interview the person, or have the person describe her or his job and some interesting stories. The girls might also make up a story about the visit.



Girl Scouts of the U.S.A.

...MAPPING *continued*

5. Add extra materials for a three-dimensional effect. For example, is there a bridge somewhere on the map? How could you show it? How can you make the buildings stand up? Do you want cars on the road? Could you use blocks to build on the map?

Note: You may need to help girls space areas on the map. It is not important that their buildings, streets, signs, etc., be exact; the idea is to see where things are in relation to each other.

FAMILY PUPPETS

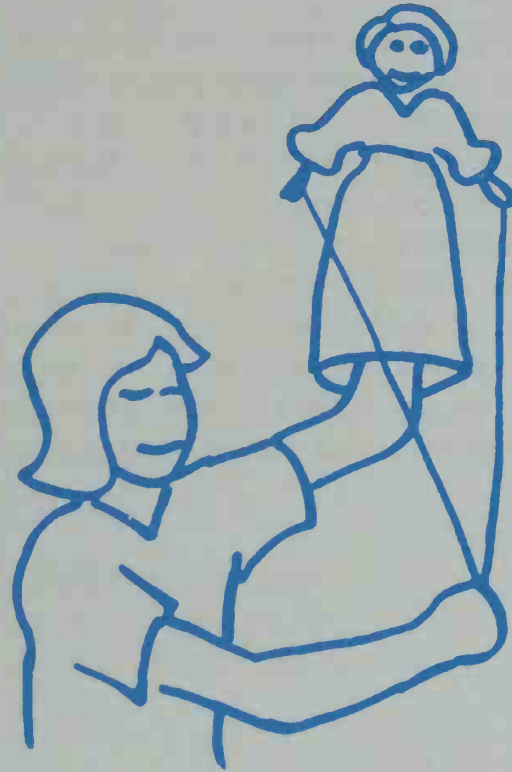


The way children play with puppets can reveal a lot about them. Encourage children to express their feelings by making and playing with family puppets.

You'll Need:

materials for any of the puppet ideas in the Creative Dramatics Activities section

Make puppets of family members using some of the puppet ideas suggested in this book. (See "Tips for Activities" in the beginning of this chapter.) Then allow time for the girls to play with the puppets. Their play will give you a great deal of insight into their family relationships.



Girl Scouts of the U.S.A.

FEELINGS



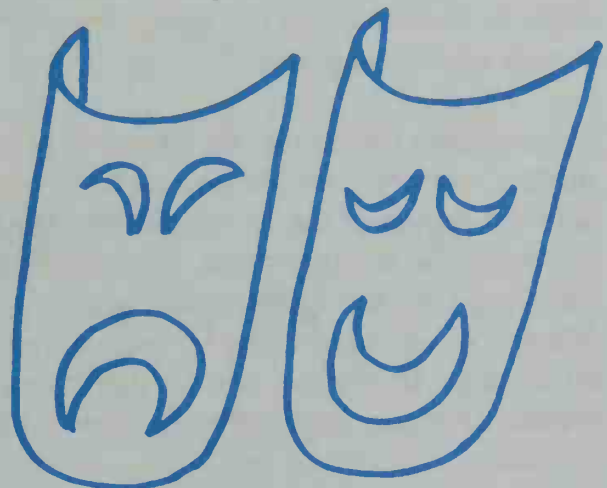
This activity acknowledges the range of peoples' feelings and can help girls understand and accept their own—an important step in building self-esteem.

You'll Need:

magazines with pictures of people expressing a range of feelings

1. Let girls volunteer to act out different kinds of feelings such as happy, mad, sad, or hurt.
2. Have girls look through magazines to find pictures of people showing different kinds of feelings. Discuss what they find.

3. Be sure to validate girls' feelings by reminding them that it is okay to be angry or upset. Add, however, that though the feeling is okay, we try to work out our problems in ways that are acceptable.

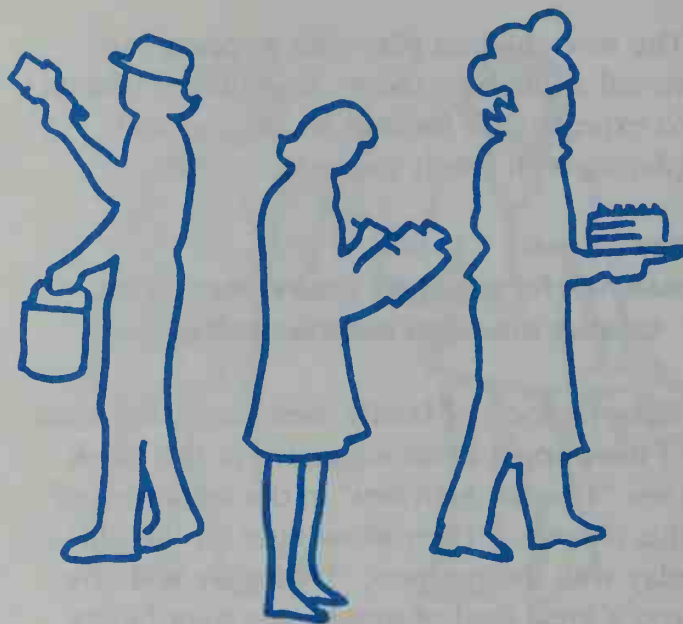


Girl Scouts of the U.S.A.

THE WORK PEOPLE DO



Help girls learn about the world of work by discussing some of the things people do. Ask the girls about what their parents, relatives, or neighbors do at work. Ask girls how certain types of people at work might be important to them, such as dentists, carpenters, reporters, astronauts, or musicians. Consider having the girls extend an invitation to a speaker with an interesting job. The girls can ask the person to come to the troop meeting and talk about what she or he does.



Girl Scouts of the U.S.A.

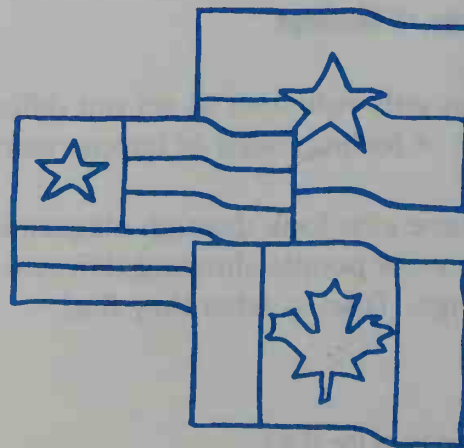
CHILDREN IN OTHER PLACES



Explore other cultures by inviting someone who grew up in another country to speak to your troop. Ask them to describe what their childhood was like, some of the games they played, what school was like, etc. They might be able to teach the girls a few words of their native language.

If you cannot find someone who was born in another country, find someone who is from a different region of the United States. Find out about the weather there, what foods are common, etc. Lead girls to see that differences are what make us unique and interesting. Help them see too that people, though they may look different, have a lot in common.

Note: While it is interesting to find out about different food, clothing, and holidays, be careful not to trivialize any of these. All cultures have traditions that are important to them, and we must make sure girls learn to respect and appreciate the differences as well as the similarities.



Girl Scouts of the U.S.A.

Construction Activities



While many of the activities here may actually involve wood and tools, any form of construction fits the format. Be sure to follow *Safety-Wise* and your own common sense when using tools. Many activities can actually be performed with your usual amount of adult supervision.

Skills developed here involve math concepts such as measurement and proportion as well as the motor skills involved in actually putting a project together.



SEESAW BALANCE



Girls can make a balance that is much like a seesaw to help them compare the weights of items.

You'll Need:

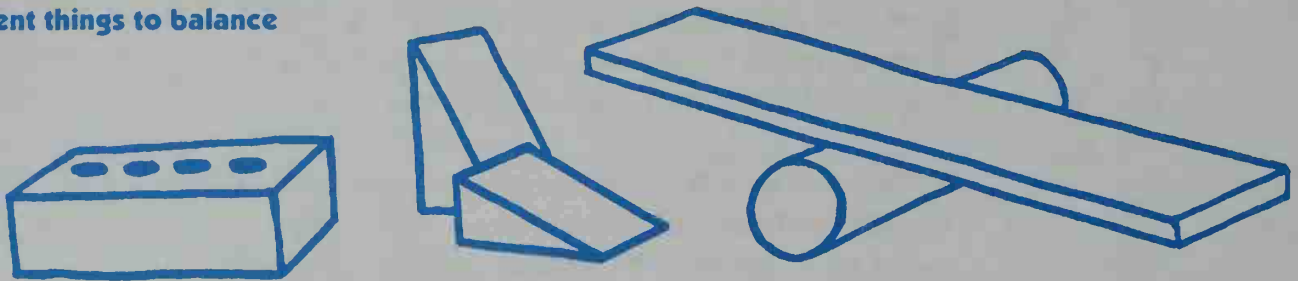
blocks or bricks

a round block

wedge-shaped blocks

long planks or pieces of wood

different things to balance



1. See if girls can figure out how to make a seesaw balance using a plank, a round block, and two wedges.

2. After they make the balance, let them experiment with several objects to see which are heavier, which are lighter, and which are equal.

Girl Scouts of the U.S.A.

MAKE A TELEPHONE



String telephones are not only fun to make; they're fun to use, too.

You'll Need:

2 cans with one end cut out of each

string

hammer and nail

paper cups

1. With the hammer and nail, tap a hole into the end of each can.
2. Knot a very long piece of string inside one can and pass it through the hole.
3. Connect the other end of the string to the other can in the same way.

4. Have two girls hold the cans, one at each end. If held tightly, they can hear soft speech across the room.

5. Try the same thing with paper cups and compare the results.



Girl Scouts of the U.S.A.

MAKE A BALANCE



Have girls construct this homemade balance and learn about weight and measuring.

You'll Need:

a straight piece of wood, such as a yardstick or dowel

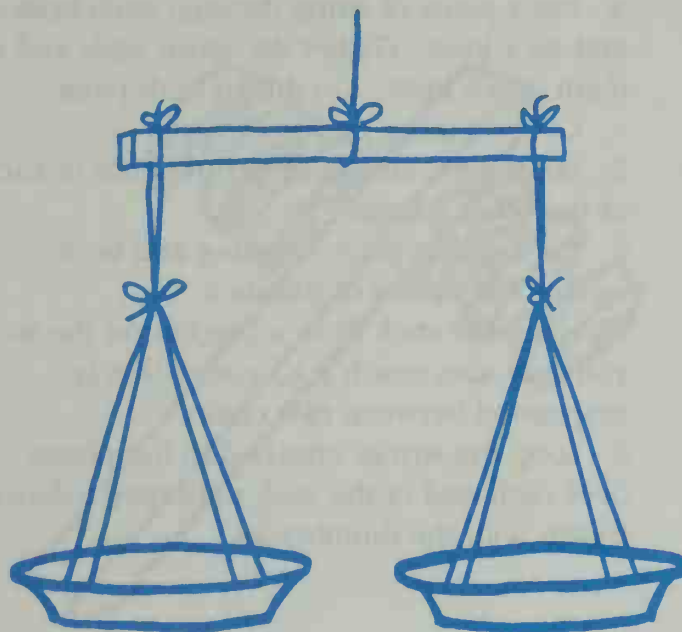
2 matching aluminum pie tins

heavy-duty string

hammer and nail

thumbtacks

1. With the hammer and nail, poke three or four holes evenly spaced around the perimeters of the pie plates.
2. Cut a piece of string for each hole, all the same length.



(continued on back...)

Girl Scouts of the U.S.A.

MUSICAL INSTRUMENTS

FINGER CYMBALS



You can buy many nice sets of instruments at school supply stores, but you can also make an inexpensive set with everyday materials. By showing small groups of girls how to make different instruments, you can have all you need for a Daisy Girl Scout band in no time! Start off your band with finger cymbals.

You'll Need:

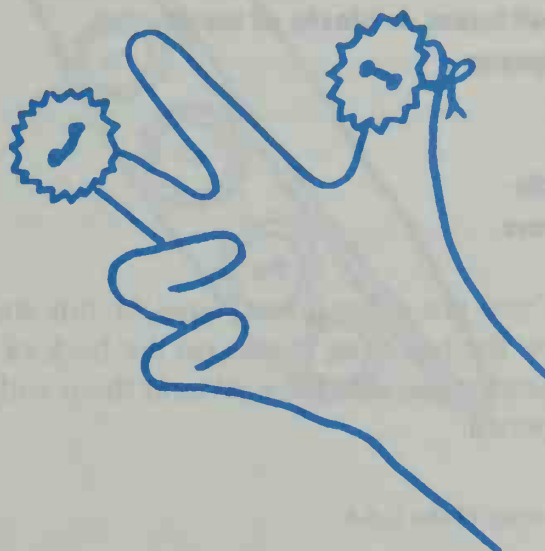
2 bottle caps

elastic thread

hammer and nail

1. Flatten the bottle caps with the hammer.
2. Use the hammer and nail to punch two holes in the center of each bottle cap.

3. Loop the elastic thread through the holes and knot the ends together on the other side. Do this to both bottlecaps.
4. Hook the elastic thread over the fingers as shown and clap together.



Girl Scouts of the U.S.A.

3. Put a piece of string through each hole and tie a knot. Gather the loose ends and tie them into a knot. Do this to both pans.
4. Cut two more pieces of string.
5. Loop these strings under the knot of each of the other strings.
6. Cut another piece of string and tie it around the center of the stick.
7. Hang the stick from a bracket on the wall; you may also attach it to a stick that is suspended between two chairs.
8. Loop the strings attached to the plates over each end of the stick until they balance. Fasten with the thumbtacks.

Note: You can check the balance by weighing two alike objects, or you can try comparing items like a small rock and a big sponge. Try to get girls to predict which will weigh more. Don't be surprised if they consistently guess the larger item, even when they have seen the rock tilt the scale. Children of this age typically equate size with weight.

Girl Scouts of the U.S.A.

74

MUSICAL INSTRUMENTS

SAND BLOCKS



Rub blocks back and forth to produce the raspy sound.

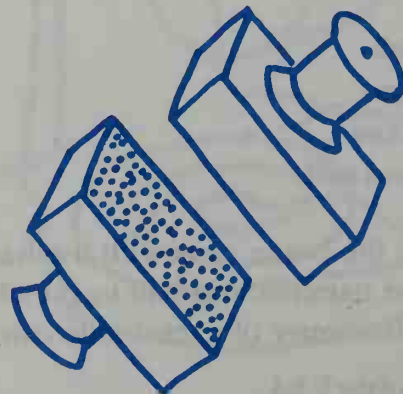
You'll Need:

- 2 empty thread spools**
- 2 small boxes or blocks of wood**
- sandpaper**
- tape**
- glue**
- pencils**
- scissors**

1. If you are using boxes, tape the lids shut.
2. Put the boxes or blocks on the back of the sandpaper, and trace around them with the pencil.

3. Cut out the sandpaper.
4. Glue the backs of the sandpaper to the lids and let them dry.
5. Glue a spool to the other side of each box or block, and let it dry.

Note: Different grains of sandpaper will make different sounds.



Girl Scouts of the U.S.A.

MUSICAL INSTRUMENTS

RATTLE



These instruments are shaken to the beat of the rhythm. Two can be used like maracas.

You'll Need:

1" x 2" x 8" piece of wood

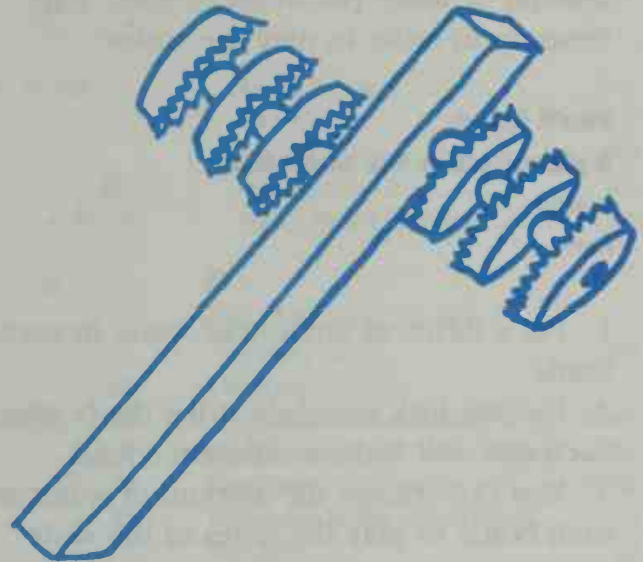
12 bottle caps

12 spacers such as beads, buttons, etc.

6 nails, 1 1/2" - 2" long

hammer and nail

1. With the hammer and nail, punch a hole in each bottle cap.
2. Alternate the bottle caps and spacers on each nail.
3. Hammer the nails into either side of one end of the piece of wood.



Girl Scouts of the U.S.A.

MUSICAL INSTRUMENTS

TAMBOURINE



Girls can shake their sillies out with tambourines.

You'll Need:

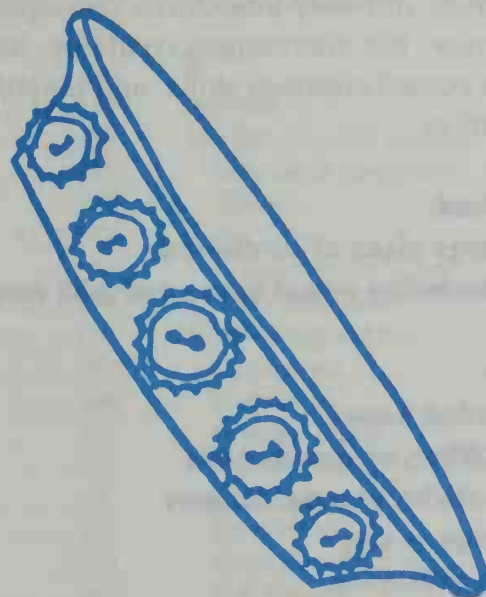
aluminum pie plate

wire or string

bottle caps

hammer and nail

1. Punch holes around the rim of the pie plate with the hammer and nail.
2. Punch holes in the bottle caps.
3. Loop the wire or string through the bottle caps and attach them to the pie plates; knot the string.



Girl Scouts of the U.S.A.

MUSICAL INSTRUMENTS

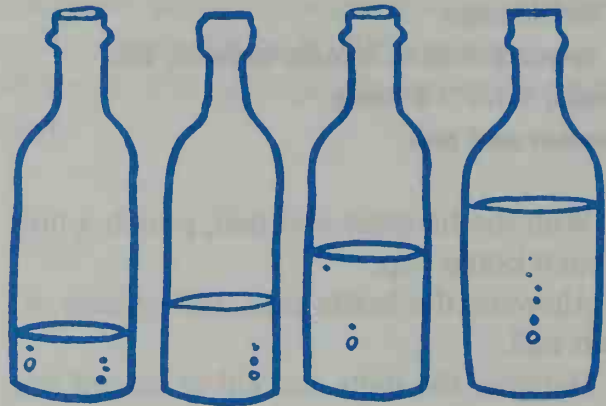
BOTTLE CHIMES

Change the sound of the notes by varying the amount of water put in the bottles. Line them up in order to play the scales.

You'll Need:

8 glass bottles the same size
water
fork

1. Put a different amount of water in each bottle.
2. Use the fork to lightly strike the bottles. Each one will make a different sound.
3. You can change the amount of water in each bottle to play the notes of the scale.



Girl Scouts of the U.S.A.

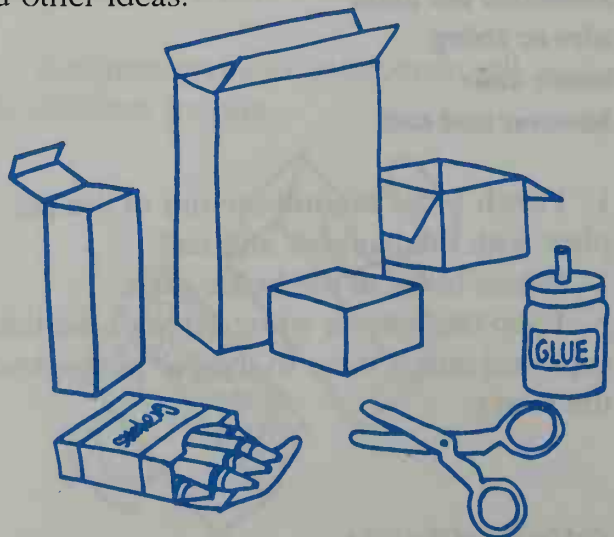
BUILD A CITY

This activity not only introduces concepts of architecture, but encourages creativity, helps develop communication skills, and teaches cooperation.

You'll Need:

a very large piece of cardboard
boxes (including cereal boxes and milk cartons)
glue
scissors
construction paper
foam, rubber, or sponge balls
dowels, sticks, or pipe cleaners
play dough or clay
markers or crayons

Help girls make their own city or town using the materials. They can use their city as the basis for dramatic play, for talking about the work people do, what happens in a town, and other ideas.



Girl Scouts of the U.S.A.

INDEX

A

accident insurance,
for other children at meetings.....19
activities. *See* program activities
activity cards. *See* program activity
cards
adult members.....13-15
partnership of, with girls.....26
uniform of.....30
age levels.....41-42
Air and Space activity card.....114
Alphabet Hike activity card.....93
Applesauce activity card.....112
art.....86-88
Arts, World of the.....12
attention-seeking.....49

B

Baden-Powell, Lord.....36-37
behavior
disruptive.....49
tips for managing.....48
beliefs, Girl Scouting.....11
Big Books.....10, 72-73
Birdseed Buffet activity card.....116
birthdays, special.....37-39
Blue Book of Basic Documents
(*Leader's Digest*).....81
Body Movement activity card.....123
Bottle Chimes activity card.....140
bridging to Brownie
Girl Scouts.....31-32, 35-36, 67-70
from Head Start.....21
Brownie Girl Scouts,
bridging to.....31-32, 35-36, 67-70
Build a City activity card.....140

C

Cadette Girl Scouts,
on Leadership Team.....15-16
Camouflage activity card.....127
Caring and Coping.....82
Catch the Tiger's Tail
activity card.....126
ceremonies.....33-36
bridging to Brownie
Girl Scouts.....35-36
investiture.....34
opening and closing.....33-34, 57, 59
welcoming.....34
Ceremonies in Girl Scouting.....82
certificates, Daisy Girl Scout.....31
charts, progress.....63-65

child abuse, Contemporary Issues
booklet about.....81
Children in Other Places
activity card.....134
circle, Daisy Girl Scout.....44, 58
clean-up.....59
closing ceremonies.....33-34, 59
Clues activity card.....90
collaborations with other
organizations.....29
Color Wonders activity card.....118
communication activities.....89
Alphabet Hike.....93
Clues.....90
Daisy Girl Scout Band.....97
Daisy to Daisy.....90
Greeting Cards.....91
Imitate Nature.....98
Listen to Sound Travel.....95
Me in Paper.....97
People Album.....91
Post Office.....92
Reading Poetry.....93
Reading Stories.....93
Sound Makers/Sound
Guessers.....95
Sounds We Make.....94
Storytelling.....94
Community Helpers
activity card.....132
connecting with each girl.....57
construction activities.....135
Build a City.....140
Make a Balance.....137
Make a Telephone.....136
Musical Instruments.....137-140
Seesaw Balance.....136
consultants, program.....26
Contemporary Issues
booklets.....31, 81-82
cookie sale.....28-30
Crayon Resist activity card.....104
Crayon Rubbings activity card.....107
creative dramatics activities.....99
Crayon Resist.....104
Crayon Rubbings.....107
Finger Painting.....105
Lollipop Puppets.....100
Marionettes.....102
Paper Plate Masks.....100
Recycled Pantyhose Puppets.....103
Recycled Picnic Puppets.....100

Shape Puppets.....101
Snowflakes.....107
Sock Puppets.....103
Sponge Puppets.....101
Water-Based Painting.....105

D

Daisy Girl Scout Band
activity card.....97
Daisy Girl Scouts,
general characteristics of.....46-47
Developing Health and Fitness.....82
disabilities, Girl Scouts with.....50-52
Discovery Boxes activity card.....115
diversity.....27
dramatics.....86-88
drugs, Contemporary Issues
booklet about.....81
dues.....28, 30

E

Earth Matters.....82
Edith Macy Conference Center.....40
emotional characteristics of
Daisy Girl Scouts.....46
environmental action,
Contemporary Issues
booklet about.....82
experiences beyond regular
troop/group meetings.....24
Exploring the Hand Arts.....82
Exploring Wildlife Communities
with Children.....82

F

facilities.....27
families. *See also* parents
keeping in touch with.....21-22
siblings.....19
family crises,
Contemporary Issues
booklet about.....82
family living activities.....108
Applesauce.....112
Fruit Salad.....109
Granola Treats.....110
Mini Pizzas.....112
Nutri-Bag.....110
Party Punch.....111
Snacktime Placemat.....109
Soft Pretzels.....111
Family Puppets activity card.....133

Feelings activity card	133
finances	17, 20, 30
fund raising	29
Finger Cymbals activity card	137
Finger Painting activity card	105
five age levels	41-42
five- and one-minute warnings	57
Five Girl Scout Worlds of Interest	12
<i>Focus on Ability</i>	51, 82
Founder's Day	37
Fruit Salad activity card	109
fund raising	29

G

games. <i>See also</i> activity cards	
materials to collect for	88
world	82
<i>Games for Girl Scouts</i>	82
Girl Guides	36, 40-41
<i>Girls Are Great</i>	81
Girl Scout birthday (Girl Scout Week)	38-39
Girl Scout camps	25, 27-28
Girl Scout council	
leaders supported by	26
product sales sponsored by	28-30
services provided by	21-23
Service Team and	22-23
sponsorship and	21-22
Girl Scouting	
beliefs and principles of	11
foundation of	9-10, 24
goals for girls of	11-12, 24, 63-65
opportunities offered by	7
goals of Girl Scouting	11-12, 24
measuring progress and	63-65
God, interpretation of word in Girl Scout Promise	10
Granola Treats activity card	110
Greeting Cards activity card	91

H

handshake, Girl Scout	41
Head Start, bridging from	21
health	24, 26
health and fitness, Contemporary	
Issues booklet about	82
Hit the Beanbag Off the Stick activity card	126

I

Imitate Nature activity card	98
insignia	13, 30-31
bridging to Brownie Girl Scouts and	36
intellectual characteristics of Daisy Girl Scouts	47
international dimension	24

Into the World of Today and

<i>Tomorrow</i>	81
investigation activities	113
Air and Space	114
Birdseed Buffet	116
Body Movement	123
Color Wonders	118
Discovery Boxes	115
Invisible Ink	119
Machines and Tools	117
Magnets	121
Make a Periscope	115
Making Rainbows	118
Portable Investigation Kit	114
Sugar Crystals	119
Sun Prints	122
Tasting Game	120
Touching Game	121
Water Studies	117
Weighing	120
What Happens If...? Game	123
investiture ceremony	34
Invisible Ink activity card	119

J

journal, meeting	66
Juliette Gordon Low Girl Scout National Center	40

K

kaper charts	57, 60
--------------------	--------

L

Law, Girl Scout	10, 14
leaders	
adult	26
characteristics of	7-8
Girl Scout council support of	26
self-evaluation of	63
<i>Leader's Digest</i>	81
Leadership Team	15-16
Listen to Sound Travel activity card	95
literacy, Contemporary Issues	
booklet about	82
Lollipop Puppets activity card	100
Low, Juliette Gordon	9, 36-37
birthday of	37

M

Machines and Tools activity card	117
Magnets activity card	121
Make a Balance activity card	137
Make a Periscope activity card	115
Make a Telephone activity card	136
Making Rainbows activity card	118
Mapping activity card	131
Marionettes activity card	102

math, Contemporary Issues	
booklet about	81
meetings	
frequency of	27
journal of	66
length of	61
parents'	18-20
places, camps and other sites of	27
planning	56-61
time management and	60-61
Me in Paper activity card	97
membership	13-15
diversity of	27
registration and	15
standards of	14
mentally retarded girls	14
<i>See also</i> special needs, Girl Scouts with	
Mini Pizzas activity card	112
money. <i>See also</i> finances, activities involving	28-30
motto, Girl Scout	41
music	86

Musical Instruments

activity cards	137-140
Bottle Chimes	140
Finger Cymbals	137
Rattle	139
Sand Blocks	138
Tambourine	139

My Daisy Girl Scout

<i>Activity Scrapbook</i>	10, 32, 34, 38
links to activities	75-80
suggestions for using	74-80

N

national centers	39-40
newsletters	
parents'	21
troop	20
notebook for Girl Scout materials	66
Nutri-Bag activity card	110

O

Object Course activity card	127
opening ceremonies	33-34, 57-58
Our Ark	41
Our Cabaña	41
Our Chalet	40-41
outdoor activities	25
for families	21
Outdoor Feeling activity card	129
outdoor play activities	125
Camouflage	127
Catch the Tiger's Tail	126
Hit the Beanbag Off the Stick	126

- Object Course127
- Outdoor Feeling129
- Outdoor Sights128
- Outdoor Smells129
- Outdoor Sounds128
- Outdoor Sights activity card128
- Outdoor Smells activity card129
- Outdoor Sounds activity card128
- Out-of-Doors, World of the12
- overnight trips28
- P**
- painting86-87
- Paper Plate Masks activity card100
- parent newsletters21
- parents18-21
- asking for assistance from20-21
- meeting for18-20
- written permission from25
- Party Punch activity card111
- patches31-32
- See also* recognitions
- People, World of12
- People Album activity card91
- people and places activities130
- Children in Other Places134
- Community Helpers132
- Family Puppets133
- Feelings133
- Mapping131
- Safety Tours131
- Work People Do134
- physical characteristics of Daisy
- Girl Scouts47
- pin
- Girl Scout13, 30
- World Trefoil31
- planning53-62
- involving girls in58
- time management and60-61
- tools for60
- trips61-62
- the troop year54
- with Troop Committee54-55
- pluralism27
- Contemporary Issues booklet
- about82
- Poetry Reading activity card93
- political activities29
- Portable Investigation Kit
- activity card114
- Post Office activity card92
- pre-meeting activity56-57
- principles, Girl Scouting11
- product sales28-30
- program activities83-88
- adapting for girls with special
- needs52
- evaluating63
- games88
- general24
- involving money28-30
- materials to collect for87-88
- organizing materials for85
- painting86-87
- puppets87-88
- scrapbook links to75-80
- tips for86-88
- program activity cards
- Air and Space114
- Alphabet Hike93
- Applesauce112
- Birdseed Buffet116
- Body Movement123
- Camouflage127
- Catch the Tiger's Tail126
- Children in Other Places134
- Clues90
- Color Wonders118
- Community Helpers132
- Crayon Resist104
- Crayon Rubbings107
- Daisy Girl Scout Band97
- Daisy to Daisy90
- Discovery Boxes115
- Family Puppets133
- Feelings133
- Finger Painting105
- Fruit Salad109
- Granola Treats110
- Greeting Cards91
- Hit the Beanbag Off the Stick126
- Imitate Nature98
- Invisible Ink119
- Listen to Sound Travel95
- Lollipop Puppets100
- Machines and Tools117
- Magnets121
- Make a Balance137
- Make a Periscope115
- Make a Telephone136
- Making Rainbows118
- Mapping131
- Marionettes102
- Me in Paper97
- Mini Pizzas112
- Musical Instruments137-140
- Nutri-Bag110
- Object Course127
- Outdoor Feeling129
- Outdoor Sights128
- Outdoor Smells129
- Outdoor Sounds128
- Paper Plate Masks100
- Party Punch111
- People Album91
- Portable Investigation Kit114
- Post Office92
- Reading Poetry93
- Reading Stories93
- Recycled Pantyhose Puppets103
- Recycled Picnic Puppets100
- Safety Tours131
- Seesaw Balance136
- Shape Puppets101
- Snacktime Placemat109
- Snowflakes107
- Sock Puppets103
- Soft Pretzels111
- Sound Makers/Sound
- Guessers95
- Sounds We Make94
- Sponge Puppets101
- Storytelling94
- Sugar Crystals119
- Sun Prints122
- Tasting Game120
- Touching Game121
- Water-Based Painting105
- Water Studies117
- Weighing120
- What Happens If...? Game123
- Work People Do134
- program consultants26
- program standards23-29
- progress, evaluating63-66
- Promise, Girl Scout10, 14
- puppets87-88
- activity cards for100-103
- family, activity card for133
- R**
- Rattle activity card139
- Reaching Out*81
- Reading Poetry activity card93
- Reading Stories activity card93
- recipes, world82
- recognitions25, 31-32
- records and reports, troop81
- Recycled Pantyhose Puppets103
- Recycled Picnic Puppets
- activity card100
- registration15
- resources, Girl Scout81
- restlessness49
- Right to Read*82
- routines, establishing57
- S**
- safety24, 26
- of siblings19
- safety standards15
- Safety Tours activity card131
- Safety-Wise* program
- standards .. 15, 23, 61, 63, 66, 81, 85
- Sand Blocks activity card138
- Sangam41

science, Contemporary Issues
 booklet about.....81
 scrapbook. *See My Daisy Girl Scout Activity Scrapbook*
 security.....24, 26
 Seesaw Balance activity card.....136
 seminars, for parents.....21
 Senior Girl Scouts, Leadership Team.....15-16
 service projects.....24, 32
 Service Team.....22-23
 Shape Puppets activity card.....101
 sharing.....19, 58
 sign, Girl Scout.....41
Sing-Along Songbook and Cassette...82
 size of troops/groups.....27
 slogan, Girl Scout.....41
 snack time.....59
 Snacktime Placemat activity card.....109
 Snowflakes activity card.....107
 social characteristics of Daisy Girl Scouts.....47
 Sock Puppets activity card.....103
 Soft Pretzels activity card.....111
 Sound Makers/Sound Guessers activity card.....95
 Sounds We Make activity card.....94
 special days.....37-39
 special needs, Contemporary Issues booklet about.....82
 special needs, Girl Scouts with.....50-52
 Sponge Puppets activity card.....101
 sponsoring organizations.....21-22
Staying Safe.....81
 storybook,
 Daisy Girl Scout.....10, 34, 37, 72-73
 Big Books.....72-73
 individual.....10, 74
 Story Reading activity card.....93
 Storytelling activity card.....94
 Sugar Crystals activity card.....119
 suicide, Contemporary Issues booklet about.....81
 Sun Prints activity card.....122
 supplemental supervised units.....19
 support resources.....15-23
 bridging from Head Start and.....21
 Girl Scout council.....21-23
 Leadership Team.....15-16
 parents.....18-21
 Service Team.....22-23
 sponsoring organizations.....21-22
 Troop Committee.....17-18
 Suzy Safety.....85

T

Tambourine activity card.....139
 Tasting Game activity card.....120
 tattling.....49
 technology, Contemporary Issues booklet about.....81
 Thinking Day.....37-38
 Today and Tomorrow, World of.....12
 Touching Game activity card.....121
 transportation.....28
 trips and travel.....28
 planning.....61-62
 troops/groups
 measuring progress of.....63-66
 planning with.....55
 pluralism and diversity of.....27
 records and reports of.....81
 size of.....27
 Troop Committee.....17-18, 26
 planning with.....54-55
Tune In to Well-Being.....81

U

uniforms.....13, 20, 25, 30

V

Valuing Differences.....82

W

warnings, five- and one-minute.....57
 Water-Based Painting activity card.....105
 Water Studies activity card.....117
 Weighing activity card.....120
 welcoming ceremonies.....34
 Well-Being, World of.....12
 What Happens If...? Game activity card.....123
Who Is a Daisy Girl Scout?.....34
 Work People Do activity card.....134
 workshops and seminars,
 for parents.....21
 World Association of Girl Guides and Girl Scouts (WAGGGS).....40-41
 world centers.....40-41
World Games and Recipes.....82
 worlds of interest.....12
 World Trefoil pin.....31

Y

year, planning for.....54



GIRL SCOUTS®

Girl Scouts of the U.S.A.
420 Fifth Avenue
New York, N.Y. 10018-2702

Cat. No. 20-908
ISBN 0-88441-278-4



7 31955 20330 6