

Resources and Supplies



There are resources and supplies that will help you make the troop run smoothly. These include the journey books, Volunteer Essentials (provided free) and Safety Activity Checkpoints (online). If you are inheriting a troop, you may inherit some of these resources. Gathering or purchasing these materials will be helpful before you begin meeting with girls. We have many resources such as books and kits to check out in our “bookman’s Low Lounge” in the Resource center in Tucson.

General troop supplies and equipment are usually minimal, but there are some basics you’ll want to have on hand. You may ask each family to help supply the troop to start off. New troops can also apply for startup funds of \$5 for each girl (one time only) which can be used to supply the troop.

Crayons, pencils, makers	Scissors (blunt ends)	Construction paper
Glue sticks, glue	Unlined paper	Yarn, string
Poster board	Masking and scotch tape	Paper towels, Kleenex
Clean butter/yogurt containers	Safety pins	Clothes pins

Tips for Teaching Songs



Songs have an integral part of the Girl Scout experience since the organization was founded in 1912. Songs are used to celebrate, to give thanks, to provide a bridge between language and printed material, to provide group cohesiveness and to provide information and ideas about the world. They are a part of Girl Scout ceremonies and traditions. In Girls Scouting, we sing in celebration of our friendship and member lessons from history, to honor, to give thanks and for the pure joy of singing!

Songs are best suited for use during the opening and closing segments of the troop meeting. They are also sung during the main activity when learning action songs etc. Finally songs make the miles go faster when hiking or driving, fill the unplanned moments in a schedule and make work more fun.

1. Be familiar with the songs so that you don't need to use a song sheet or book as crutch.
2. Sing the song through first
3. Say the words phrase by phrase and have the group repeat
4. Sing the words phrase by phrase and have the group sing it back
5. Sing the song together 3 times or until known, but don't wear it out!
6. If the song has several verses, teach one verse at a time
7. Begin with simple songs and move on to more difficult ones later
8. You give the starting note. Avoid pitching the song too high or too low
9. Songs may be taught using tapes or cd's as well just follow steps above
10. If you don't sing well, invite an older scout to teach songs for you
11. Singing loud and proud is more important than perfect pitch

Tips for Teaching Games



Games are an integral part of the Girls Scouts experience. They relieve tensions, dissipate energy and encourage relaxation. Games enable girls to experience the joy of working in a group. They help girls learn not only to understand themselves better, but also understand others. Games play a vital role in learning teamwork and leadership skill; reinforcing values such as honesty, fairness, sportsmanship and respect for others; and stressing the importance of how ways staying fit can be while having fun, . Games fit best in the regular troop meeting during the pre-meeting activity to burn off energy and as a motivator to get girls to the meeting on the time. Another place that games are frequently used is during the main part of the meeting as means of learning skills, information or simply to learn games!

1. Choose games according to the ages, interests and abilities of the level you are working with
2. Know the game well enough that you don't need to refer the notes while you are teaching it
3. Make sure you collect all the supplies and equipment you will need for the game
4. Make sure that you check the playing area for any safety hazards as well as evaluate the game for potential safety problems before you play the game with the girls
5. Explain the game briefly and get them playing it as soon as possible. Ask if there are any questions before you big in playing
6. If the game is complicated, teach a portion of the game at a time letting the girls play each portion as you teach it
7. Let the girl have fun with the game, but stop when necessary to clear up any rules or to answer questions regarding the action of the game
8. Stop the game after a reasonable period of time even if the girls are begging to continue. If they are not having fun, you've let it go on a bit too long!
9. Make sure you make any adaptations in the action or the rules of the game to accommodate girls with special needs in the group

Conflict Resolution



The following techniques are some ideas for resolving conflicts. You may use different techniques for different situations and different girls.

Mediation:

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

Active Listening:

You or one of the girls restates or paraphrases what each of the people involved in the conflict has said. You could use phrases such as “it sounds like you said...” or “you are saying...” or “Do you mean?” or whatever sounds most natural. Often these phrases are used to discover the main reason for the conflicts so that you can then go on to resolve it quickly.

Time out:

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

Role Reversal:

This can help girls see another person’s viewpoint. Ask each to state the point of view of another person.

Skillful Listening:

The way you and the girls listen and speak to each other is also important for resolving conflict.

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

During Her years as Brownie, Every girl should have the opportunity to.....

Learn the Girl Scout Way

- Know and understand the Girl Scout Promise
- Know the Brownie story
- Be invested into Scouting and be rededicated each year
- Plan an investiture for new Brownie Scouts
- Know the Brownie insignia and what they mean
- Know and use the handshake, slogan, motto and quiet sign
- Understand the meaning of the WAGGGS pin

Explore the meaning of citizenship

- Learn about our flag, its history and symbolism
- Participate in a flag ceremony
- Plan a flag ceremony
- Share her heritage (religion, culture, traditions and ways of living)
- Learn ways to respect the right of others

Help manage her troop

- Take part in a brownie ring to discuss plans and activities
- Help make plans and decisions
- Help decide troop dues and rules

Learn and Achieve

- Participate in a variety
- Take short trips to gain new experiences
- Receive recognition (badges etc.) for accomplishments

Explore the outdoors

- Have several outdoor meetings/activities
- Take hike
- Cook outdoors
- Have an overnight experience

Express her creativity

- Make something for herself or others
- Have a song or game as part of each meeting
- Act out of stories, songs and situations

Share in the Girl Scout community

- Do activities with other Brownie Girl Scouts
- Do activities with older Girl Scouts
- Learn about the Junior Program and fly up
- Participate in Council sponsored events

Tips for Brownie Girl Scouts

Brownie Girl Scouts also go beyond their troop setting to take advantage of community activities, to conduct serve projects, and to go on trips. Activities outside of the meeting place can take place during the meeting time, for half or whole during the weekend or school breaks. Brownie Girl Scouts usually have one or two overnight activities during the membership year. Don't forget that you need to secure and travel with the signed parent permission slips, approved short trip application, a First Aid/CPR trained adult (if required in Safety Activity Check Points), a first aid kit, insurance forms, orange emergency cards, and health history forms for all in attendance.

Tips during the regular meeting time

- Visit the library, police station, fire department
- Tour a pet store
- Tour a TV or radio station
- Walk to a nearby playground
- Trip to pizza restaurant or ice cream parlor

Trips on a half day

- Visit a nature center or the zoo
- Attend a Pathways Guide Program
- Explore a children's museum
- Attend a craft program

All days activates

- Troop outdoor skills day
- Trip to a local attraction
- Working on a float for a parade
- Activity day with a sister troop

Overnight (some required additional training)

- Sleepover
- Backyard camping
- Lock in

Sometimes it's best to have girls meet at the field trip location. If the girls meet at their regular location for trips taking place during the regular meeting time, it is advisable to lengthen the meeting time so the girls will have plenty of time at the place that they are visiting to complete the planned activities. If the troop is transporting the girls, leader should check the leadership essentials notebook section of transporting girls, gather copies of driver's license, insurance cards, and know that the driver has a good driving record and that the cars are in good working order. Beginning 2011, drivers must be approved Girls Scout Volunteers who have been background check. It can be easier for new leaders to plan and execute field trips if girls are dropped off at the location and families pick girls up from the location rather than trying to transport them back and forth to the regular meeting place.

When the field trip is scheduled, the pre-activity, opening and business parts of the meeting may be omitted. However, the girls should evaluate the trip and participate in a simple closing before concluding the field trip. Troops should work together to plan what to bring and what to wear for the field trips as they prepared to take this trip with the leaders and adults.

Girl Scout Brownies Calendar Planning

Key Points:

Operating in partnership with girls in troop is not hard but does take a conscious effort.

It's often easier to do a task yourself.

You want to give girls the benefit of your experience rather than letting them learn.

It takes more time to let them do the task than do it yourself.

When planning activities, always ask yourself...

What part will the girls have in making this decision?

How can girls help plan this activity?

What steps or tasks can girls do on their own? How will girls develop leadership skills through their participation in this activity?

Key points in Planning:

Leave openings to decide on particular activities with the girls.

Consult other troop adults or other Girl Scouts resource people to create a general plan based on need and interests of girls

Provide two or three choices for girls. Too many can be overwhelming.

Look for opportunities to include families in troop activities.

Utilize family members as helpers or resources people.

Take into consideration various religious holidays, observes and cultural holidays the girls celebrate.



**My Girl Scout
Calendar**

Family Partnership

Let adults in the family know what is expected

The easiest time to solicit support is when the group is organized. If this period is past, the leaders should not hesitate to start at any point in the year. A letter, a family meeting or gathering that includes adults or series of phone calls can be used to express you need to support.

Let the adults know what types of general support they are expected to give such as making sure their daughter has her dues, permission slips when needed, drop off and pick up on time etc. troops have different expectations of uniform pieces girls should have and this should be spelled out. Use a troop registry form to help parents know what to purchase. You will fill out the form and keep it on file in the shop for reference. Adults should be told that they may be asked to help with bagged work, pay extra charges for special events or help with transportation from time to time.

Make sure the adults know that the girls are doing the troop planning. Things can go wrong (but we learn from mistake) and things will usually take about three times longer to accomplish.

Plan Ahead

Involving adults successfully and creativity can only happen if a leader and the girls have planned far enough ahead to ask for the specific help needed. Repeated last minute requests for drivers, speakers or materials alienate parents and create the impression that girls or advisors are disorganized.

Whenever possible, long range planning should be done with adults. Three family adult meetings per year would not be too much. A fall meeting could cover plan through the winter, a winter meeting to cover the second half of the year. A spring meeting will encourage adults to take advantage of summer Girl Scouts activities for their daughter such as day and resident camp. It is also a good time to do early-bird registration for the fall. Face to face planning with parents alerts the advisor and the girls to possible schedule conflicts such as special football game, community events or religious/cultural observance. Adults enjoy meeting each other and work more effectively together having done so.

Communicate

Communicate regularly in a variety of way with adults involved with the troop. Adults who clearly understand the Girl Scouting is a family partnership, not child-care services, will support their daughter's efforts in the group.

- Have girls write a newsletter for family adults. It can include news of future plans, ongoing work and successful meetings for events. Family adults should have a basic understating of Girl Scouting in the Council area.
- Mail or send home a checklist for family adults to fill out asking how they can help. Each of the Brownie Journey Books includes a colorful letter that can be copied and distributed. Offer a variety of ways in which family adults can help. Some people prefer behind the scenes work which as prepping craft materials or phoning. Others have careers, hobbies and interests that they could help with career exploration or a special project such as woodworking, first aid or citizenship.

- Family adults and all adults connected with the troop should be encouraged to become adults members of Girl Scouting. As members, they will see their roles as supporters and partners more clearly.
- Encourage family adults to reach out to other adults and involve them in troop activities. These may include an experienced backpacker, member of a chamber music group, or a stamp collector with no daughters in the troop.
- Have the group participate in some activities that involve interaction with family adults in the home. Projects may involve discussions with family adults, interviewing family adults, or asking questions about careers, family history, or skills and hobbies bring Girl Scouting into the daily life of the family.
- Schedule a few activities during the year to which family adults can be invited such as picnics, sporting events, fashion shows during etc. Invite family adults to investitures, rededications, plays, performances skill demonstration or troop dinners.
- Involve family adults in inter-group or Council wide events, particularly if an advisor is having difficulty getting family commitment to Girl Scouting.
- Recognize ALL those family adults who have contributed by providing the basics support that allowed his or her daughter to attend meetings and participate in special events. Letters thanking them for their support or special recognition for those who have gone out of their way to help the group are appropriate.
- Call the family adults of a girl who has missed few meetings or is showing signs of dropping out. Gils in the group may speak to the girl, but the leader can lean about transporting problems, schedule conflicts, financial burdens and misunderstanding that result in drop outs and can often work out a way to retain the girl in the troop.
- Help family adult's understand where the troop is now and where they are going in the future.

Working with family adults is particularly exciting for a leader because it provides an opportunity to see how Girl Scouting affects a girl's larger world outside the group. Developing and utilizing family support should be as much a part of the leader's job as troop program planning and ordering awards. Family adult involvement strengthens Girl scouting; by involving families in values clarifications, career exploration, skill sharing and offering opportunities to the troop. Girls also gain an understating of their family member's characters, inter or values. That helps the girls group in harmony with their family.



brownies

Tips for working with Brownie Girl Scouts

These tips can help with the situations that arise whenever a group of girls gets together

Focus on the talents and skills of each girl. For example, if a girl is very organized, but is very shy about speaking in front of others, try to give her tasks that use her organizational skills. Her confidence to speak. You could also structure some activities in which she would need to speak in front of a small group of girls. A very active girl can be involved in talks that require movement rather than more passive, "sitting still" types of activities.

Offer help in small doses. Girls often need less help than you think. Ask a girl the best way to do something. She usually knows. Make full use of the "buddy system" and rotate buddies so that everyone gets the chance to know one another. Brownie Girl Scouts may need some extra help in sharing and taking turns. If a girl becomes frustrated at not being able to use the materials she desires at the moment, suggest an equally attractive substitute.

Encourage respect for differing religious, racial, ethnic and cultural backgrounds. Help each girl express pride in her own heritage and value the diversity of others. Be a role model in never using prejudiced words and in never taking prejudiced actions. Discover ways for girls to find accurate information and have positive experiences with girls and adults different from themselves.

Encourage girls to solve their own problems, to go to each other for support and assistance, and to take turns being the leader of the group. Intervene only if you are really needed. However, intercede immediately if a child's safety is at risk.

Girls learn best by doing. Encourage girls to discover things on their own and to try new things. Do not expect every Brownie to participate in every activity. If a girl does not wish to participate, suggest a quiet activity that will not disturb the group.





Parts of a Brownie Meeting

Start-up/Early Bird Activity

Opening

Brownie Ring (business)

Program Activity

Clean-up

Closing

***Don't forget snacks!!**

Brownie Quest Journey

Brownie Quest Badge

Begin by gathering the girls into a circle and welcoming them to the Girls Scout Brownie Quest:

Start with the Promise and Law:
Girl Scout Promise Girl Scout Law
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.
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.

Ice Breaker: Ball Toss

To the first step is to discover all the skills and talents and qualities each us brings with us on our Quest. So, as we toss the ball around in a circle, say your name and one special skill or talent or quality that you can bring into our Brownie Circle

I'll start: My name is _____ and I have a lot of energy, so I never give up! (you can do it differently, whatever you feel comfortable)

Journey Activity #1

All about Me Poster: Ball Toss: Discovering Our Special Talents and Qualities

Materials Needed:

- Large paper
- Coloring utensils

Steps:

1. Have each girl create a poster of herself. Girls can use pictures, words or symbols to describe themselves and their special qualities and talents.
2. As girls finish their posters, ask them to share their poster with at least one other girl.

Closing Circle:

You finish up with a friendship circle.

Activity #2: All about My Values

Start: with Promise and law

Journey Connection: Session 1—Going ELF: The Search to Discover the Values of the Girl Scout Law

Materials Needed:

- Construction paper
- Paper plates (10)
- Scissors
- Tape
- All About Me posters from Activity #1

Prep Needed:

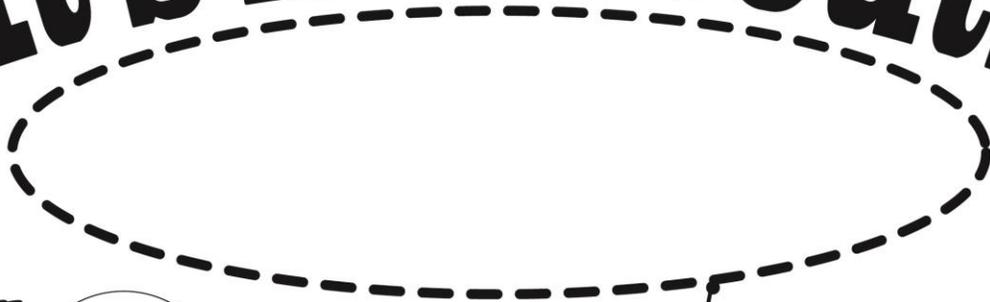
- Gather materials and supplies.
- Write each of the ten parts of the Girl Scout Law on a paper plate. Cut out squares of colored paper to
- represent different parts of the Law according to the chart below, and place them on the matching
- plates.

Girl Scout Law	Color
Honest and Fair	Light blue
Friendly and Helpful	Yellow
Considerate and Caring	Light green
Courageous and Strong	Red
Responsible for What I Say and Do	Orange
Respect Myself and Others	Dark Purple
Respect Authority	Dark Pink
Use Resources Wisely	Green
Make the World a Better Place	Light pink
Be a Sister to Every Girl Scout	Light purple

Steps:

1. Re-read the Girl Scout Law.
2. Using the colored squares of paper, have girls choose the three or four parts of the law that they think are the most important. Ask them to attach the paper squares to their posters.

It's All About:



I am years old!

I LIVE IN

This is Me:



My Family



My Pet:



Activity #3: Snack Chat

Journey Connection: Questions link to Brownie Quest—Session One

Time Allotment: 15 minutes

Steps:

1. While enjoying a healthy snack of your choice, here are some things to talk about.

- Did you learn anything new about someone today? What did you learn?
- What is something that you are really good at?
- What can you do to make your friends and family happy?
- What do you do to help take care of your home?
- What do you do when your friends have a problem?
- What is something you really like to do?
- How do you take good care of yourself?

Healthy Snacks idea:

Ants on a Log

Ingredients

- 2 celery sticks
- 6 tablespoons peanut butter or cream cheese
- 2 tablespoons raisins

Preparation

Cut the ends off of the celery sticks. Fill the center of the celery with peanut butter or cream cheese (logs). Press the raisins (ants) gently into the top of the peanut butter or cream cheese.

Apple Ladybugs

Ingredients

- 2 red apples
- 1/4 cup raisins
- 1 tablespoon peanut butter or cream cheese
- 8 thin pretzel sticks

Preparation

Slice the apples in half and remove the cores. Place each apple half flat side down on a plate. Apply a dab of peanut butter or cream cheese on to the back of each apple half. Stick raisins onto the dabs for spots and eyes. Stick three pretzels on each side of the apple to make the legs. Stick two pretzels into the apple to make the antennae.

Activity #4: Family Stars

Journey Connection: Session

Prep Needed:

- Gather materials and supplies.
- Trace one large star onto a sheet of paper for the girls to cut out (one per girl).

Materials Needed:

- Paper with pre-traced stars
- Scissors
- Coloring utensils

Steps:

1. Hand out the sheets of paper with pre-traced stars.
2. Have girls decorate their stars and cut them out.
3. Explain the take home activity:
 - Take your star home and show it to your family.
 - Talk with them about the Girl Scout Law and your favorite parts.
 - Ask them what part of the law is most important to your entire family.
 - On the blank side of your star, write the part of the law your family chose and give examples of
 - How your family members live out those values. You can use picture or words.
 - Remember to bring your star back the next time we meet.

Wrapping Up

Time Allotment: 15 minutes

Materials Needed:

Optional: Make New Friends printed on poster board

Steps:

1. Instruct girls to get into a Friendship Circle. Have girls stand in a circle and cross their right arms over their left, holding hands with the person on each side of them.
2. Sing "Make New Friends."

Make New Friends

Verse One Verse Two Verse Three

Make new friends,
but keep the old.

One is silver,
the other is gold.

A circle is round,
it has no end.

That's how long,
I will be your friend.

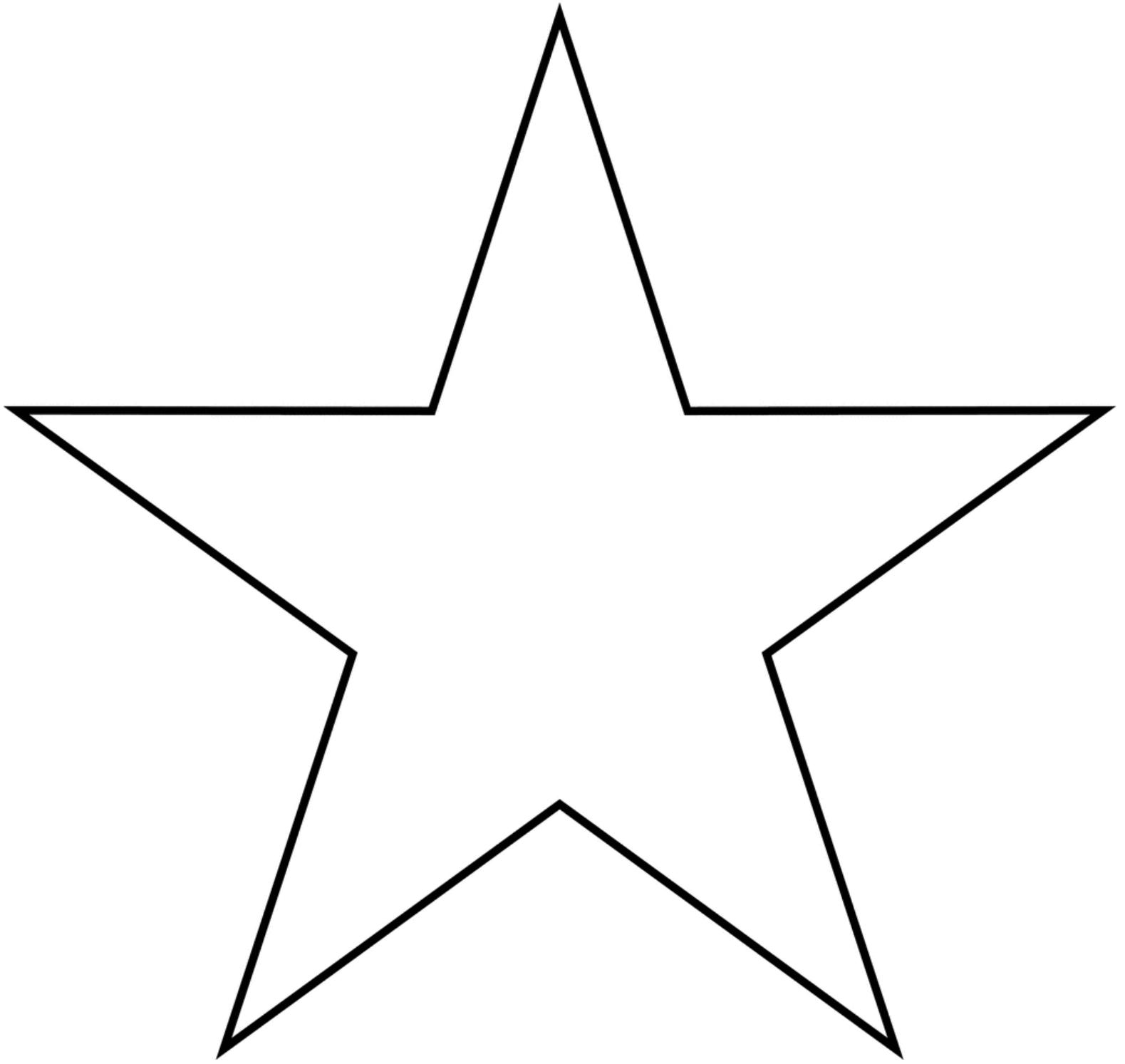
You have one hand,
I have the other.

Put them together,
We have each other.

3. After the song, ask everyone to be quiet.

4. Assign a girl to start the friendship squeeze by gently squeezing her neighbor's hand with her right hand. Then, that girl squeezes with her right hand. One by one, each girl passes the squeeze until it travels around the circle. When the squeeze returns to the girl who started, she says "Goodbye Sister Girl Scouts" and the girls unwrap and face outward instead of inward.

5. Optional: Have girls make a wish after their hand has been squeezed and before they pass the squeeze along. Girls can also put their right foot out into the circle when they receive the friendship squeeze, so that everyone can see it travel along the circle.





Juliette Low's Theory on Badge Work

“Each badge you earn is tied up to your motto. This badge is not a reward for something you have done once or for an examination you have passed. Badges are not medals to wear on your sleeve to show what a smart girl you are. A badge is a symbol that you have done the thing it stands for often enough, thoroughly enough, and well enough to be prepared to give service in it. You wear the badge to let people know you are prepared and wiling to be called on because you are in Girl Scout. Girl Scouting does not just know, but doing—not doing, but being”

