Welcome!

This Daisy home study course was prepared especially for Daisy Girl Scout volunteers at Girl Scouts of Western New York. Thank you for volunteering to help us build girls of courage, confidence and character who make the world a better place. The time and talents you share will be invaluable in the life of your girls.

The pre-requisite for this course is the Volunteer Basic Training Series. The Daisy grade level training course is required for co-leaders, and must be completed within 30 days of receiving your approval letter. This course provides you with the opportunity to learn about the Daisy program and the exciting things you can do with your Daisy level girls.

Please make sure to have a copy of Volunteer Essentials with you as you complete this course. We will refer to it often. You can download it from our website. Please be aware that we will also reference the Volunteer Toolkit (VTK), the Daisy Girls Guide to Girl Scouting and Daisy Journeys in this training.

Please continue to the next page to start your Brownie Girl Scout course. This course is broken down into three major sections:

- Learn about the girls.

- Get practical information, suggestions, and activities.

- Learn about using Girl Scout program materials

If you have any questions along the way, please contact GSWNY at 1-888-837-6410 or customercare@gswny.org
Characteristics of a Daisy Girl Scout

Take a moment to think back to when you were five or six years old. Relax and ponder the following:

*Remember when you were in kindergarten.*
- Picture what you looked like.
- Picture where you lived.
- Picture your family, your school, your teachers and your friends.

*Remember what you liked and disliked.*
- What were your favorite things?
- What made you happy? sad? excited? bored?
- What did you like about school?
- What did you find easy/hard to do?

*Remember what your relationships were like with other people.*
- How did you express your feelings? For example: Satisfaction? Love? Unhappiness?
- Who were your friends?
- How did you feel about them?

Get as complete a picture as you can.

*Now jot down what you liked to do and were able to accomplish at age 5.*
1.
2.
3.

Compare your list with the characteristics of a Daisy Girl Scout found on the next page and in *Volunteer Essentials Understanding Healthy Development in Girls* on pg. 33 (2017-18 ed.).

What similarities and/or differences do you find between the two lists?
# Characteristics of a Daisy Girl Scout

<table>
<thead>
<tr>
<th>Girl Scout Daisies</th>
<th>At the Girl Scout Daisy level (kindergarten and first grade), girls . .</th>
<th>This means . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have loads of energy and need to run, walk, and play outside.</td>
<td>They’ll enjoy going on nature walks and outdoor scavenger hunts.</td>
</tr>
<tr>
<td></td>
<td>Are great builders and budding artists, though they are still developing their fine motor skills.</td>
<td>Encouraging them to express themselves and their creativity by making things with their hands. Girls may need assistance holding scissors, cutting in a straight line, and so on.</td>
</tr>
<tr>
<td></td>
<td>Love to move and dance.</td>
<td>They might especially enjoy marching like a penguin, dancing like a dolphin, or acting out how they might care for animals in the jungle.</td>
</tr>
<tr>
<td></td>
<td>Are concrete thinkers and focused on the here and now.</td>
<td>Showing instead of telling, for example, about how animals are cared for. Plan visits to animal shelters, farms, or zoos; meet care providers; or make a creative bird feeder.</td>
</tr>
<tr>
<td></td>
<td>Are only beginning to learn about basic number concepts, time, and money.</td>
<td>You’ll want to take opportunities to count out supplies together—and, perhaps, the legs on a caterpillar!</td>
</tr>
<tr>
<td></td>
<td>Are just beginning to write and spell and they don’t always have the words for what they’re thinking or feeling.</td>
<td>That having girls draw a picture of something they are trying to communicate is easier and more meaningful for them.</td>
</tr>
<tr>
<td></td>
<td>Know how to follow simple directions and respond well to recognition for doing so.</td>
<td>Being specific and offering only one direction at a time. Acknowledge when girls have followed directions well to increase their motivation to listen and follow again.</td>
</tr>
</tbody>
</table>

GSRI reports in *More than ‘Smores* that participating in casual outdoor activities in Girl Scouts, like playing, walking, or taking field trips in the outdoors made girls stronger problem solvers and challenge seekers. These outdoor experiences often place girls in new physical, psychological, and social situations that motivate curiosity and foster a sense of discovery. These challenges “require girls to become more self-aware and to cooperate, communicate, and solve problems.” (2014, page. 5)
Challenging Characteristics

Choose one or more of the characteristics listed that could result in the need for group or individual behavior management.

- What inappropriate or undesirable behaviors might the girls display as a result of this characteristic?
- What can be done when planning to reduce the possibility of such behaviors?
- What can be done to intervene if such behavior occurs?

Example

Characteristic: Sudden bursts of energy.

Undesirable/inappropriate behavior: Running around the meeting place when they arrive, knocking things over, bumping into others.

Planning for prevention: Start the meeting with a game that focuses this excess energy.

Intervention: Ask overly active girls to help with a physical task such as setting up chairs or putting out materials.

Many undesirable behaviors can be avoided with a little planning. Consider the overall and individual characteristics of your troop when deciding activities.

Tips for Working with Daisy Girl Scouts

Tips for Working with Daisy Girl Scouts

- Build on the strengths of each girl. Praise desirable behavior
- Use simple words
- Use quiet, pleasant tones
- Be flexible - attention spans are short
- Utilize the Girl Scout Promise & Law
- Always try to be at the girl's eye level
- Encourage girls to solve problems
- Develop a friendly relationship with each girl
- Keep activities short & varied
- Only offer a choice when there really is one
The Girl/Adult Partnership

As the leader, your goal should be to act increasingly as a facilitator, enabling girls to experience planning, decision-making, leadership, and yes, even failure. The girl/adult partnership ensures girls grow and take charge only as much as is appropriate for their age and development. This is often challenging, because with our greater experience, we can usually do a better job, more quickly and efficiently than the girls. But with a little practice, you’ll find you can change your mind-set from “How can I make this the best possible activity?” to “How can I use planning this activity as the best possible opportunity for girls to grow their leadership skills?” Initially, everything is going to take longer to plan and perhaps be less perfect than you would like.

Here are some tips:

- Start small and gradually turn over more of the responsibility to the girls. You’ll be amazed at how much they can handle!
- Girl Scouts provides a safe environment for girls to try out new skills. Sometimes they will succeed with flying colors; at other times they will fail. That’s OK! We learn from our mistakes.
- Don’t forget to tell your girls’ parents about the importance of the girl/adult partnership in your troop. Parents need to understand what you are trying to accomplish as you turn over more and more responsibility to the girls. Ask parents not to “save” their daughters!

The Girl Scout program is also built on “progression”. As girls increase their confidence and skills, they can carry out activities that require more planning, take place further away from home, and utilize special skills and endurance. During the first year of Girl Scout Daisies girls may only be able to tell you what they want to do from a list of choices that you give them. By the end of the 2nd year, girls will be able to come up with ideas on their own and help you run the activities!
Scenario Exercises

Please read the following two scenarios and evaluate each for adult/girl partnership and safety. Answer the following questions for each scenario:

Was the action(s) of the leader appropriate for the situation?
Was there girl input and was that appropriate for the girl level?
What would you have done differently?

Scenario One:
Mabel is a new Daisy leader, a mother of 4 and a teacher. She is very organized and she decided to develop plans for ALL her weekly Daisy troop meetings throughout the school year. Her “lesson plans” included a craft for each meeting and activities from all the Daisy program material available. She selected ideas she was familiar with and had taught in school. She reviewed her service unit events calendar and the council’s Program Guide and chose which events to attend. Mabel was looking forward to getting girls interested in Girl Scouting and sharing an exciting year with them.

Scenario Two:
Judy and Tina have 15 Daisy Girl Scouts in their troop. It is the second year that the girls have been together as Daisies and are getting ready to Bridge to Brownies. The girls want to go to a special place for the ceremony, but are not sure where to go. During Daisy Circle time, Judy and Tina ask each girl to work with their parents and bring back to the next meeting an idea of where to hold the ceremony. Both leaders state that the location has to be local and requires no cost or fee. At the next meeting, Tina writes down each girl’s idea of a place on a piece of poster paper so all the girls can see. As she reviews the list, each girl is asked to vote by raising their hand, but they can only raise their hand three times (Judy helps the girls remember how many times they have voted.) The three ideas with the most votes are voted on again until they have a final place to hold the ceremony. Tina then divides the girls into 3 groups of 5 girls using their dates of birth (the first 5 of the year are group one, etc.) Each group is assigned different parts of the ceremony to plan such as invitations, flag ceremony, songs, decorations and food. Both leaders use their parent helpers to facilitate the groups and come up with ideas. During the next few meetings each group works on their contribution for the ceremony.
Age Appropriate Activities

Keeping in mind the developmental level of a Girl Scout Daisy, answer each of the four questions to determine if the following activities are age appropriate.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>CONSIDER</th>
<th>YES</th>
<th>MAYBE</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLE PICKING</td>
<td>Are Girl Scout Daisies physically capable of completing this activity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are Girl Scout Daisies emotionally capable of completing this activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>without causing difficult troop/group dynamics?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are Girl Scout Daisies capable of helping plan parts of this activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>on their own?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is this activity considered safe for Girl Scout Daisies? (refer to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety Activity Check Points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORSE BACK</td>
<td>Are Girl Scout Daisies physically capable of completing this activity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RIDING</td>
<td>Are Girl Scout Daisies emotionally capable of completing this activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>without causing difficult troop/group dynamics?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are Girl Scout Daisies capable of helping plan parts of this activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>on their own?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is this activity considered safe for Girl Scout Daisies? (refer to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety Activity Check Points)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Due to safety concerns, horseback riding **is not recommended** for Daisy Girl Scouts (See Safety Activity Checkpoints). Apple picking, however, would be considered age appropriate. It is a safe, fun-filled experience that Daisy Girl Scouts can help plan and enjoy.

One of our greatest concerns is keeping girls safe. Daisy Girl Scouts will have many grand ideas as to activities they want to try. So as not to squash the girls’ enthusiasm, preplan several safe activities they can choose from. This will allow the girls the chance to make thoughtful choices and promote feelings of self-worth while at the same time keeping them safe.
# Leadership Qualities, Roles and Responsibilities

**What is Leadership? Circle T – True or F – False**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

An optional, but fun activity is below. See if you can unscramble the words without looking at the answer guide at the end of this guide.

**What Does a Leader Do?**

*Unscramble the letters to find out.*

A leader _____________________________ (spaln)

A leader _____________________________ (rogsanzie)

A leader _____________________________ (vattiomes)

A leader _____________________________ (stanrodocie)

A leader _____________________________ (eswervi)
What is a Leader Responsible for?

Circle all answers that apply.

1. Creating a caring environment where all girls feel welcome.
2. Funding the money necessary for supplies.
3. Creating a non-competitive atmosphere.
4. Role modeling attitudes and actions that ensure trust.
5. Ensuring the health and safety of the girls at all times.
6. Providing transportation to and from meetings.
7. Creating the rules and consequences
8. Providing engaging activities that interest the girls
9. Explaining the importance of following rules to ensure safety.
10. Clearly dividing up responsibilities among other adults.
11. Making final decisions when necessary.
12. Mediating in order to resolve a conflict.
13. Preparing snacks for each meeting.
14. Having fun with the girls!
Components of a Daisy Girl Scout troop Meeting

The framework below is a great one to use when planning meetings. Please refer back to Volunteer Essentials (Troop Volunteers Appendix) for detailed information. The Volunteer Tool Kit (VTK) also uses this method of meeting planning.

**Pre-meeting:** a planned activity to engage girls while others are arriving.

**Opening:** a fun, quick activity to focus the girls’ attention.

**Daisy Girl Scout circle:** a formal sharing for girls to vote on decisions.

**Program activity:** a main activity designed to help the girls develop a value, skill or interest.

**Clean-up:** a time for girls to take turns doing a Kaper.

**Sharing time:** an opportunity for girls to share what’s on their minds.

**Closing:** a ceremony or routine that included all the girls and brings closure to the meeting.

It is suggested that a Daisy troop meeting last no longer than an hour. If you are meeting directly after school you will want to include extra time for a snack. Girls will be hungry and want time to talk and release some energy.
Tips to Help Plan a Successful Daisy Girl Scout Troop Meeting

The Daisy Girl Scout Meeting is a special time for the girls as they learn to work together. Time spent planning can make the experience more rewarding. Here are some tips to help you be more successful:

1. Be Prepared
2. Connect with each girl
3. Plan a pre-meeting activity
4. Show where bathrooms and fire exits are located
5. Establish routines
6. Prepare and post Kaper Charts that show which girls are helping with particular tasks (opening ceremony, snacks, supplies, clean up)
7. Use five and one-minute warnings
8. Make formal decisions about activities in the Daisy Girl Scout circle
9. Enjoy an organized, simple, relaxed snack time
10. Finish with a closing ceremony

Make a Kaper Chart

Kaper is the Girl Scout word for a temporary job. A Kaper Chart is the Girl Scout way of dividing jobs or “kapers” in a unit. A Kaper Chart tells what job is expected to be done and by whom. The chart also provides for a rotation of those jobs. Use Kaper Charts for activities such as meetings, cookouts/overnights, or any other activity requiring a number of jobs to be completed to carry out that activity. To make a Kaper Chart:

To make a kaper chart:
1. Explain the kaper and patrol system to the girls
2. List the jobs to be done, what each job entails – when, what, and how.
3. Consider the number of people to do each job (how many will you need to make each worker useful?) Divide the girls into work groups (patrols) of 4-6 girls.
4. Let the girls choose what to name their patrol.
5. Divide kapers so each group has a job.
6. Make a chart that is creative and fun to look at and allows for rotation of jobs so that each girl or patrol can do something new each time.
7. Discuss rotation with the girls and review the details of each job.

Identify what planning step was skipped in each scenario below.
1. Kaitlyn, Molly, and Becca all want to pass out the napkins at snack time. They sprint to the table to be the first to grab the supplies. What step was forgotten?
2. Emily is taking her time to do her very best job coloring a thank-you card for a volunteer parent that shared her expertise at the last meeting. She is very proud of her work, so you're startled to see her break down into tears when you announce snack time. What step was forgotten?
Planning with Your Daisy Girl Scout Troop/Group

Although working with 5 and 6-year-olds requires you to do most of the planning, the girls can help make decisions about specific activities.

The Daisy Girl Scout circle is an organized time for girls to express their ideas and talk about activities they enjoy. Stimulate group discussions with questions and guide the girls with your insight and experience. During this formal group decision-making process, girls will vote to finalize their calendar of events for the month.

Once the girls have made their decisions and your calendar is determined, remain flexible. Take advantage of spontaneous moments and remember that interests of girls this age change quickly.

Brainstorming and Calendaring
While in Daisy Circle time, ask the girls what their interests are and write them on newsprint or blackboard so the girls can see their contributions. Use the list to help them decide what types of activities the troop should do. Keep the list and then bring it out periodically to see if activities are being accomplished and see if anyone has new one to add.

Daisy Girl Scout Year
Think about how you might incorporate some of the ideas you brainstormed into activities as you sketch out your troop year. Remember that Girl Scouting is a year-round program, not just September to May. Go ahead and plan summer activities with your troop as well.
### Girl Scout Leadership Experience

In the below chart, write one activity for each key to leadership. Make sure the activity would be appropriate for the program level Girl Scouts you work with.

<table>
<thead>
<tr>
<th>Keys to Leadership</th>
<th>Program Activity Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discover</strong></td>
<td>These activities engage girls in exploring their values, skills, and world.</td>
</tr>
<tr>
<td><strong>Connect</strong></td>
<td>These activities engage girls in teaming up and relating with others in a multicultural world.</td>
</tr>
<tr>
<td><strong>TakeAction</strong></td>
<td>These activities engage girls in making a difference in the world.</td>
</tr>
</tbody>
</table>

### Program Resources

- **Journeys!**
  The best way to deliver the Girl Scout Leadership Experience (GSLE) is through leadership journeys. These powerful, fun, and multidisciplinary experiences, each spread over a set of gatherings, are the core of the Girl Scout program. Journeys immerse Girl Scouts in specific themes, which are detailed in each journey’s resources: the girls’ book and the adult guide and the VTK. Leadership journeys ensure that every Girl Scout in every pathway receives a consistent, high-quality experience that engages girls in realizing specific leadership benefits. Each journey also offers opportunities to enjoy the longstanding traditions of Girl Scouting, from ceremonies and song to earning awards and related skill badges. Here are a few tips for enjoying a great journey with your group of girls:
Program Resources:

PROGRAM ON DEMAND

Did you know there are hundreds of businesses and organizations in Western New York that want to help you provide Girl Scout programming for your girls? There are opportunities to earn badges, work on Journeys, try new skills and go on new life adventures.

Program on Demand is an electronic listing by category of third party businesses and organizations that collaborate with Girl Scouts of Western New York to host Girl Scouts for a number of exciting programs throughout Western New York.

Look for ways to work with your girl and to add more to her Girl Scout experience. Program opportunities include badge work, Take Action opportunities, life skills, overnights, financial literacy programs, STEM, arts and outdoor fun.

The online listing shows organization in all nine counties of council with the contact information you need to set up programs. Please note that these are not Girl Scout-sponsored events, so it is the volunteer’s responsibility to ensure all safety checkpoints are followed.

We are always updating and adding to the current Program on Demand listing. For the complete list of vendors please see our website (directions below).

You can also contact girl.experience@gswny.org if you know of a business or organization that works with scouts, or if you would like to add your own business.


PROGRAM-IN-A-BOX

Not sure how to present a badge or journey or how to add STEM or financial literacy to your scout year? Let the Girl Experience Team help. Have fun with your girls, while all the set-up work and planning is already done.

Programs in a box are kits with everything you need to present and run a program, event, activity or badge with Girl Scouts. The kits have all the consumable and non-consumable resources, items, guides and support for the program.

To request a kit please email a completed rental form to girl.experience@gswny.org. Requests must be made at least two weeks prior to rental date.

Please see the website for the full listing and further information on the kits.

PROGRAM GUIDE

At Girl Scouts, you’re going to have the opportunity to facilitate girls’ experiences having tons of fun, making new friends, and going on fantastic new adventures.

Our program centers on something called the Girl Scout Leadership Experience—a collection of activities and experiences you’ll be able to have with your girls as they earn badges, sell cookies, go on exciting trips, explore the outdoors, do Take Action projects that make a difference, and more.

To help you facilitate a fun filled year with your troop, we offer a collection of council sponsored activities and programs, pre-planned events that you can sign your troop up for or offer to parents as an individual activity if they choose. New and existing leader trainings and general information about GSWNY can also be found by clicking the link below.

Click the cover below to view the 2017-2018 Program Guide!

Anatomy of a Badge

Each badge begins by stating the badge’s purpose; that is, the skill girls will have learned when they’ve completed the badge. This program-with-a-purpose approach was tested with girls—and they loved it! Girls complete five steps to earn each badge. There are three choices for completing each step (girls have to choose only one to complete the step).

As you begin exploring the journeys and the badges, you’ll see that many steps to earn a badge can be worked naturally into activities that girls are doing on their journey. To help you and the girls see some of these connections, each badge also includes a tip for tying the badge into a specific journey.
The Volunteer Toolkit: Your Digital Troop Assistant!

The Volunteer Toolkit (VTK) gives you program content and other resources to manage your troop planning all year long—and keep it going smoothly!

You can:
- Access Journey and petal and badge troop meeting plans
- See step-by-step activity guides for each troop meeting
- View and edit your troop roster
- Manage renewals for both girls and adults
- Email parents with a single click
- Share troop meeting activities with parents
- Record troop finances and girls’ meeting attendance
- Log girls’ petal/badge and Journey achievements
- Add events and your own troop activities

The Volunteer Toolkit now offers multi-level troop access—and coming in summer 2017 is all-new program content for STEM and Outdoors, plus Welcome to the Daisy Flower Garden!

Fully customizable, the Volunteer Toolkit is digitally responsive so you can plan and prepare practically anywhere.

What volunteers are saying?
“I like that there are meeting plans and schedules to follow. I also like being able to keep track of the patches my girls earn. The ‘my troop’ feature that allows me to email all of the parents at once is great, too—I use that a lot.”

WANT TO LEARN MORE ABOUT THE VOLUNTEER TOOLKIT?
JUST SIGN IN AT [gswny.org], CLICK MY GS AND CHECK IT OUT!

The Volunteer Toolkit contains program and meeting plans for K-5 (Daisy, Brownie, Junior and K-5 multi-level). Cadette, Senior, and Ambassador troops have access to features including the troop roster, troop finances, national resources, and all K-5 program content (if needed for working with younger troops).
2017-18 Options for Your Daisy Troop

For the 2017-18 troop year, you’ll have nine year plan options to choose from on the Volunteer Toolkit. A year plan can be structured as a Petals/Leaves Year, a Journey Year or a Create Your Own plan. Leader Tip: Use the information and pictures below to talk with your troop members about which options they’d like to take on this year.

**Daisy Petals, Leaves, and Badges**
This Daisy Year Plan is laid out in 15 meetings to help girls learn how to keep the Girl Scout Promise by living the Girl Scout Law, and earn the 10 petals that make the Daisy Flower. Daisies can also earn a Financial Literacy leaf, Cookie Business leaf, and a Take Action award.
Earnable: Daisy petals, Money Counts, Count It Up leaves, Take Action award

**Advocacy: Welcome to the Daisy Flower Garden**
In Welcome to the Daisy Flower Garden, Daisies learn about the Girl Scout Promise and Law while planting a mini garden. They then use their new skills to help others or to improve their communities. This Journey is from the It's Your World-Change It! series.
Earnable: Watering Can, Golden Honey Bee, Amazing Daisy awards; Money Counts, Making Choices, Count it Up, Talk It Up leaves; Good Neighbor badge

**Creative Expression: 5 Flowers, 4 Stories, 3 Cheers for Animals!**
Through the 5 Flowers, 4 Stories, 3 Cheers for Animals! Journey, Daisies learn what animals need, how to care for animals, and how that care is similar to taking care of themselves. Girls can earn three Journey awards that recognize what they learned. During this Daisy Year Plan, they can also earn Financial Literacy and Cookie Business leaves and the My Promise, My Faith pin. This Journey is from the It’s Your Story-Tell It! series.
Earnable: Birdbath, Red Robin, Tula awards; My Promise, My Faith pin; Making Choices, Talk It Up leaves

**Environment: Between Earth and Sky**
On the Between Earth and Sky Journey, Daisies travel the country living the values of the Girl Scout Law; the Flower Friends explore the natural worlds around them, learning what’s local and why that’s important. Girls can earn three awards as they explore their own region and learn to use their own special skills to help people and Planet Earth.
Earnable: Blue Bucket, Firefly, Clover awards; My Promise, My Faith pin; Money Counts, Count It Up leaves
Outdoor – New!
On this Journey, Daisies will learn all about the outdoors – while creating colorful outdoor art and going on a camping trip with their families or Girl Scout friends.
Earnable: Outdoor Art Maker, Buddy Camper badges; Take Action award; Clover petal; Talk It Up, Count It Up, Making Choices, Money Counts leaves.

STEM Outdoor: Think Like a Citizen Scientist – New!
On this Journey, girls practice the scientific method by doing a citizen science project focused on the outdoors. Girls also complete a Take Action project
Earnable: Think Like a Citizen Scientist badge; Take Action award; Gloria, Gerri, Rosie, Tula, Vi, Mari, and Clover petals

STEM: Think Like an Engineer – New!
On this Journey, girls learn how to think like an engineer by participating in hands-on-design challenges. Girls also complete a Take Action project.
Earnable: Think Like an Engineer badge; Take Action award; Clover, Rosie, Vi, Sunny, Gloria and Lupe petals

STEM: Think Like an Programmer – New!
On this Journey, girls learn how programmers solve problems through fun activities and games. Girls also complete a Take Action project.
Earnable: Think Like an Programmer badge; Take Action award; Count It Up leaf; Lupe, Sunny, Rosie, Mari and Tula petals

Create Your Own!
Create your own customized Year Plan by selecting this option in the Volunteer Toolkit. Then, build your meetings with a combination of your choosing! Select from badge and Journey meetings organized by topic, as well as intro/closing meetings and award earning meetings.
Girl Scout Ceremonies

Daisy Girl Scout ceremonies are a time to celebrate and share the values girls are learning through Girl Scouting. All ceremonies should include three basic parts: the opening, the main part and the closing.

The **opening part** of the ceremony is a time to welcome guests, tell the purpose of the ceremony, and set the mood for the occasion. Ceremonies can be a festive time of celebration or a more serious time of reflection. Your Daisy Girl Scouts can help decide.

The **main part** of the ceremony is centered on the reason you gathered people together. This time of sharing might include poems, songs, or dramatics.

The **closing part** summarizes the ceremony. It might include forming a friendship circle, saying goodbye or thank you to special guests, or singing a closing song.

**Investiture Ceremony:**
An investiture ceremony symbolizes the beginning of Girl Scouting. At this ceremony, families are invited to observe girls pledge the Girl Scout Promise for the first time and receive their Daisy Girl Scout Pin as well as the World Trefoil Pin. A Daisy Girl Scout often wears her uniform for the first time at the investiture ceremony.

**Sample: Planning a Bridging Ceremony**
The bridging ceremony symbolizes a Daisy Girl Scout crossing a bridge to the next level – Brownie Girl Scouts. At this ceremony girls may receive the following insignia and awards: Brownie Girl Scout Pin, Bridging to Brownie Girl Scouts Award, A membership star with a blue disc, World Trefoil Pin (if they have not received it)

Bridging Step 1: Girls learn about Brownie Girl Scouting by doing one of the following:
- Invite some Brownie Girl Scouts to talk about Brownie Girl Scouting
- Visit a Brownie Girl Scout group during a planning meeting

Bridging Step 2: Girls complete a Brownie Girl Scout activity by doing one of the following:
- Find out about three things that Brownie Girl Scouts do (and do one)

Bridging Step 3: Girls do one of the following 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 one of their meetings and complete an activity with them.

Bridging Step 4: Girls help plan their bridging ceremony they can:
- Work with a Brownie Girl Scout sister troop to plan the bridging ceremony
- Make up a song for the ceremony
- Prepare decorations for the ceremony
Girl Scout Ceremony Worksheet

Name of ceremony: 

Purpose/Theme: 

Date(s) of ceremony: 

Time of ceremony: 

Place of ceremony: 

Who will attend? 

How will the ceremony begin? 

What songs, poems, or quotations will be included? 

What will the main part consist of? 

What formations will be used in presenting the ceremony? 

How will the ceremony end? 

Who will do each part? 

What decorations/props are needed? 

Who will bring the necessary items (refreshments, napkins, etc.)?

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Item</td>
</tr>
<tr>
<td>Item</td>
<td>Item</td>
</tr>
</tbody>
</table>

When will a rehearsal be scheduled for the ceremony? 

Other notes: Answer Guide

Age Appropriate Activities
ANSWERS

Apple Picking
1. Yes
2. Yes
3. Maybe
4. Yes

Horseback Riding
1. Maybe
2. Maybe
3. Maybe
4. No

Leadership, Qualities, Roles and Responsibilities
ANSWERS

What is Leadership? 1a.- F, 1b.- T, 2a.- T, 2b.- F, 3a.- F, 3b.- T, 4a.- F, 4b.- T

What Does a Leader Do? Plans, Organizes, Motivates, Coordinates, Reviews

What is a leader responsible for?
ANSWERS

What is a Leader Responsible For? 1, 3, 4, 5, 8, 9, 10, 11, 12, 14

(Note #7 was not included because the girls should take some part in developing the rules and consequences.)

Planning Steps

Answer to Scenario 1 - Step 6; Preparing and posting charts that show which girls are helping with particular tasks will give them each the opportunity to help and avoid any fighting. Step 10 is also a good answer because arguing over napkins doesn't make snack time organized or relaxed.

Answer to Scenario 2 – Step 7; Use five and one-minute warnings. Emily is frustrated because she was not finished with her card. Announcing “Five more minutes” and “One more minute” would have helped Emily know that it was almost time to clean up and move onto something new.
Congratulations!

You have completed the Daisy Grade Level Home Study. To get credit for this course, please submit your evaluation online at https://www.surveymonkey.com/r/daisyglteval.

Once you have completed the evaluation, you will receive a certificate of completion via email from the Volunteer Experience Team within a week.