Welcome!

This Junior home study course was prepared especially for Junior 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 Junior 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 Junior program and the exciting things you can do with your Junior 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 Junior Girls Guide to Girl Scouting and Junior Journeys in this training.

Please continue to the next page to start your Junior 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
This grade level will present interesting challenges for you as a leader. Hormones will take over as you watch! You may even begin to experience “Attitude!” How well do you know this age group? Do you remember what you were like at this age?

Girls in this grade level will have some of the following general characteristics, as well as all of those qualities that are unique to them. As you read through the list, check off those characteristics that describe the way you were between the ages of 8 and 11.

**Behavioral Characteristics**
- ☐ Is very talkative
- ☐ Is eager to learn new skills

**Emotional Characteristics**
- ☐ Has fast emotional shifts
- ☐ Wants things to be “right”
- ☐ Tends to be happy
- ☐ Is dramatic
- ☐ Is critical of herself
- ☐ Has a vivid imagination

**Social Characteristics**
- ☐ Is responsible and independent
- ☐ Is bossy at times
- ☐ Is possessive of friends
- ☐ Begins to see that the world no longer revolves around her

**Intellectual Characteristics**
- ☐ Listens to reason
- ☐ Enjoys humor
- ☐ Prefers silent reading
- ☐ Shows an increased attention span
- ☐ Begins to understand the relationship between cause and effect
- ☐ Can make up her mind easily
- ☐ Begins to understand the concepts of time and planning
- ☐ Uses language as a means to exchange ideas and build conversation
- ☐ Is influenced by the media
- ☐ Likes and respects teachers
- ☐ Is interested in a variety of reading materials

Choose one of the negative characteristics of this age group. How could you turn this trait around to the benefit of the troop?

For more information, review pages 34-35 of *Volunteer Essentials*. 
Practical Tips for Working with Junior Girl Scouts

Read each situation below and choose the answer that you think best completes the sentence and exemplifies the general statement.

1. **Listen more; talk less.**
   
   *Situation:* Sara is enthused about an ecology project for Earth Day. She’s done lots of thinking and wants to get the other girls behind her idea. You really feel the need to take care of some administrative details about the upcoming Cookie Program. You...
   
   A. Tell her, “We’ll discuss this later.”
   
   B. Give her a minute to finish her thought and ask her to present it in her patrol meeting where the girls will be brainstorming ideas for Earth Day.
   
   C. Tell her that her idea is too big for a small troop to accomplish.

2. **Take preventive measures to ensure girls are not excluded.**
   
   *Situation:* Jessica, Jenny and Ariel are making a poster that shows what to do in case of a fire at home. It’s clear to you that Jenny is being excluded from actively participating. You...
   
   A. Move her to another group.
   
   B. Tell her in front of the others she needs to be more aggressive.
   
   C. Anticipate that this might happen because Jenny is so tentative. Make sure each girl has a specific role before they start their project.

3. **Focus on safety at all times.**
   
   *Situation:* You and your girls are on your first long hike together. You...
   
   A. Insist that each girl carry two bottles of water and sunscreen.
   
   B. Ask the girls to pack plenty of chocolate.
   
   C. Let the girls choose what to carry in their daypacks so they learn from experience what is necessary.

4. **Let girls solve their own problems.**
   
   *Situation:* As you’ve turned more of the leadership over to the girls, troop meetings have become increasingly chaotic. There are lots of private conversations and interruptions. The girls don’t seem to be happy with the situation. A few girls come to you in private complaining about others’ behaviors.
   
   You...
   
   A. Stop the meeting, tells the girls the behaviors you are observing and have them work in their patrols to review the adequacy of the current troop rules and to brainstorm how to make meetings better.
   
   B. Yell “Quiet!” and tell the girls the meeting is over.
   
   C. Complain about their behavior and tell them they’d better shape up or you’ll disband the troop.

5. **Be organized and have alternative plans.**
   
   *Situation:* You want to do several new activities but aren’t quite sure how long they will take. You...
   
   A. Plan an extra activity and have instructions for each activity written out just in case one of the groups finishes early and wants to move on to the next activity.
   
   B. Figure you’ll probably be OK. You’ll just have the girls sit and talk if they get done early.
   
   C. Use the first 20 minutes of the meeting to get organized.
6. **Create opportunities for each girl’s talents and skills to shine.**
   **Situation:** Kimmie is a “techie” and a good student; however, she is very shy and few girls know how talented she is. You...
   A. Tell the girls Kimmie is better than any of them on the computer.
   B. Ask Kimmie to help you design a troop activity that teaches the girls a new computer skill.
   C. Keep it to yourself and hope the girls find out.

7. **Allow girls to learn by experience.**
   **Situation:** The troop is planning a Court of Awards ceremony. The girls are taking forever to plan the 20-minute ceremony. You really want to move on to something else. You...
   A. Stop the girls and do the planning yourself.
   B. Show your exasperation by telling the girls that they’ll never finish planning it at the rate they are going.
   C. Give the girls a structure to follow while planning the ceremony and take notes on your observations so that you can debrief the process with the girls when they are finished.

8. **Praise girls specifically in proportion to their accomplishments.**
   **Situation:** Latisha has spontaneously and without prompting given up her turn to another girl who has been out of sorts all afternoon. You...
   A. Sing her praises in front of the group.
   B. You don’t say anything.
   C. Quietly thank her for what she has done and tell her how proud you are that she followed the Girl Scout Law.

9. **Ensure that there are no barriers to participating in activities.**
   **Situation:** A trip the girls want to take can only be done on Friday evening. You...
   A. Go ahead and do it, knowing that Lori, one of the girls, is an Orthodox Jew who celebrates the Sabbath on Friday evening.
   B. Plan an activity that is very similar which can be done Saturday evening.
   C. Tell the girls that they can’t go on the trip because Lori can’t go.

10. **The most important qualities girls need and want in a leader are acceptance, fairness, a sense of humor, and trust.**
    **Situation:** You...
    A. Do all the work yourself and the girls just show up.
    B. Let the girls do what they want at meetings which has usually been braiding each other’s hair and watching videos.
    C. Have created an atmosphere where the girls know you are in charge but they have major responsibilities for planning and running the meetings.

11. **Provide the support girls need to make it through this tough time in their life.**
    **Situation:** You overhear the girls gossiping about how “Caitlin likes Michael but Michael doesn’t like her!” and how “Anna has a crush on Brendan!” You...
    A. Ignore it. It’s normal behavior.
    B. Look at the Girl Scout Promise and Law with your girls for guidance about how to handle gossip.
    C. Scold the girls for gossiping.
Strategies for Managing Conflict

Girls need to feel secure, capable, and accepted in their troop. When they do, conflicts occur less often. As they feel accepted, they are more likely to empathize with others and understand different points of view. When girls feel they are actively making decisions and setting goals for their activities, they are less likely to jeopardize those activities through misbehavior. However, conflicts will arise. Many conflicts can be resolved by simple strategies:

- Compromise: Both parties give up something and get something.
- Chance: Luck decides who wins. Flip a coin or draw a straw.
- Postpone: Put off resolving the conflict until both parties are more in control of their emotions.
- Apologize: “I’m sorry” doesn’t mean “I’m wrong.” It lets the other person know you are sorry about the situation.
- Humor: A good laugh works miracles. Remember to laugh at the problem, not the person.
- Get help: Ask someone else (a friend, parent, or teacher) to be fair and help resolve the situation.
- Share feelings: People’s feelings become more important than the “thing” being fought over.
- Take turns: Everybody wins.
- Two choices: Give the person two choices, both of which you, as leader, find acceptable.
- Journaling: Have the “combatants” write down their issues.
- Leader’s job/Girl’s job: Make sure the girl knows what she has to do. Tell her what you must do as leader.
- State the behavior: I need you to_________. State the behavior you need to see, not what you want to happen.
- Contracts: For an ongoing problem, make a contract or agreement. Work out a solution and write it up. Participants sign. Make sure the contract is not unrealistic or unreasonable. Contracts can be renegotiated.
- Simple troop rules: Emphasize that rules are ways of taking care of ourselves and others. Let girls establish some guidelines and also suggest reasonable consequences.
Managing Behavior

Many of you have experience dealing with the conflicts that inevitably arise between girls who have different needs, skills, interests, and abilities. Let’s put that experience to work. Answer the questions below. Utilize the “Practical Tips for Working with Junior Girl Scouts” provided above.

<table>
<thead>
<tr>
<th>Conflict Situation</th>
<th>Technique or Tip That Will Help Resolve the Conflict</th>
</tr>
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<tbody>
<tr>
<td>1. Brittany tells you Kimberlee called her a name.</td>
<td></td>
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<tr>
<td>2. You ask Jennie to help her patrol clean up, but she ignores you.</td>
<td></td>
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<tr>
<td>3. You’ve asked Gina and Renee to stop talking during the meeting, but they keep it up.</td>
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<tr>
<td>4. Maggie is upset because Ashley told the rest of the girls a lie about her.</td>
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</tbody>
</table>

Having a Daughter in the Troop

Many leaders become Girl Scout volunteers through the involvement of their daughters. This can create some special situations and/or concerns for both the adults and the girls.

Some adults try so hard to avoid giving the appearance of favoritism toward their daughter(s) that the girls miss out on some privileges or have to meet higher standards of behavior than other troop/group members. At the other end of the spectrum are the leaders who show favoritism toward their daughter(s). To find a middle ground, many experienced leaders recommend:

- Talking over the situation with your daughter BEFORE the troop/group begins to meet. Agree on some ground rules and on signals for when things begin to go wrong.
- Asking an assistant or co-leader to take responsibility for your daughter during the troop/group meeting. You should do the same for her daughter, if applicable.
- Making it a practice to never, never discuss with your daughter things about the troop/group that other members don’t know. This kind of information makes her different from the other troop/group members, which is just what you’re trying to avoid.
- During troop/group activities your role is not your daughter’s mother, but as the troop/group’s grown-up friend.
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!

<table>
<thead>
<tr>
<th>Grades K-1</th>
<th>Grades 2-3</th>
<th>Grades 4-5</th>
<th>Grades 6-8</th>
<th>Grades 9-10</th>
<th>Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daisy</strong></td>
<td><strong>Brownie</strong></td>
<td><strong>Junior</strong></td>
<td><strong>Cadette</strong></td>
<td><strong>Senior</strong></td>
<td><strong>Ambassador</strong></td>
</tr>
<tr>
<td>Girl Scouts talk with leaders about their ideas for activities.</td>
<td>Girl Scouts brainstorm ideas and leaders help determine which are possible.</td>
<td>Girl Scouts work in patrols to develop ideas they like best. Leaders help girls realize their goals.</td>
<td>Girls Scouts play a larger role in planning and decision-making, and adults help when necessary.</td>
<td>Girls Scouts decide what they want to do and how to do it. Leaders are advisors who help as needed.</td>
<td>Girl Scouts rotate leadership tasks and plan activities, budgets, and goals. Advisors guide and help as needed.</td>
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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.
## Effective Girl/Adult Partnership Checklist

One of the things you’ll want to do after you’ve been a Junior Girl Scout leader for a while is to do a self-check. How well do you share leadership with your Girl Scouts? When you feel it is appropriate, read through the statements below. Rate yourself on how well you share decision-making with the girls in your troop. *Circle 1 (low) to 4 (high).*

<p>| | | | | | |</p>
<table>
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<tbody>
<tr>
<td>1.</td>
<td>Girl Scout events are planned around girls’ time schedules,</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>as well as cultural and religious holidays.</td>
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<tr>
<td>2.</td>
<td>Girls actively participate in planning meetings and activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3.</td>
<td>Girls choose activities that reflect a diverse range of interests.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Girls are actively involved in money management.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Girls experience a variety of leadership roles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Girls generate most of the conversation and ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Girls show enthusiasm and excitement about Girl Scout activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Girls are learning skills to manage group disagreements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Girls feel involved in the decisions being made by the group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Girls are involved in age-appropriate activities that</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>progressively build skills.</td>
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</table>

## Components of a Troop/Group Meeting

A Girl Scout meeting has a general form, but it is flexible and can be varied to meet the needs of your troop. Review *Volunteer Essentials* for more information on the parts of a meeting and see the sample form below for how to prepare for meetings. Here are a few tips:

- Planning is key. Be prepared.
- Establish troop rules and be prepared to follow through with consequences. Post for easy reference.
- Use the Girl Scout Promise and Law to guide the girls.
- Be consistent.
- Praise desirable behavior and ignore undesirable behavior, if possible. If intervention is necessary, correct undesirable behavior quickly.
Troop Government

Girl Scouting has a built-in structure that will help facilitate girl/adult planning. This structure is traditionally referred to as troop government. There are three models: the patrol system, the executive board (also called the steering committee), and the town meeting.

The Patrol System
In the patrol system, the troop divides into small groups, with each member playing a role. The recommended size of these groups is 4 – 6 girls so that each girl gets an opportunity to participate and express her opinions. Each patrol takes responsibility for some part of the total project. This kind of government is good for medium to large troops/groups. A Kaper Chart (covered on next page) lists jobs and which patrol is responsible to complete it.

These smaller groups make it easier to do some of the activities at meetings or outings. Cookouts are one way patrols are used most frequently. Patrols can also be used for nature activities, arts and crafts, and setting up camp for an overnight.

Patrols work well when everyone has ideas, everyone helps plan, and everyone does her part. Units can be divided into patrols several different ways. It is a good idea to have buddies in different patrols as possible (more productive and breaks up cliques.) Patrols choose a patrol name, patrol symbol, patrol leaders and assistant patrol leaders. The leadership jobs should be rotated among the members of the patrol.

Benefits of the Patrol System
▪ It is an easy and fair way to delegate tasks.
▪ It helps maintain the girls’ interest.
▪ It teaches cooperation.
▪ It encourages responsibility and leadership.
▪ It reduces the work load for the leader.
▪ More girls can express their opinions in a shorter amount of time.

The Executive Board
In this system there is one leadership team for the whole troop/group. An executive board is a good way to govern a small troop. The main responsibility of the board is to help make plans and assign jobs based on interests and needs. The board usually has four members but it can vary: a president, a vice president, a secretary and a treasurer. The board holds its own meetings. In order that all girls have the opportunity to serve on the board, the length of service time is limited. The girls decide how to pass their ideas and suggestions to the executive board throughout the year.

The Town Meeting
Under this system, business is discussed and decisions made at meetings attended by all the girls. Everyone gets to participate in decision-making and leadership. This system usually requires a moderator whose main job is to ensure that everyone gets a chance to talk and that all ideas are considered. It is a good idea to rotate the moderator position so that everyone gets a chance to lead.
Troop Jobs and the Kaper Chart

There are a lot of little jobs that girls can do to help the meeting run smoothly. In Girl Scouts, chores/tasks like these are called “kapers,” and the assignment is kept on a “Kaper Chart.” The Kaper Chart is a visible reminder of the tasks that need to be done. Jobs should be rotated so that all girls in the troop have a chance at each. Some jobs commonly included on a Kaper Chart are:

- **Refreshments**
  - The girl brings snack or juice for everyone and is hostess during refreshment time. This could be two jobs, one for snack and one for juice.
- **Supplies**
  - The girl hands out supplies or gets materials ready for the activity.
- **Attendance**
  - The girl marks attendance on the Group Dues and Attendance Record.
- **Dues**
  - The girl collects dues, marks the Group Dues and Attendance Record, and counts the money. (An adult should double-check the amount. Explain that even professional bank tellers have someone double-check their counting.)
- **Cleanup Checker**
  - As everyone participates in cleanup, the girl checks to make sure the meeting area is left cleaner than the troop found it.
- **Ceremony Leader**
  - The girl leads the group in reciting the Girl Scout Promise, and possibly the Girl Scout Law or the Pledge of Allegiance.
- **Special Helper**
  - A special job that varies from meeting to meeting, identified by the adult.

**Make a Kaper Chart**

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:

1. Explain the kaper and patrol system to 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? Divide the unit into work groups of 4-6 girls.
4. Let girls choose how to name their patrol group giving them fun names like “Fire Chiefs” or “Biffy Buffers”.
5. Divide kapers so that each group has a job.
6. Make a chart allowing for rotation of jobs so that each girl or patrol can do something new each day. Make a chart that is creative and fun to look at. Eye-catching charts create interest. Girls form the habit of checking, at the beginning of a meeting or trip, what their job is.
7. Discuss rotation with girls and review details of each job.
Leaders need a lot of tools as they guide girls to become good decision makers. Here you will find suggested ways to stimulate ideas, encourage participation, decide plans fairly, and organize tasks. You’ll help match their interests and ideas with activities, badges, and events. You’ll also ensure that the activities are age appropriate.

1. **Brainstorming**: A technique for getting lots of ideas.
   **How to do it**: Explain to the girls that every idea, no matter how wacky, will be heard and recorded without judgment. Sorting comes later! List everyone’s idea, build on ideas, repeat, combine, and write them down without worrying about spelling. When done, sort the ideas into three categories: use now, use later, and use with modification. Choose an idea from the “use now” category and save the rest.

2. **Make a Stand**: A technique that gets everyone physically involved and committed.
   **How to do it**: Choose places in the room as stations, each representing an idea or topic. Label them with signs like “agree” or “disagree” or with the choices being discussed. Have girls show their opinions by physically moving to the station they choose. Encourage discussion and moving around to change minds.

3. **Ways to Vote**: Techniques for choosing, often between two ideas or options.
   **How to do them**: Say, “All in favor, go to this side of the room; all against, go to the other side,” or “All in favor, raise your hand; all against, raise your hand.” You can also choose to have the girls close their eyes during the vote to ensure girls don’t influence each other’s decision.

4. **It Bag**: A technique for choosing a girl to do a particular job.
   **How to do it**: Put the names of all the girls in your troop into the *It Bag*. When you need someone for an assignment, pick a name from the *It Bag*. When the assignment is over, put that name in the *Other Bag*.

5. **Sealed Orders**: A technique to be used when there is a big decision to be made or a large project to be completed.
   **How to do it**: Break girls into groups and give each group an envelope with instructions on their part of the project. One group might get the instructions to do some research on the Internet. Another group might be asked to prepare and present a skit. One group might have to brainstorm ideas on a specific topic.

6. **Fishbowl**: A discussion technique that ensures good listening and thoughtful responses.
   **How to do it**: Set up chairs equal to the number of girls in two circles, one within the other. Place one or two extra chairs in the inner circle. The girls in the outer circle listen to the girls in the inner circle discuss a topic, as if the inner circle were all alone. If a girl wishes to say something, she may come into the inner circle to make a comment, a suggestion, or a reaction, and then return to the outer circle. It’s important that girls joining the inner circle stay only long enough to give a brief statement or to ask a question and get a response. They do not become a part of the inner circle.

7. **Kaper Chart**: A technique for organizing the completion of a set of tasks.
   **How to do it**: See page above.
Tips for creating a troop agreement (also called rules):

- Post them at troop meetings as a reminder.
- Keep them positive. Try to avoid the word don’t. (Example: “When the room is clean, we will all leave”, instead of “No one leaves the room until the room is clean.”)
- Keep them to a minimum. Too many rules stifle enthusiasm and imagination. When a problem arises, talk it over and you may discover that making a rule in every situation is unnecessary.
- Make sure parents understand them and will support them.
- Let girls help in deciding the consequences. Be realistic.
- Reward good behavior rather than just punishing infractions.
- Be consistent and fair.

You can help girls grow in their ability to create useful and reasonable rules within the troop/group. By involving your girls in the problem-solving process, you are helping them to learn to trust themselves and it becomes an instructional method for assisting children to become increasingly resourceful, self-sufficient and productive.
Girl Scout Leadership Experience

In the below chart, write one activity for each key to leadership. Make sure the activity would be appropriate for Junior Girl Scouts.

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

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 Resources: 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 Resources: 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 Gardent!

*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-program content (if needed for working with younger troops).
2017-18 Options for Your Junior Troop

For the 2017-18 troop year, you'll have eight year plan options to choose from on the Volunteer Toolkit. A year plan can be structured as a Junior Badge 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.

**Junior Badge Year**

This Junior year plan is laid out in 15 meeting sessions to engage girls in a fun and exciting Junior year with options to earn 5 badges and complete a Take Action project. *Earnable: Staying Fit, Detective, Camper, Savvy Shopper, Customer Insights badges; Take Action award*

**Creative Expression: aMuse**

On this Journey, Juniors become more confident by exploring the roles they play in their lives and trying on new ones. In addition to eight meeting sessions based on aMUSE, Juniors can earn 3 badges. *Earnable: Reach out, Speak Out, Try Out awards; Detective, Business Owner, Cookie CEO badges*

**Environment: Get Moving!**

On this Journey, Juniors learn about various forms of energy and find out what it means to be energy efficient. Girls can earn three awards that recognize what they learned about energy and how they carried out a plan to save energy. *Earnable: Energize, Investigate, Innovate awards; Staying Fit, Savvy Shopper, Customer Insights badges*

**Outdoor - New!**

On this Journey, Juniors will have fun in the great outdoors – with a focus on caring for the environment. They will learn all about flowers and animal habitats, and take an environmentally friendly camping trip with their troop. *Earnable: Animal Habitats, Camper, Eco Camper, Geocacher and Flowers badges; Take Action award*
**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; Camper; Animal Habitats, Flowers badges**

**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; Product Designer, Jeweler, Digital Photographer badges**

**STEM: Think Like a 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 a Programmer badge; Take Action award; Digital Photographer, Entertainment Technology, Geocacher badges**

**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.
<table>
<thead>
<tr>
<th>AWARDS</th>
<th>GIRL SCOUT BRONZE AWARD®</th>
<th>GIRL SCOUT SILVER AWARD®</th>
<th>GIRL SCOUT GOLD AWARD®</th>
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<tbody>
<tr>
<td>GRADE</td>
<td>Girls must be in 4th or 5th grade and a registered Girl Scout Junior</td>
<td>Girls must be in 6th, 7th or 8th grade and a registered Girl Scout Cadette</td>
<td>Girls must be in 9th, 10th, 11th or 12th grade and a registered Girl Scout Senior or Ambassador</td>
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| OVERVIEW | ✓ Complete a Junior Journey  
✓ Be part of a troop or group where girls take the lead  
✓ Take action on a community issue the troop or group cares about  
✓ Help and guidance provided by troop/group volunteer  
✓ Suggested hours are 20 or more hours per girl  
✓ *Council approval needed for any money earning | ✓ Complete a Cadette Journey  
✓ Work as an individual or in a small group (2-4) where girls take the lead  
✓ Take action on a community issue that the girls care about  
✓ Help and guidance provided by troop/group volunteer  
✓ Suggested hours are 50 or more per girl  
✓ *Council approval needed for any money earning | ✓ Complete two Journeys (Senior or Ambassador) or Earn the Silver Award and complete one Senior or Ambassador Journey  
✓ Individually girl led; girl selects and recruits Project Advisor  
✓ Take action on a community issue the girl cares about  
✓ Help and guidance provided by Project Advisor  
✓ Suggested hours are 80 or more per girl  
✓ *Council approval needed for any money earning |
| TAKE ACTION PROJECT | Group Take Action Project focuses on something the girls care about that they would like to improve within their Girl Scout or local community. Puts the Promise and Law into action. | Individual or group Take Action Project that makes the local neighborhood or community better. Puts the Promise and Law into action. | Individual Take Action Project that makes a lasting difference in the local community, region, or beyond. Puts the Promise and Law into action. |
| SUSTAINABLE | After the project is complete, girls develop an understanding of sustainability by talking together about how solutions can be lasting. | Girls demonstrate an understanding of sustainability in the project plan and implementation. | Take Action Project includes provisions to ensure sustainability. |
| GLOBAL | After the project is complete, girls develop an understanding of the wider world by talking together about how others may experience the same problem that their project helped resolve. | Girls connect with new friends outside their immediate community, learn how others have solved similar problems and determine if the ideas of others can help with their plan. | Girls identify national and/or global links to their selected issue. They learn from others and develop a plan to share the results of their project beyond the local community. |
| PROJECT APPROVAL | Troop/Group Volunteer | Troop/Group Volunteer | Council or Council’s Gold Award Committee |
| RESOURCES | ✓ Junior Journey  
✓ Bronze Award guidelines, time log, and reporting form at gsmw.org  
✓ Council learning opportunities | ✓ Cadette Journey  
✓ Silver Award guidelines, time log and reporting form at gsmw.org  
✓ Council learning opportunities | ✓ Senior and/or Ambassador Journeys  
✓ Gold Award guidelines on GSUSA Web site or gsmw.org  
✓ Council learning opportunities |
Girl Scout Ceremonies

Girl Scout Ceremonies
Girl Scouts have ceremonies that mark their special events and feeling throughout the year. These ceremonies can be planned on a grand scale to celebrate major transitions during the year, such as bridging, awards, investitures, and end-of-the-year celebrations, or ceremonies can be planned on a smaller scale to celebrate more frequent occurrences – the beginning or the end of a meeting, friendships, sisterhood, and world peace.

The ceremonies that Girl Scouts like best are the ones they help create. The girls’ involvement gives them a chance for self-expression and a sense of pride.

When planning ceremonies, girls can add speaking parts or you can double up on parts so that each girl has an opportunity to participate. Good ceremonies have a clear purpose and have ingredients that enrich the meaning and mood of the ceremony.

One of the ways in which girls get experience in planning and decision-making is by helping to plan the various ceremonies. For even more information on ceremonies, go to www.girlscouts.org > Our Program > Program Basics > Traditions > Ceremonies or type “ceremonies” in the search box.
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.)? 

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When will a rehearsal be scheduled for the ceremony? 


Other notes: **Answer Guide**

**Practical Tips for Working with Junior Girl Scouts**

**ANSWERS**

1. **B.** Be supportive and interested in the girl's ideas & interests. Allow her to finish to ensure she doesn’t feel unimportant or discouraged.

2. **C.** It is important to anticipate group dynamics. Forming groups is a great way to get girls involved and discourage cliques.

3. **A.** Girls learn from failures, but never compromise the safety of the girls. When it comes to safety, you should be direct and specific in your instructions.

4. **A.** Give the girls feedback and let them work to solve their own problem. Whatever “new” rule they think of will fit somewhere within the Girl Scout Promise and Law. Troop rules should be developed by the group, be positive (avoid don’t), and realistic.

5. **A.** Always have a back-up plan so that if it doesn’t go the way you expected, you can easily switch to a new activity.

6. **B.** Let Kimmie shine by teaching the girls a new, cool skill! You’ll need to get to know each girl so you can help her reach her potential and feel positive about herself.

7. **C.** Provide some structure so they can succeed and then let the girls learn by experience, even if it takes longer.

8. **C.** You quietly thank her. Don’t overdo it.

9. **B.** Plan an activity for Saturday that allows all girls to participate. Respect and be prepared for differences.

10. **C.** You are in charge but the girls have responsibilities too. Remember to also involve parents/guardians.

11. **B.** This kind of talk leads to cliques and exclusion, as gossip is reported and traded back and forth. Remember that becoming interested in boys is good and natural.

**Managing Behavior**

**ANSWERS**

Each of these situations could be resolved in a number of ways. Here are some suggestions.

1. Ask the girls to share their feelings. Have them review the Girl Scout Promise and Law. See if Kimberlee feels there is anything she can apologize for. Perhaps she can apologize for jumping to conclusions about a situation or for listening to gossip about Brittany that wasn’t true.

2. Give Jennie two choices, both of which are fine by you. “Jennie, you have a choice. You can either help your patrol clean up or you can sit here next to me. Only girls who help with clean-up will have a snack.”

3. You can say “Gina and Renee, I need you to stop talking so I can facilitate the decision about our trip” or say “My job right now is to facilitate our decision about our trip. Your job, Gina and Renee, is to raise your hand and to suggest places we could visit.”

4. You can say “Ashley, I want you to pretend to be Maggie. How does it feel when you hear this said about you?” or “Ashley, I need your help with something. The Girl Scout Law says that you will be a sister to every Girl Scout. Tell me how what you’ve just said gets in the way of your being a sister to Maggie.”
Congratulations!

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

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