Welcome!

This Brownie home study course was prepared especially for Brownie 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 Brownie 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 Brownie program and the exciting things you can do with your Brownie 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 Brownie Girls Guide to Girl Scouting and Brownie 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.
Learn about the girls.

You’ll probably notice a vast range of differences among the girls in your troop. Some girls may be reading well, others haven’t mastered reading yet. Attention spans and small motor coordination may differ greatly among girls. There are also developmental differences between first and second graders.

As you get to know your girls, you’ll be better at helping them plan activities. Be sensitive to girls’ feelings about their differences and remember that each girl is an individual.

<table>
<thead>
<tr>
<th>Girl Scout Brownies</th>
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<tbody>
<tr>
<td>At the Girl Scout Brownie level (second and third grade), girls . . .</td>
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<tr>
<td>Have lots of energy and need to run, walk, and play outside.</td>
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<tr>
<td>Are social and enjoy working in groups.</td>
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<tr>
<td>Want to help others and appreciate being given individual responsibilities for a task.</td>
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<tr>
<td>Are concrete thinkers and focused on the here and now.</td>
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<tr>
<td>Need clear directions and structure, and like knowing what to expect.</td>
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<tr>
<td>Are becoming comfortable with basic number concepts, time, money, and distance.</td>
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<tr>
<td>Are continuing to develop their fine motor skills and can tie shoes, use basic tools, begin to sew, etc.</td>
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<tr>
<td>Love to act in plays, create music, and dance.</td>
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<tr>
<td>Know how to follow rules, listen well, and appreciate recognition of a job done well.</td>
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</table>
Learn about the girls.

Practical Tips for Working with Brownie Girl Scouts

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

1. **Let the talents and skills of each girl shine.**
   **Situation:** Sara is very organized, but shy about speaking out in front of the group. Sara could shine by:
   - A. Leading the group in reciting the Girl Scout Promise.
   - B. Passing out the materials for an activity.
   - C. Teaching the group a running game.

2. **Offer to help in small doses.**
   **Situation:** During the snack, Chelsea has spilled her juice all over herself, the table, and the floor. You:
   - A. Offer some paper towels to her and other girls at the table.
   - B. Sigh with exasperation and clean it all up yourself.
   - C. Tell her to ‘Clean it up!’

3. **Encourage respect for different religious, racial, ethnic, and cultural backgrounds.**
   **Situation:** When a date is proposed for the awards ceremony, Rani says she can’t come because it’s a Hindu religious holiday. You say:
   - A. “It’s too bad you can’t come, but that date works for everyone else.”
   - B. “Well girls, I guess we’ll have to change the date to accommodate Rani’s religious customs.”
   - C. “Oh, Rani, I didn’t know that. Perhaps you could teach us about Hindu holidays at another meeting. Now, what about the next week for our ceremony?”

4. **Encourage girls solve their own problems and go to one another for support and assistance, unless a child’s safety is at risk.**
   **Situation:** Emily says that Anna and Lauren made faces at her during circle. You:
   - A. Tell Emily it’s not a big deal and not to tattle.
   - B. Tell Anna and Lauren they can’t participate in the next activity.
   - C. Supervise a dialogue with all three girls.

5. **Encourage girls to try new things, but do not expect every girl to participate in every activity.**
   **Situation:** When the troop discusses activities for the upcoming meetings, all the ideas are for craft projects. You:
   - A. Go along with what the girls want.
   - B. Make up some other categories and ideas for activities and suggest they pick one activity from each category.
   - C. Say, “I’m sick of crafts. I think we should learn bird watching.”
Practical Tips for Working with Brownie Girl Scouts

6. **Accept each girl as she is, with her strengths and weaknesses. Praise often, never criticize.**
   **Situation:** Samantha is very awkward and often knocks things over, but you also notice that she is exceptionally kind to the new girl, Hannah. You...
   - **A.** Give Samantha a ‘Girl Scout Hero’ award for following the Girl Scout Law about being friendly and helpful.
   - **B.** Point out that she hasn’t yet knocked over the flag.
   - **C.** Tell Hannah to pour the juice even though it’s Samantha’s turn.

7. **Be supportive of and interested in, the girls’ ideas and interests.**
   **Situation:** Taylor has a new kitten and can’t seem to talk about anything else. You...
   - **A.** Show her the Pets badge and suggest she might like to work on it.
   - **B.** Tell her, “We’ve heard enough about the kitten.”
   - **C.** Ask other girls to talk about their pets.

8. **Keep directions simple, direct, and positive.**
   **Situation:** Latisha gets up without clearing away the mess from her snack. You say...
   - **A.** “Get back her right now young lady, and clean up that awful mess. We can’t have messy people in our Brownie troop.”
   - **B.** “The paper towel and cup go in the trash when you’re finished, Latisha.”
   - **C.** “Now everyone, I want to talk to you about how to be responsible for our own things. When we all eat a snack, we all need to look around and see what needs to be done to leave the room a clean and pleasant place. I want all of you to please consider others when you do an activity that has an effect on the environment which we all use.”

9. **Start projects that the girls can finish. Give plenty of warning when transitioning between activities.**
   **Situation:** Everyone else has finished their invitations, but Danielle is still working. You:
   - **A.** Let other girls begin snack and tell Danielle she can have hers when she finishes.
   - **B.** Tell her you’ll finish for her.
   - **C.** Make sure she is done writing the text, and tell her she can finish the decoration at home.

10. **Involve girls’ family members as much as possible. However, don’t discuss girls where a girl(s) can overhear.**
    **Situation:** Nicole’s mom keeps asking you what you did at the meetings. You:
    - **A.** Brush her off and tell her to ask Nicole.
    - **B.** Tell her she can be the leader if she doesn’t trust you.
    - **C.** Quickly list the major activities, ask her if she knows about the VTK and MYGS on the GSWNY website, and ask if she’d like to stay and help some time.
Managing behavior can be stressful and difficult for both the leader and the girls. Let’s focus on two different skills:

1. **Prevention** – heads off the possibility of problem behavior before it occurs.

2. **Intervention** – requires taking action when inappropriate behaviors occur, usually directed at the girl who is misbehaving.

Below you’ll see a chart with four rather typical characteristics and a corresponding negative behavior that may result from that characteristic. Fill in the chart with a way to prevent the behavior and intervene once that behavior has begun.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Behavior</th>
<th>Prevention</th>
<th>Intervention</th>
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<tbody>
<tr>
<td>Has a high energy level</td>
<td>Runs around meeting site when the girls arrive</td>
<td>Start the meeting with a game that focuses this excess energy</td>
<td>Asks overly active girls to help with a physical task such as setting up chairs or handing out materials</td>
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<tr>
<td>Is easily influenced by others</td>
<td>Joins in with another girl to whine about going on an overnight</td>
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<tr>
<td>Has difficulty understanding her limits</td>
<td>Tries to pour juice into small cups from a half gallon container, but spills most of it</td>
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<tr>
<td>Needs structure and order</td>
<td>Refuses to complete an activity because she is having difficulty</td>
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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.
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!

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.
Signs of Girl/Adult Planning and Partnership

- Girls are allowed to make mistakes (as long as they are non-life threatening).
- Everyone has a chance to voice her opinion.
- Brainstorming is an accepted way of generating ideas.
- Girls are participating in self-government.
- The leader asks the girls what is going to happen.
- There is evidence of compromise.
- Girls tell the leader the agenda.
- Girls are actively directing an event.
- Adults are close enough to answer questions when needed – but far enough away not to interfere.
- Adults ask, “What can I do?”
- Strengths are utilized and weaknesses are given an opportunity to strengthen.
- Everyone’s schedule is taken into consideration.
- Both sides live up to agreements and project commitments.
- Girls and adults say “our” project.
- Everyone’s ideas are respected.
- Responsibilities are rotated equitably or agreed upon democratically.
- The leader comes back “less tired” and more relaxed than her girls.
- All the girls say, “I can do that – I can do anything!”

Scenario Exercise

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 Brownie Leader, a mother of 4 and a teacher. She is very organized and she decided to develop plans for ALL her weekly troop meetings throughout the school year. Her "lesson plans" included a craft for each meeting and activities from all the Brownie 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 her list of girls interested in Girl Scouting and sharing an exciting year with them.
Scenario Two:
Judy and Tina have 15 Brownie Girl Scouts in their troop. It is the second year that the girls have been together and they are getting ready to Bridge to Juniors. The girls want to go to a special place for the ceremony, but are not sure where to go. During the Brownie Ring, Judy and Tina lead a discussion on ideas for where to hold the ceremony. Both leaders state that the location has to be local and requires no cost or fee. As ideas are shared, they are written on a list. Girls vote on their favorite places and Judy and Tina keep narrowing the list until only a few are left. Judy plans to check on the availability of those final locations and brings back the information to the next meeting. At that time, Tina 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 meeting each group works on their contribution for the ceremony.
Troop Government

The Brownie Girl Scout Ring is the model for troop government and gives Brownie Girl Scouts real, but guided, choices in their troop.

A Brownie Girl Scout Ring is similar to the circle time girls have experienced in school, but it has its own unique purpose and rituals. The ring begins when the standing girls hold hands and spread out to form a circle. Some troops enjoy beginning with a little chant, "Here we are in the Brownie Girl Scout Ring, ready for 'most anything." Everyone sits so everyone is on the same level. The ring is used for decision-making, problem solving, planning and evaluating.

There are two special hand signs used in the Brownie Girl Scout Ring.

The first is called the quiet sign and is a way to quiet a noisy group without shouting. To give the quiet sign, any member of the Brownie Girl Scout Ring may raise her hand. When a Brownie Girl Scout sees the quiet sign, she remembers the little verse "When the hand goes up, the mouth goes shut," puts her own hand up, and becomes quiet. Soon the whole group will follow. The quiet sign may be used outside the Brownie Girl Scout Ring, too!

The second hand sign is called the talking sign. Since a raised hand means quiet, girls who want to speak put their hand in front of them, touching the floor with two fingers.

If a topic is particularly exciting, the group may use a talking feather or stick, a special object passed to whomever is about to speak. Only the girl holding the talking feather may speak. When she is finished, she passes the feather to another girl who wishes to speak.

Tips for Using the Brownie Girl Scout Ring

- Keep the time in the Brownie Girl Scout Ring brief and interesting.
- Attention spans may vary. The girls should consider the Brownie Girl Scout Ring an important part of the meeting, not a boring time for squirming and poking one another.
- Make sure the girls speak as much or more than you do.
- One technique for helping girls understand that what they say in the Brownie Girl Scout Ring is important is to record their comments on a flip chart or dry erase board as they speak. With their newly emerging reading skills, they will probably find this fascinating, and it helps the troop have a record of their conversations, brainstorm, and decisions.
- Consensus is sometimes possible, but more often this age will want/need to vote.
- Allow the girls to make only those decisions that are really theirs to make, and respect and follow the decisions they do make.
- Children are quick to catch on if their decisions don't really count.
- Allow girls to make mistakes, as long as they are not safety issues.
- Don't let the girls flounder in their decision making; guide them to a good decision.
The Brownie Girl Scout Ring in Action
Which leader is using the Brownie Girl Scout Ring most effectively?

Leader A reads a list of announcements of upcoming events to the girls.
Leader B asks the girls to remind her about their field trip next week and fills in their answers to who, what, when, where, why, and how on a piece of butcher paper taped to the wall. The question of "how" leads to a discussion of safety and courtesy rules which the girls suggest and the leader guides as needed.

Leader A asks the girls what they would like to do next week.
Leader B offers a list of six activities from which the girls will choose three.

Leader A asks the girls if they would like to be quiet now.
Leader B raises her hand in the quiet sign.

Leader A spends time in the Brownie Girl Scout Ring scolding the girls for their misbehavior the week before.
Leader B asks the girls to explain how they will take care of the craft materials after their project today.

Leader A told the girls they could choose what to do at the Awards Ceremony. Then they chose a really silly song that she thought was not appropriate to the ceremony. She is now worried that the ceremony will be ruined, and tells them that they can't do the song.
Leader B is in the same situation. She mentions to the girls that the silly song does not match the serious occasion, but they are adamant that the song is "really fun" and that they want to do it. They do.

Creating Troop Agreements

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.
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.

Make a Kaper Chart

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:

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 “Bifffy 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.

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!
# Leadership Qualities, Roles and Responsibilities

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

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<thead>
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<tr>
<td><strong>1. Leadership is knowing.</strong></td>
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<tr>
<td>T</td>
<td>F</td>
<td>Leadership means being knowledgeable about everything the girls might ever want to learn.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Leadership means being responsible to take the training required by GSWNY.</td>
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<td><strong>2. Leadership is teaching.</strong></td>
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<tr>
<td>T</td>
<td>F</td>
<td>Leadership means being able to break down an activity into simple steps for the girls to learn.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Leadership means teaching the girls values and skills, but does not require that you model them.</td>
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<td><strong>3. Leadership is coaching.</strong></td>
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<tr>
<td>T</td>
<td>F</td>
<td>Leadership is doing. As a leader of Daisy Girl Scouts, you do all of the work and planning and the girls participate in what you’ve planned.</td>
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<tr>
<td>T</td>
<td>F</td>
<td>Leadership is allowing the girls to make decisions whenever possible, guiding and advising them along the way.</td>
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<td><strong>4. Leadership is belonging:</strong></td>
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<tr>
<td>T</td>
<td>F</td>
<td>Leadership means being able to talk to a captive audience.</td>
</tr>
<tr>
<td>T</td>
<td>F</td>
<td>Leadership means listening and encouraging girls in their pursuits</td>
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**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>
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<tbody>
<tr>
<td><strong>Discover</strong></td>
<td></td>
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<tr>
<td>These activities engage girls in exploring their values, skills and world.</td>
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<tr>
<td><strong>Connect</strong></td>
<td></td>
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<tr>
<td>These activities engage girls in teaming up and relating with others in a multicultural world.</td>
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<tr>
<td><strong>TakeAction</strong></td>
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<tr>
<td>These activities engage girls in making a difference in the world.</td>
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**Program Resources: Brownie 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-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 Brownie 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 Brownie 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.

**Brownie Badge Year**
This Brownie year plan is laid out in 15 meeting sessions to engage girls in a fun and exciting Brownie year with options to earn 5 badges and a Take Action project. *Earnable: Making Friends, Home Scientist, Hiker, Money Manager, Meet My Customers, Take Action award*

**Creative Expression: A World of Girls**
On this Journey, Brownies learn about girls around the world and how stories can give them ideas for helping others, whether in their own communities or in other countries. In addition to 8 meeting sessions based on A World of Girls, Brownies can earn 3 badges. *Earnable: Hear a Story, Change a Story, Tell a Story, Better World for Girls awards; Making Friends, Philanthropist, Give Back badges*

**Environment: WOW Wonders of Water**
On this Journey, Brownies learn how to protect the waters of our planet. Girls can earn four awards that recognize what they learned about water and how they took action to save it. *Earnable: Love Water, Save Water, Share Water, Wow awards; Hiker, Philanthropist, Give Back badges*

**Outdoor - New!**
On this Journey, Brownies will learn all about the outdoors-they'll go on hikes, investigate bugs, and sleep under the stars on a troop camping trip. *Earnable: First Aid, Hiker, Cabin Camper, Letterboxer, and Bugs badges; Take Action award*
2017-18 Options for Your Brownie Troop

**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; Bugs, Hiker, Outdoor Adventurer 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; Inventor, Home Scientist, Letterboxer 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; Computer Expert, Making Games, Money Manager 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.
Girl Scout Ceremonies

Girl Scout Ceremonies
Girl Scouts have ceremonies that mark their special events and feelings 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? ________________________________
Which leader is using the Brownie Girl Scout Ring most effectively?

Answers: B for all questions

The Brownie Girl Scout Ring in Action

Which leader is using the Brownie Girl Scout Ring most effectively?

Answers: B for all questions

What is a leader responsible for?

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.)

What is Leadership

Answers

1. F, T
2. T, F
3. F, T
4. F, T
Congratulations!

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

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