



Home Study Girl Scout **BROWNIE** Grade Level



Girl Scouts of Central Maryland
4806 Seton Drive
Baltimore, MD 21215
410.358.9711 1.800.492.2521
www.gscm.org

6/2013

The following resources are available to help you as a Girl Scout Brownie Leader. You will need a copy of the essential resources to complete this Home Study Packet and answer the test questions. You will only need to use one of the Journey series to complete the Home Study. Be sure you have both the Adult and Girl book for the series you choose to complete the course.

Program Resources for Girl Scout Brownies

Essential Resources for Leaders

GSUSA Resources (Available in the GSCM Store)

The Journey Materials are the Core of the Girl Scout program.

Adult Journey Guides – *Brownie Quest, WOW! Wonders of Water, and A World of Girls*

Girl Journey Books – *Brownie Quest, WOW! Wonders of Water and A World of Girls*

Girls Guide to Girl Scouting for Brownies

GSUSA website – www.girlscouts.org

GSCM Resources

Troop/Group Resource Packet (*Available through your Service Team or Membership and Community Development Specialist*)

Volunteer Essentials – available in your Troop Resource Packet or on our website (this is a GSUSA document customized for our council)

Safety Activity Checkpoints – available on our website (this is a GSUSA document)

GSCM website – www.gscm.org. Visit our forms section under Volunteer Resources to access the forms mentioned in this workbook.

For additional resources, please visit Girl Scouts of Central Maryland's stores, Juliette's Closets, and the Volunteer Resource Center.

DIRECTIONS FOR COMPLETING THE HOME STUDY

1. Be sure you have access to the essential resources for Girl Scout Brownie Leaders. (please see previous page)
2. Complete each section of the Home Study Packet.
3. If you have any questions, please contact Adult Learning Services, Valerie Brooks, at vbrooks@gscm.org or 410-358-9711, ext. 220.
4. After completing the home study, please complete the Evaluation Packet.
5. Mail the completed Evaluation Packet to: (Please keep the home study packet for your use.)

Adult Learning Service Department
Girl Scouts of Central Maryland
4806 Seton Drive
Baltimore, MD 21215

You will receive certification from the Adult Learning Services Department within four weeks of receipt of the packet. Record the information on your Training Record (08-1423).

OBJECTIVES

By completing this packet, you will be able to:

1. Identify the three leadership keys and girl processes
2. Recognize the age characteristics of Girl Scout Brownies
3. Plan a Brownie meeting using the Brownie resources and customize a Journey
4. Become familiar with the various resources used by Brownies.
5. Identify the various Insignia for Girl Scout Brownies



Now, let's get started!

GIRL SCOUT BROWNIE BASICS

Girl Scout Brownies, grades 2-3 work together in groups, journey on *the Brownie Quest*, *WOW*, *A World of Girls*, earn Girl Scout Brownie badges, and explore their community. Fun, friendship, and age-appropriate activities begin at the Girl Scout Brownie meeting and move out to the community and wider world.

Troop/Group Facilitators

Girl Scout Brownie belongs to a troop or group guided by leaders who have completed Girl Scout Leadership training. (When there is no troop/group available a Girl Scout Brownie can register as an individual member or join Troop 21215, our Council's troop for girls waiting to be placed). Leaders partner with girls, giving them chances to make decisions about their activities and to learn leadership skills within the group.

Uniforms and Books

Girls can wear the Girl Scout Brownie Pin, showing they belong to Girl Scouts of the USA, and the World Trefoil Pin, signifying their membership in a worldwide movement. Girl Scout Brownies can purchase uniforms with either a sash or vest to display their Journey awards, Girl Scout Brownie badges, and other insignia. Girls can also buy the Journey books and the *Girl Girls Guide to Girl Scouting for Brownies*. Leaders use the *How to Guides for the Journey programs*, the *Girls Guide to Girl Scouting for Brownies*, *Volunteer Essentials* and the *Safety Activity Checkpoints*.



Three Keys to Leadership – The Leadership Experience is built on these three keys:

Discover – Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect – Girls care about, inspire, and team with others locally and globally.

Take Action – Girls act to make the world a better place.

The 15 Outcomes of the Girl Scout Leadership Experience:

DISCOVER

- Girls develop a strong sense of self
- Girls develop positive values
- Girls gain practical life skills
- Girls seek challenges in the world
- Girls develop critical thinking

CONNECT

- Girls develop healthy relationships
- Girls promote cooperation and team building
- Girls can resolve conflicts
- Girls advance diversity in a multicultural world
- Girls feel connected to their communities, locally and globally

TAKE ACTION

- Girls can identify community needs
- Girls are resourceful problem solvers
- Girls advocate for themselves and others, locally and globally
- Girls educate and inspire others to act
- Girls feel empowered to make a difference in the world

DEVELOPMENTAL CHARACTERISTICS

Understanding the developmental characteristics of Girl Scout Brownies will help you in your role as their leaders. You will be able to appreciate why girls do what they do. Please note: These are broad, general characteristics. Each girl will grow at her own pace.

PHYSICAL (large muscle & finely tuned movements)

- Can skip, throw a ball, roller-skate and jump rope
- Can trace around hand, draw shapes, mold clay objects
- Reproduce letters and words



INTELLECTUAL (thinking and language)

- Vocabulary develops at a high rate
- Start reading
- Interested in fantasy and make-believe
- Vivid imaginations



EMOTIONAL

- Moods may change from minute to minute
- Need lots of praise and encouragement
- React negatively to too much direction
- Interested in the difference between good and bad



SOCIAL SKILLS

- Enjoy playing in groups
- Demonstrate independence from their families
- Want to have lots of friends and some have a best friend
- Begin social telephoning and like to help others



TEN TIPS FOR WORKING WITH GIRL SCOUT BROWNIES

These 10 tips can help with the situations that arise whenever a group of girls gets together.

1. **Focus on the talents and skills of each girl.** For example, if a girl is very organized, but is very shy about speaking in front of others; try to give her tasks that use her organizational skills. Her confidence in a job well done will help build her confidence to speak up. Also, consider structuring some activities that require her to speak in front of a small group of girls. A very active girl can be involved in tasks that require movement rather than more passive, "sitting still" types of activities.
2. **Offer help in small doses.** Girls often need less help than you think. Ask a girl the best way to do something. She usually knows. Make full use of the "buddy system" and rotate buddies so that everyone gets the chance to know one another. Girl Scout Brownies may need some extra help in sharing and taking turns. If a girl becomes frustrated at not being able to use the materials she desires at the moment, suggest an equally attractive substitute.

3. **Encourage respect for differing religious, racial, ethnic, cultural backgrounds, and abilities.** Help each girl to express pride in her own heritage and to value the diversity of others. Be a role model in never using prejudicial words and in never taking prejudicial actions. Discover ways for girls to find accurate information and have positive experiences with girls and adults who are different from themselves. Be sure to help girls understand and be accepting of girls with special needs.
4. **Encourage girls to solve their own problems, to go to each other for support and assistance, and to take turns being the leader of the group.** Intervene only if you are really needed. However, intercede immediately if a child's safety is at risk.
5. **Girls learn best by doing.** Encourage girls to discover things on their own and to try new things. Do not expect every Girl Scout Brownie to participate in every activity. If a girl does not wish to participate, suggest a quiet activity that will not disturb the group.
6. **Girls need to feel positive about themselves.** In this period, when girls are reaching beyond their families, getting positive affirmation from others is critical. Accept each girl as she is—with her strengths and weaknesses—so that she can learn to accept you and your guidance. Remember to use her name when speaking to her. Praise often; criticize never. Girls can understand that certain behaviors are unacceptable without being criticized. They need to be told clearly, and shown, which behaviors are acceptable.
7. **Be supportive of and interested in the girls' ideas and interests, rather than being an entertainer for them.** Rejoice with a girl when she achieves something important to her, no matter how small it may seem. Don't hold all girls to a uniform standard of performance. Vary the amount of help and support given in a situation according to a girl's physical, intellectual, and emotional status.
8. **Keep directions simple and direct.** Be sure the girl understands you. Try to meet at her eye level if giving complicated instructions or if working through a problem. Speak in quiet, pleasant tones. Girls listen better to someone speaking softly and calmly. Phrase directions positively: "Put your cup in the wastebasket, please" rather than "Don't leave your cup on the table."
9. **Be reasonable about time with the girls.** Start projects that the girls can finish. Give plenty of warning when an activity is going to end or begin. Girl Scout Brownies may become frustrated or confused when hurried. Watch for signs of fatigue. Girls at this age can tire easily. Limits should be clearly defined and well maintained. Girl Scout Brownies need consistency. They generally have a highly developed sense of fairness and will be quick to feel hurt if they believe you "play favorites." Be especially careful of this if your daughter is a member of your troop.
10. **Involve each girl's family members as much as possible.** Send notes home and spend some time speaking to family members who drop off or pick up the girls. Always be certain that any discussion you need to have with another adult about a girl is not within her hearing or that of any of the other leaders.

Participant Instructions

After reviewing the Characteristics of the Brownie Grade Level and Ten Tips for Working with Girl Scout Brownies, list five areas that you feel you need to include when you begin to plan with and for the girls.

1. _____
2. _____
3. _____
4. _____
5. _____

PLANNING PROCESS

TROOP GOVERNMENT

Girl Scout Brownie Ring: Brownies sit in a circle to discuss troop business and plan activities. This is a great way for all the girls to participate in troop planning. It allows the whole troop/group to share their thoughts, ideas, and suggestions.

There are three processes for planning with girls. Under each, give an example of how you might use that in your troop meeting.

- **Girl Led** – This is just what it sounds like – girls play an active part in figuring out the what, where, when, how, and why of their activities. They lead the planning and decision-making as much as possible as they prepare to become active participants in their local and global communities
Example:

- **Learning by Doing** – A hands-on learning process that engages girls in continuous cycles of action and reflection that result in deeper understanding of concepts and mastery of practical skills. As they participate in meaningful activities and then reflect on them, girls get to explore their own questions, discover answers, gain new skills, and share ideas and observations with others.
Example:

- **Cooperative Learning** – Through cooperative learning, girls work together toward shared goals in an atmosphere of respect and collaboration that encourages the sharing of skills, knowledge, and learning. Working together in all-girl environments also encourages girls to feel powerful and emotionally and physically safe, and it allows them to experience a sense of belonging even in the most diverse groups.
Example:

Girl and Adult Planning

Girls and their adult leaders work together in close partnership. Leaders support the girls in their efforts to become responsible and self-reliant individuals, providing friendship, advice, encouragement, and resources. Each partner's responsibilities are agreed upon by girls and adults; each partner does her share to make Girl Scout experiences fun and productive for everyone.

Listening is an important skill to use in developing girl/adult partnership. Be a good listener. **You are a role model** show the girls the behavior you hope to see in them. **Treat each member with respect** if you want the group to respect each other. **Show you care for each** of them and they will care about each other. **Cooperation begins when** girls feel "This is **our** troop. These are **our** goals. Here are **our** plans, **our** accomplishments, **and our** rewards."

When girls have set their own goals and work together to reach them,
they respect you and each other.

Keep in mind as girls become more experienced, you need to encourage them to take a bigger part in the planning of their troop activities and decisions.

Guide to Developing a Program Plan with Your Brownie Troop

Be sure to read the handbooks. You will also need to reference Volunteer Essentials and the Safety Activity Checkpoints which are available on our website.

Gather your materials: *Journey Handbooks*, *Girls Guide to Girl Scouting for Brownies*, GSCM Resource Packet for Trips and Travel (02-828), and Council publications such as *GS411*.

Check with your Service Unit Manager or Troop Organizer/Consultant to find out what Service Unit activities are being planned for the year in which your troop might want to participate.

BRAINSTORM with the girls and balance your year's program keeping in mind the girls interests:

- ☺ Use the Girl Scout Brownie Journey books to start your planning.
- ☺ Consider completing a badge from *Girls Guide to Girl Scouting for Brownies*
- ☺ Look to include at least one service project.
- ☺ Plan field trips that enhance program activities.

- ☺ Have 2-3 inter-troop activities-2 with older girls and 1 with younger girls - this enhances Bridging concepts and completes some requirements.
- ☺ Participate in at least one Service Unit activity.
- ☺ Include some activities at a Council camp. (Possibly do a summer camp promotion done with some outdoor skills activity).
- ☺ Participate in one Council activity – see *GS411*.

Be sure to be flexible enough to change plans/activities according to girls' needs and interests.

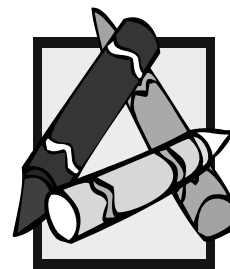
Sample Activities for Girl Scout Brownies

- ☺ Visiting a zoo to feed and learn how a veterinarian cares for baby animals
- ☺ Marching in a community parade
- ☺ Working on Girl Scout Brownie Badge: decorating a T-shirt, learning a magic trick, exploring life on the prairie
- ☺ Planning an overnight to celebrate their birthdays
- ☺ Deciding how many cookies to sell to earn money for trips
- ☺ Camping and making s'mores over a campfire
- ☺ Learning to swim at summer camp

Here are some ideas to help girls identify their needs and interests and determine if the troop program is meeting them.

ACTIVITY COLLAGE

Have each girl make a poster, using pictures cut from old magazines. The poster should show what the girl likes to do and the things she wants to try in the troop. Save the poster. Later in the year, each girl can check to see which activities her troop did were on her poster.



EXPECTATION CHECKLIST

Have an open discussion about what the girls expect from Girl Scouting during the troop year. List all the different responses on newsprint and post them somewhere in the meeting place. Encourage the girls to put a check mark next to an expectation that they feel has been fulfilled. Review the chart later to determine which expectations were met and which were not.

WANT ADS

Have each girl write an ad in which she describes the Girl Scout troop that fits her needs. She might consider including such items as the time she can spend on troop activities, the distance she can travel to and from meetings, how active the troop should be, and things she definitely wants to do with the troop.

RECRUITMENT ADS

Have the girls create ads through which they hope to attract new members. After the girls have read their ads aloud, ask them why they emphasized certain points.

CLOTHESLINES AND BALLOONS

String up a clothesline. Have each girl write a question or a concern related to the event or activity on a piece of paper. Fold it in half and pin it to the clothesline (with clothespins, of course). While the event or activity is happening, tell the girls that when their question is answered or the concern is no longer a concern, they should quietly remove their pieces of paper from the clothesline. The same procedure can be done with balloons. Only this time, the girls write their questions on balloons and stick them on the wall (with static electricity). During the event or activity when a question is answered or a concern met, the girl can break the balloon.

GSUSA Program Resources

The new Journey books are the core of the Girl Scout Leadership Experience. In addition, badges are available for girls to discover and explore their many interests and develop new skills. Here is a brief overview of the Journey resources:

Brownie Quest

What are the most important keys for a Girl Scout to own? This quest, which has the girls traveling along two colorful trails –one they can enjoy on their own and one they explore with their Girl Scout group–answers that question in a very special way. On this quest, Girl Scout Brownies will meet three new friends and a bright and shining Elf in a brand new Brownie story meant to inspire their own Take Action projects.

WOW!

The Brownie friends explore the Wonders of Water and Ways of Working as a team. Brownie Elf is back for a very wet Elf Adventure. In real life, the Brownies might just hold their own “Green” Tea for the Blue Planet as they earn their Love, Save, Share, and Wow awards.

A World of Girls

This flip book devotes one side to fictional stories that take the Brownie friends characters to diverse places in the world. The other side has the real-life Brownies exploring their World of Girls closer to home. Through the journey’s many adventures, anecdotes, and activities, the Brownies have fun learning that stories contain clues they can use to make the world better. And that strengthens their confidence.

JOURNEYS - EXPLORING THE GIRL BOOK

Using a Brownie Journey book, please answer the following questions.

1. Who will girls “meet” on the journey (fictional, historic, or real life)?
2. What is one of the steps girls will do to Take Action to change the world?
3. How is Girl Scout history, tradition, or ceremony incorporated into the journey?
4. What is an activity (shown or suggested) that girls may want to do “just for fun”?

JOURNEYS EXPLORING THE ADULT BOOK

On a journey one should have a roadmap, a plan, and some tools to make a success of the trip. Using the adult book for one of the Journeys, identify where you find these tools.

1. How will you know how this journey ties to the National Leadership Outcomes?
2. What information do you have about the awards the girls will earn?
3. How will the "Sessions at a Glance" pages help you?
4. What is one role you will play in guiding girls on their "Take Action" project?
5. What is one example of a tip or information you have about making this experience Girl Led?

Girl Scout Brownie Badge FAQ's:

- ✓ To earn a badge, the girls must complete five steps doing one activity from each step.
- ✓ Girls should be encouraged to attempt new things.
- ✓ What is important is trying a new experience and learning a new skill.
- ✓ Although ideally done in groups, activities are flexible enough that a girl can work on her own, with a partner, or at home with a family member.
- ✓ Some activities require adult assistance.
- ✓ Each activity only counts toward one badge.
- ✓ Award badges often as Brownies need encouragement for their efforts.
- ✓ Girls can maintain girl records listing all badges in the Girls Guide to Girl Scouting handbook.
- ✓ Earning badges is only one aspect of the Girl Scout program for Brownies and should not be the primary focus of all meetings.

Journeys + Badges = The Girl Scout Leadership Experience.

Planning a meeting using the Brownie Resources

1. Using the **Meeting Planning Sheet** found in your Evaluation Packet, plan a meeting using your Brownie resources.
2. After you have planned the meeting, choose one of the Journeys and complete the additional questions in the Evaluation Packet about that Journey.
3. **Please return your meeting planning sheet with your completed Evaluation Packet.**

The Girl Scout Program is not all about earning awards. It is:

- * Playing games and singing together
- * Sharing time together in a safe environment.
- * Making decisions with other girls.
- * Exploring the out of doors.
- * Learning to work together.
- * Discovering the world around them.
- * It is remembering the Girl Scout Promise and Law are an important part of each Girl Scout's life.
- * Most of all Girl Scout Program is FUN!!!

TROOP FINANCES

After building your troop program you will need to work out a budget with the troop. Do not let payment of dues present a hardship or discourage girls from belonging. The troop can adjust dues by cutting expenses, by modifying plans, by more ingenious use of materials, or by adjusting how much income can come from the Cookie Program or a money-earning activity.

Please read Chapter 5: Managing Group Finances in *Volunteer Essentials* and also our *Council Policies* (00-221) and answer the following questions.

- If you troop plans a money making activity and it is approved by your Service Unit Manager and Membership and Community Development Specialist who does the money belong to?
- Girl's participation in group money earning is based on what?
- List several examples of money-earning activities that are would not be appropriate for Girl Scout troops
- What would be a suitable money-earning activity for a Girl Scout Brownie troop?
- How many signatures must there be on the troop bank account and who should they be?
- In reference to reporting finances, what form must troop leaders complete annually and when is it due?

SAMPLE TROOP BUDGET WORKSHEET

INCOME

Troop Dues
(amount of dues x number
of girls x number of
troop meetings)

Cookie Program
(bonus per box x
number of boxes sold)

Other Income

TOTAL INCOME \$ _____

EXPENSES

Insignia
(pins, Try-lts) _____

Troop Equipment
(first-aid kit, camping
equipment, etc.) _____

Craft Supplies _____

Services Project _____

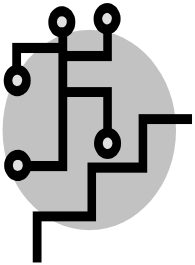
Program Fees
(entry fees, event
Registration, etc.) _____

Troop Library _____

Postage _____

TOTAL EXPENSES \$ _____

PROGRESSION OF TRIPS



Progression is an essential part of all aspects of Girl Scouting. Girl Scout Brownies can start with discovery trips in the neighborhood or nearby places. It should be age appropriate, something that will hold their attention, be of interest to them and meet their abilities and troop budget.

Girl Scout Brownies tend to have grand ideas, as their leader, help them narrow their ideas to those that are within their abilities and budget without compromising their input and discouraging their enthusiasm.

List a few ideas for the following types of trips:

TRIP PROGRESSION

1. MEETING TIME TRIPS:

2. DAY TRIPS:

3. SIMPLE OVERNIGHT TRIPS:



Trip Planning information: Check *Volunteer Essential* and the *Safety Activity Checkpoints* Also refer to the GSCM piece – Girl Scout Resource Packet for Trips and Travel (02-828)

HANDLING CONFLICT

The following techniques are helpful in resolving conflicts. Other situations may require different techniques.

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

Active Listening: You or one of the girls restates or paraphrases what each of the girls involved in the conflict has said. You could use phrases such as "It sounds like you said..." or "You are saying ..." or "Do you mean ...?" Use phrases that sound natural. Such phrases can lead to the main reason for the conflict, which you can then go on to resolve quickly.



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

Role Reversal: This can help girls to see each other's viewpoint. Ask each girl to state the point of view of the other girl.

Skillful Listening: The way you and the girls listen and speak to each other is also important for resolving conflict. Listening is a skill.

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



If the communication among the girls and between you and the girls is positive, then you have already taken a large step toward avoiding conflicts in your Girl Scout Brownie troop or group.

Diversity in a Girl Scout Troop

Diversity The state of being different or diverse. When used to describe people and population groups, diversity encompasses multidimensional factors, including but not limited to age, gender, race, ethnicity, ability, religion, education, parental status, professional background, marital status etc. Diversity validates the presence of variety, but is not synonymous with pluralism which is a process or system.

Pluralism Pluralism is a system that holds within it individuals or groups, differing in basic background, experiences, and cultures. It allows for the development of a common tradition, while preserving the right of each group to maintain its cultural heritage. It implies mutual respect.

Things to think about:

- What do girls from diverse backgrounds bring to a troop?
- How will the diversity of a group positively affect the girls and adults working with them?
- Why does GSUSA stress diversity and pluralism in the corporate goals?

Participant Instructions

- Review Chapter 3: Engaging Girls at All Grade Levels in Volunteer Essentials.

SENSITIVE ISSUES SITUATIONS

Please read the scenarios below

Holly

Holly is nearly a year older than the majority of the other girls in the troop because her parents delayed her entry into school for family reasons. Holly is big for her age and quite self-confident and assertive. She often becomes impatient with some of the girls and calls them babies when they don't complete a task as well or as quickly as she does.

Teresa

In Teresa's home, Spanish is the primary language spoken by all family members. While several of the girls in the troop are already reading, Teresa struggles to understand spoken English and communicate what she needs to others.

Octavia

Octavia has a learning disability that affects her ability to read and to follow oral directions. She is often distracted by sights and sounds that do not seem to disturb others, and she has trouble completing tasks. She also becomes easily frustrated.

Trina

Trina is extremely shy. In large groups she never speaks up, and even in smaller groups she tends to observe rather than participate. When asked to help out or do an activity, she often refuses, saying that she can't or that she doesn't know how. Yet she is at every Girl Scout Brownie troop meeting, and her foster parent tells you that she is anxious to belong.

Notes to Myself

Before reading any further, stop for a moment and see how you would handle these situations. Make a list of some of your ideas

My Thoughts:

- 1.
- 2.
- 3.
- 4.

ADAPTING ACTIVITIES

There are many resources available to leaders who are working with girls who have special needs. *Focus on Ability* is an excellent book that will introduce volunteers to the rewards, pleasures, and challenges of working with girls who have disabilities. Although this book is out of print, you can borrow it from the Volunteer Resource Center (VRC). We also have taped presentation on this topic available on our website - <http://gscm.org/for-volunteers/volunteer-training/webinars/>.

Implications and Adaptations To Sensitive Issues Situations

Holly

- Implications: Activities that some of the girls enjoy provide no challenge to Holly. She may often finish program activities before the other girls.
- Adaptations: Rather than have all the girls do the same badge activities, allow the girls to choose individually which activities they would like to do to complete the badge. Steer Holly toward the more challenging activities. (or substitute an activity that meets the same purpose.) Ask Holly to help lead the activities. (Let girls share the work.)

Teresa

- Implications: Teresa may be unable to follow directions that include several steps or that include written words such as "Kaper Chart." She may feel isolated from the other girls because of language differences.
- Adaptations: Break down directions for activities into easy steps and demonstrate each step. Make use of the many illustrations in the girl's handbook to show Teresa what to do. (change the method)
- Set up a rotating buddy system so that every girl, including Teresa, has someone to help her when she needs it (let the girls share the work.)

Octavia

- Implications: Any activities that require a lot of reading may be beyond Octavia's capability to complete. She may exhibit disruptive behavior when she becomes frustrated at her inability to follow directions for an activity.
- Adaptations: Give directions in steps and limit the number of steps to three or fewer at a time. (Change the method.)
- Help Octavia select activities that emphasize actively doing things rather than reading or writing. (Modify the activity)

Trina

- Implications: Trina may not be willing to do badge activities that require her to get up in front of a group and speak or demonstrate something. In the Girl Scout Brownie Ring she is unlikely to share her opinions, and consequently her interests may not be reflected in the troop's program plans.
- Adaptations: To get some ideas about Trina's interests, talk to her alone to find out what she likes about Girl Scout Brownies. Meet with her foster parents to discover Trina's interests outside of Girl Scouts. (Change the method.)
- Allow Trina to choose program activities that she can work on by herself or with one or two others. (Substitute an activity that meets the same purpose)

GIRL SCOUT BROWNIE CEREMONIES

Girl Scouts hold ceremonies for many reasons: to celebrate a special day in Girl Scouting, to share feelings, or to highlight an accomplishment. Using your resources, please answer the following questions about various Girl Scout ceremonies.

1. What might you include in a closing ceremony?
2. When do you hold an investiture ceremony and what would the girls receive at this ceremony?
3. What is the purpose of a bridging ceremony?
4. What other ceremonies might you include throughout the year?

Girl Scout Brownie Investiture

An Investiture is usually done after 4 or 5 troop/group meetings and after the girls have learned:

- The Girl Scout Promise
- The Girl Scout Law (they do not need to know it by heart)

Suggestion of things the girl could learn and do before they are invested:

- Read the story of how Girl Scout Brownies got their name
- Know the talking sign
- Know the quiet sign
- Know what a friendship circle is
- Know the friendship squeeze
- Use the Girl Scout handshake (we use the left hand because it is in direct line of the heart).



Invest all new registered adults also at this time, i.e. leader, co-leader, cookie chairman, troop committee member.

If you are investing a large number of girls, it is nice to have the girls make invitations and invite the parents. Have the girls plan the refreshments.

Supplies Needed:

Brownie pool: a mirror edged with greenery. Flag for flag Ceremony

SAMPLE BROWNIE INVESTITURE

Opening Flag Ceremony

New Girl Scout Brownies go outside the meeting place with an adult; the rest of the troop forms a ring around the Girl Scout Brownie pool.

Adult with new girls knocks on the door.

LEADER AT POOL: "Who comes to the Brownie woods?"

NEW GIRL SCOUT BROWNIES: "We do!"

LEADER AT POOL: "What do you want?"

NEW GIRL SCOUT BROWNIES: "We want to be Girl Scout Brownies."

LEADER AT POOL: "Why?"

NEW GIRL SCOUT BROWNIE: each girl gives her own special reason. (Help the girls with this before the ceremony.)

LEADER AT POOL: takes each girl in turn.

NEW GIRL SCOUT BROWNIES: Says the Promise

LEADER AT POOL: after hearing the Promise, takes girl to the pool and turns her around in a circle and says "Twist me and turn me, and show me the elf. I looked in the pool and saw....."

NEW GIRL SCOUT BROWNIES: "Myself!"

LEADER: Pins on Girl Scout Brownie pin and welcomes girl into troop.



When pinning the new Girl Scout Brownies with their Brownie pins, you could pin them upside down and tell the girls' parents they can turn the pins right side up when their Girl Scout Brownie has done a good deed.

Fly Up Ceremony

You Can:

Invite a Junior Troop to join your ceremony or a few Junior Girl Scouts to join the ceremony. Have the girls make and send out invitations to the ceremony or keep it simple and involve the girls only.

Planning the Ceremony:

You should involve the girls in the planning of their ceremony.

Questions to ask:

- Who to invite?
- Do we want a theme?
- How will the ceremony begin?
- What song, poems and quotations will be included?
- What supplies, decorations, etc. do we need?
- Where will people sit or stand?
- Do we need special seating?
- Will we serve refreshments?
- How will it end?
- Who will do what?
- Should we have a rehearsal?



Supplies needed:

- Ten Daisy flowers (real or silk), or candles (the battery operated "Welcome Lamps" work nicely)
- The promise written on slips of paper
- The 10 parts of the Law written on separate slips of paper; Girl Scout Pins and Wings for each Fly Up

SAMPLE CEREMONY:

Junior or Leader- "These flowers (or candles) represent the Spirit of Girl Scouting". Each Girl Scout Brownie takes a flower and recites a part of the law.

ALL: "I will do my best:"

BROWNIE #1: "To be honest and fair."

BROWNIE #7: "To respect authority."

BROWNIE #2: "To be friendly and helpful."

BROWNIE #8: "To use resources wisely."

BROWNIE #3: "To be considerate and caring."

BROWNIE #9: "To make the world a better place."

BROWNIE #4: "To be courageous and strong."

BROWNIE #10: "To be a sister to every Girl Scout."

BROWNIE #5: "To be responsible for what I say and do."

BROWNIE #6: "To respect myself and others."

ALL: Recite the Girl Scout Promise.

Girl Scout Juniors or Leaders pin the wings and Girl Scout Pins on the new Girl Scout Juniors and give them the Girl Scout Handshake. Present the returning members with their membership stars and give the Girl Scout Handshake.

End with the Friendship Circle and a song.



Your Girl Scout Brownie Ceremonies: *Make them your own:* have the girls brainstorm what kind of a ceremony they would like to have. Then let them have fun planning the ceremony.

Let's Celebrate; Girl Scout Ceremonies book can be borrowed from the VRC.

Insignia for Girl Scout Brownies



Girl Scout badges, patches, awards, and other insignia that are earned for the accomplishment of skill-building activities or any set requirements should be presented, worn, or displayed only after Girl Scouts have completed the requirements outlined in the appropriate program materials.

All insignia are owned by Girl Scouts of the United States of America and are protected by law for use by GSUSA. None of the insignia may be copied, duplicated, or reproduced without prior express written authorization from Girl Scouts of the USA. All rights reserved.



Girl Scout Brownie Membership Pin



Wear this pin on the left side of the Brownie shirt or vest, or on other clothing, centered above your heart. Or place it on an insignia tab and wear it in the same place. It is trefoil-shaped with a Brownie elf. It shows that you are a member of Girl Scouts of the USA at the Girl Scout Brownie level and is worn only by Girl Scout Brownies.



Journey Awards

There are various awards that girls earn along the Journeys. These awards are shaped like the badges and can be seen in each of the Journey books.



Girl Scout Brownie Badges

Wear Girl Scout Brownie Badges on the vest or sash below the membership stars, placed as received, horizontally in rows of four or five. Arrange badges on the left and right sides of the vest to achieve a balanced appearance. They can also be continued around the bottom of the vest to the back. Each Girl Scout badge represents completion of activities in an area of interest



Bridge to Girl Scout Brownies Award

Place the Bridge to Girl Scout Brownies Award below the membership stars on the Girl Scout Brownie sash or vest. Girl Scout Daisies complete activities for this award to prepare for Girl Scout Brownies and it can be worn only on the Girl Scout Brownie uniform.



Girl Scouts of the USA Girl Scout Council Identifications Strips

The GSUSA strip is placed just below the shoulder line on the insignia sash. Place this strip just below the shoulder seam on the right side of the Girl Scout Brownie vest. The strip shows that you belong to Girl Scouts of the USA. The Girl Scout Brownie identification strips are brown, with a brown border. The Council Identification strip is placed just below the GSUSA strip.



Insignia Tab

Wear this brown felt tab on the left side above the heart on the Girl Scout Brownie vest or clothing. The tab is used to hold the World Trefoil Pin and Girl Scout Brownie Membership Pin.



Troop/Group Numerals

Place these numerals horizontally below the council identification strip. They represent the troop/group number assigned to your troop/group by your council.



Membership Stars/Discs

Place these pins directly beneath the troop numerals, beginning with the Daisy Girl Scout star (on blue disc) on the right side, then the Girl Scout Brownie stars (on green discs). Each membership star stands for being registered for one troop year.

Participation Patches and Pins

Place participation patches and pins on the back of the vest, beginning at the top below the shoulder line. These patches/pins may be from camp, special events, or GSCM patch programs.



Religious and Other Awards

For Girl Scout Brownies, these special awards might include:

- Cookie Activity Pins
- Lifesaving awards
- My Promise, My Faith
- The President's Volunteer Service Award
- Religious awards
- Safety Award for Girl Scout Brownies
- USA Girl Scouts Overseas Pin



World Trefoil Pin

Center this pin, if worn, above the Girl Scout Brownie Membership Pin. Place it in the same position on the insignia tab. The World Trefoil Pin shows that you are part of the World Association of Girl Guides and Girl Scouts (WAGGGS). On it are three leaves representing the Girl Scout Promise, with a flame that stands for loving all the people in the world. The compass needle is to guide you, and the two stars are the Girl Scout Promise and Law. The outer circle represents the World Association, and the golden yellow trefoil on a bright blue background stands for the sun shining over the children of the world.



Brownie Wings

Center this emblem horizontally under the Junior Aide Award, or if you do not have that award, under the Bridge to Junior Girl Scouts Award on both the sash and vest. Fly-Up is a bridging ceremony for Girl Scout Brownies who are bridging to Junior Girl Scouts. Girls receive the Girl Scout pin along with their Girl Scout Brownie wings.

Using your resources, answer the following questions:

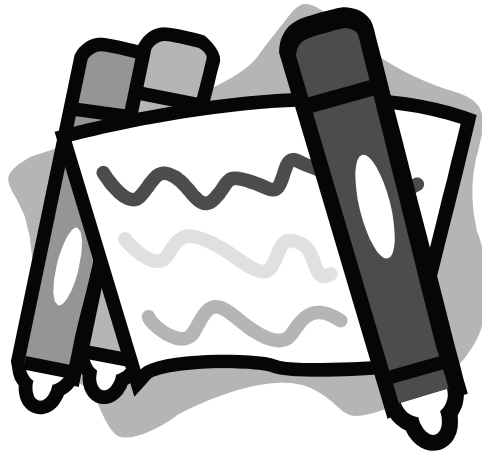
What piece of insignia does a Girl Scout Brownie receive that notes her yearly participation in Girl Scouting? Where can you purchase this item?

Where are Girl Scout Brownie Badges worn?

What does the World Trefoil Pin represent?

Where do girls wear participation patches and pins?

BROWNIE PROGRAM RESOURCES



The following are resources to help you with your new Girl Scout Brownie Troop

THE BROWNIE STORY (Action Story)

This is an adapted version of the Brownie Story by Texas volunteer Annette Wheeler. Divide into six groups. Give each group their “cue word” and let them practice their sound and motion. As the story is read, each group makes their sound and motion when their “cue word” is read.

<u>Word</u>	<u>Sound</u>	<u>Motion</u>
Girls	<i>giggle</i>	hands in front of mouth
Granny	<i>Oh, my!</i>	both hands slap knees
Brownies	<i>Be Prepared!</i>	stand and make the Girl Scout Sign
House	<i>come in!</i>	motion with right hand to come in
Owl	<i>whoo-who</i>	bend arms and flap hands
Forest	<i>moannnn</i>	move arms up and down with fingers

moving

Once there were two little **Girls** who lived in England with their **Granny** and their Father. The **Girls** played all day while the **Granny** and Father had to work very hard. One day **Granny** told the **Girls** about the **Brownies**, who use to do lots of things to help around the **House**. They are gone now, she said, but we were always so much happier when they helped. The **Girls** wanted to know where the **Brownies** had gone and how to get them to come back. **Granny** said only the wise old **Owl** knows.

That night, when everyone else was asleep, one of the **Girls** ran out of the **House** into the magic **Forest**. There she found the wise old **Owl**. Please, said the **Girl**, where can I find the **Brownies** to come and live with us? The **Owl** said, I know where two live-right in your **House**. She was very surprised! Tell me how to find them, she begged. He told her to go to the pond in the magic **Forest**, turn herself around three times and say, “Twist me and turn me and show me the elf-I looked in the water and saw--!” Then **Owl** said, finish the rhyme and you will see the **Brownie** in the magic pond.

The **Girl** went to the pond in the magic **Forest** and did as she had been told. Then she went back to the wise old **Owl** and said, something must be wrong-I did all you told me to do and I only saw myself! And I’m not a **Brownie**! Are you sure, said **Owl**? To be a **Brownie** you must be ready to help those around you, make friends whenever you can, and above all, try every day to discover something new. I’d like to be a **Brownie**, she said. Then go home and try, **Owl** said kindly. He touched her hand with his feathers and suddenly she was home.

Quietly she woke up her sister, told her all that had happened and together they tip-toed into the front room and began to clean the **House**. In the morning, when **Granny** and Father saw it they wanted to know

what had happened. Who did it? The **Girls** danced around and sang, "It's the **Brownies!**" And from that day on, theirs was a very happy **House** because of the **Brownies!**"

THIS IS THE HOUSE THAT YOU BUILT

As your troop goes through the year, the girls can build a "program house" as a way of showing what they have done and how well rounded their troop program is. Use any sturdy paper as a background and begin with a basic house. Add the symbols listed below as your troop does the appropriate activities.



<u>Symbol</u>	<u>Activity</u>
Mailbox	the way to identify your troop is by the troop number, so put your number on the mailbox and put it in the yard.
Tulips	plant a tulip in the yard for each girl in the troop.
Windows	let light shine throughout the house. Install four windows, one at a time, for each of the four Program Goals of Girl Scouting as your troop does an activity for a Goal.
Door	add a door to your house if your troop uses an organized system of troop government (Brownie ring, club, patrol).
Chimney	keep everything from going up in smoke by adding a chimney if your troop uses a budget.
Doorstep	when your troop does a service project, add a doorstep to your house.
Path	build a path to the community by doing an on-going service project.
Bush	plant a bush in the yard when your troop participates in an outdoor activity such as a hike, cookout or camping trip.
Tree	a shade tree will grow in your yard when you do an environmental/ecological activity.
Sun	put the sun in the sky to brighten your day when your troop sells Girl Scout calendars and/or cookies.
Fence	erect a section of fence for each sister troop activity you participate in (excluding fly-up and bridging ceremonies).
Shutters	install shutters on each window to add beauty to your house when your troop participates in a "wider than troop" opportunity such as a fun day, service unit camping trip, etc. (excluding sister troop activities).
Open Gate	build an open gate if your troop has a joint activity with a troop whose ethnic, racial or religious make-up is different from your troop's.
Daisies	plant daisies along the front of your house to show that your troop has participated in a traditional Girl Scout activity like Thinking Day, Girl Scout Week, Juliette Low's birthday, Investiture or Rededication.

Woodpile

to keep the home fires burning, put a woodpile beside your house if the majority of parents contribute active support to the troop in some way.

GIRL SCOUT BROWNIE RING CHANT

Round and round and run about,
Take the hand of another Girl Scout

Here we are in our Brownie ring,
ready for most anything.



Girl Scout Brownie Smile Song



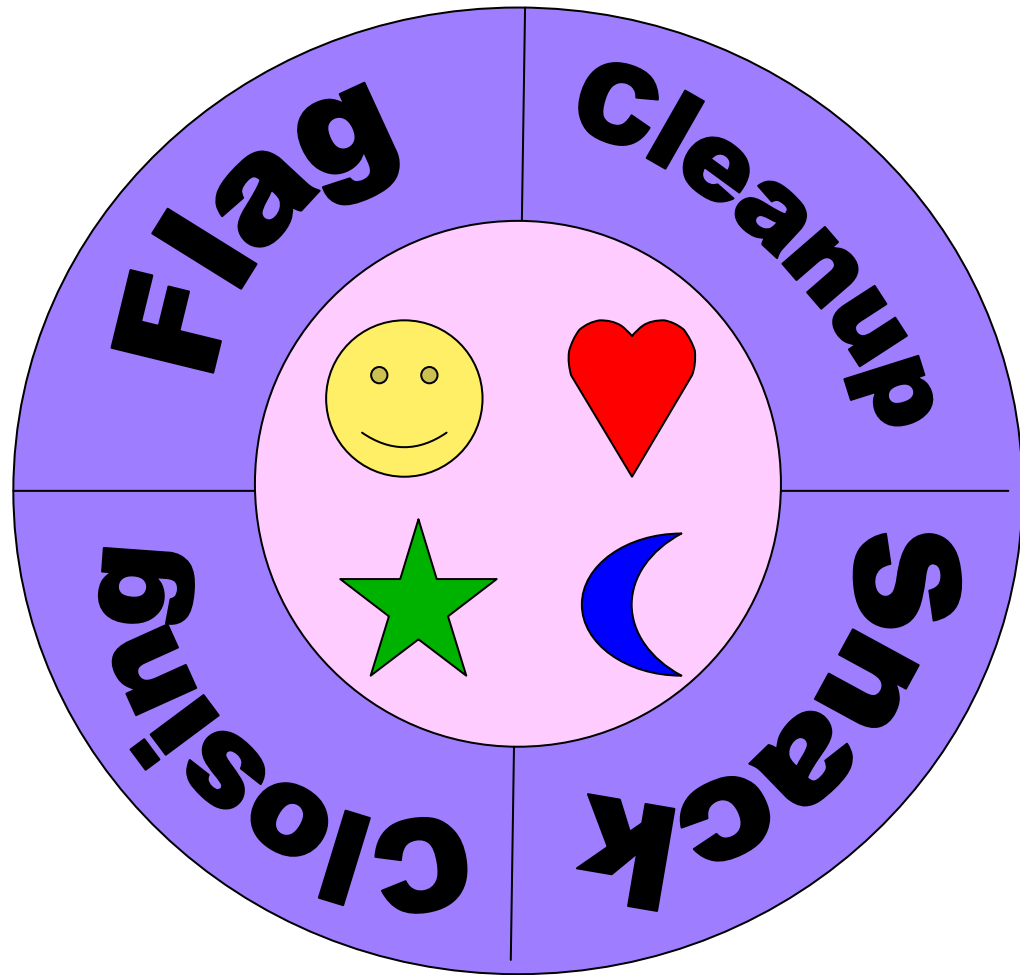
I've something in my pocket
That belongs across my face.
And I keep it very close to me
in a most convenient place.
I'm sure you couldn't guess it
if you guessed a long, long while.
So I'll take it out and put it on-
It's a great big Brownie Smile!

TAPS

Day is done, Gone the sun.
From the lake, from the hill, from the sky.
All is well, safely rest.
God is nigh.



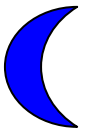
Kaper Chart



SMILE Patrol – will do the Flag Ceremony for this meeting



STAR Patrol – will do the Closing for this meeting



MOON Patrol – will do the Snack for this meeting



HEART Patrol – will do the Clean Up for this meeting

