

Multi-Level Packet

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LADDER OF LEADERSHIP

As Girl Scouts take journeys and earn the awards, they're climbing a ladder that lets them be leaders in their own lives and in the world! Pass it on!



Multi-Level Challenges and Advantages

Volunteers become engaged with multi-level troops for many reasons. Perhaps the troop leader has one daughter who is a second year Brownie and another one is a first year Daisy; or perhaps the community/ school is so small that it will not support two troops. Many older girls (Cadette, Seniors, and Ambassadors) choose to form a single troop because their individual troops would be very small. Whatever the reason the multi-level troop forms, it serves a purpose that meets the needs of the volunteers and girls. It also presents benefits and challenges that single level troops often do not.

BENEFITS

- Younger girls look up to older girls, and bringing them together in a multi-level troop setting provides younger girls with role models of every age (as long as everyone is modeling the GS Promise and Law).
- Older girls have the opportunity to put their leadership skills into action as they mentor younger girls. Many badge and Journey activities suggest that older girls (even Brownies) work with younger ones on service projects, to teach skills, to play games, etc.
- Girls are grouped by grade level nearly everywhere-school, sports, even Sunday school. A multi-level environment allows girls to interact with a more diverse group and make new friends!
- If a parent or volunteer has daughters of different levels, this allows them all to spend time together (as well as simplifying their schedules).

CHALLENGES

The National Program Portfolio materials (national Leadership Journeys and The Girls Guide to Girl Scouting) differ at each level. A leader of a multi-level troop would need to become familiar with the material for each level represented in the troop and would have to plan activities accordingly.

To meet this challenge...

- Ask one or two parent volunteers to become your resident 'experts' in the materials for a particular grade level. When planning activities, bring the volunteers together so that they can discuss the similarities and differences. For example, Juniors and Cadettes may both earn a Digital Arts badge; Juniors earn Digital Photography and Cadettes try out digital moviemaking. When do the five steps crisscross? Are there certain steps that can be done as a large group? Is there one step where the Cadettes can serve as the subjects of the Juniors photos and vice Versa? Use your imagination and the girls to think outside the box 😊

Some activities that are appropriate for eight year olds simply aren't possible for five year olds (such as fine motor skills) Activities would need to be adapted for the different ages or facilitated separately.

To meet this challenge...

- Allow the older girls to teach or assist the younger ones. If it is a craft, consider pairing the older girls with a younger one and having them work toward the end result together. If safety is

a concern or there is no way to adapt the activity in an appropriate way, leverage the help of other troop volunteers and ask that they physically separate the group for that portion of the meeting.

Girls identify strongly with their age and grade level, and they will most likely have close friends of their own age that they stick by.

To meet this challenge...

- Incorporate activities that bring girls together, such as opening and closing ceremonies, songs, games, and outing. Remind the girls that, although they may be Daisies/ Juniors/ Seniors, they are all part of the sisterhood of Girl Scouting!

Many troop leaders take on their volunteer role because they know they have the skills to successfully lead a troop[, and multi-level troop leaders are no exception. However, a multi-level troop can become a bigger responsibility than anticipated very quickly.

To meet this challenge...

- Ask for help! If the leader of the troop is willing to be responsible for overall organization and planning, other parents are often willing to step up and assist with facilitating activities. Try to secure two or more parent helps for each grade level and let them witness the girl-planning process at the start of the year. This way, all volunteers share an understanding of what the troop as a whole would like to achieve and can work with their individual grade levels toward the end when necessary. Ensure that all volunteers for the troop understand the GSLE Girl Processes (Girl Led, Learning by Doing, Cooperative Learning) and adhere to all guidelines for the safety and well-being for girls.

*Taken from the Girls Scouts of Southern Appalachians website

CEREMONIES AND CELEBRATIONS FOR GIRL SCOUTS

Ceremonies in Girl Scouting are used to celebrate special occasions, to recognize accomplishments, or simply to begin or end a meeting. Ceremonies also provide a means of expressing feelings and values of friendship, patriotism, service, beliefs and so forth.

The following are some ideas that might be part of a ceremony:

- Girl Scout Promise and Law
- Reading original words written by girls for the occasion
- Poems - done as choral reading or read by individuals
- Songs - sung by the entire group, by a special chorus, or hummed in the background
- Quotations and readings
- Candle lighting
- Flag ceremony

Some ceremonies, such as an opening or closing of a meeting, require preparation only by the persons leading them. Other ceremonies require preparation by the troop. The entire troop may need to learn a particular song.

You can help the girls gain confidence by having them walk through the mechanics once or twice. Each girl should know the order of events and exactly what she is to do all the way through. For example:

- Will everyone walk together?
- What songs, poems, and quotations should we include?
- Who will do each part? An individual? A group?

SUGGESTED DATES AND OCCASIONS:

INVESTITURE - A ceremony to welcome new girls and adults into the Girl Scouting program. It is held anytime a person joins the Movement as a new member.

FOUNDER'S DAY (Juliette Low's Birthday) - A ceremony/ celebration held on or around October 31st of each year. To recognize the important role Juliette Gordon Low played in the development of the Girl Scouting program.

WORLD THINKING DAY - a ceremony or celebration held on or about February 22nd of each year. New members can receive the World Trefoil Pin and all Girl Scouts observe the international aspects of the Movement.

GIRL SCOUTS BIRTHDAY - A celebration to mark the beginning of Girl Scouting - March 12, 1912.
GIRL SCOUT WEEK - ceremonies and celebrations are held throughout the week of March 12th each year.

BRIDGING - A ceremony held for any Girl Scout moving up to a new level in the program. Such as a Daisy Girl Scout to a Brownie Girl Scout, Brownie Girl Scouts to Junior Girl Scouts, and Junior Girl Scouts to Cadette Girl Scout.

*Adapted from scoutingweb.com

The RIGHT Troop Celebrates Juliette Low's Birthday

When the words WRIGHT or RIGHT are read, players are to pass a small gift or swap tot the person to their right. When the word LEFT is read, gifts are passed to the left. Pause a moment after each of these words to help cue them into passing. At the end of the story, the players get to keep the gift they have in their hands.

Juliette Low's birthday was almost there and MRS. RIGHT's troop was just about finished decorating. Mrs. RIGHT, her daughter, Susie RIGHT, and her cousin Sally RIGHT returned from their last minute shopping. "There is not much LEFT to be done," said Mr. RIGHT as he came into the kitchen. "Did you hang the streamers above the table where I told you to?" asked Mrs. RIGHT. "I LEFT them RIGHT where you told me to," said Mr. RIGHT. "I am glad we got all the food we needed- I don't have any money LEFT," said Sally RIGHT.

The hall phone rang and Susie RIGHT ran to answer it. She came running back into the kitchen exclaiming, "Aunt Tillie RIGHT LEFT a cake for us on Gramma RIGHT'S back porch. I'll go RIGHT over there and get it," she said as she LEFT the house. Mr. RIGHT LEFT the kitchen and brought in the present they bought. By the time SUSIE RIGHT returned, Mrs. RIGHT, Mr. RIGHT and Sally RIGHT had begun to set the table. Just then the doorbell rang. Mrs. RIGHT's troop had arrived.

Each girl took off her coat and LEFT it RIGHT by the front door. Jennifer turned to her LEFT to say Hi to Karen. Jessica was so busy talking to Elaine that she bumped RIGHT into Betty.

Together they all finished helping Susie RIGHT and Sally RIGHT finished setting up for the party. "That looks RIGHT nice," they all exclaimed. The RIGHT troop played games, made crafts and sang a RIGHT large number of songs, including Sally RIGHT's favorite, "I LEFT my heart in San Francisco". They decided to WRITE birthday cards for babies born on Juliette Low's Birthday. Finally it was time for cake. Mrs. RIGHT LEFT the room to get the cake while Sally RIGHT got the forks and started passing them out, starting on her LEFT. The entire troop ate and ate until there was no cake LEFT. All the members of Mrs. RIGHT's troop agreed that this was the best party ever. They cleaned up all the mess that was LEFT and put everything away in the RIGHT place.

Mr. RIGHT was very pleased. "Thank you, girls, for all your help. That was the RIGHT thing to do. No wonder your leader, Mrs. RIGHT, is always so proud of you." One by one the girls' parents came for them. One by one they all said, "Good night, Mrs. RIGHT, see you next week.

**This is a story that can be told after girls have made SWAPS for each other or for any ceremony where something is exchanged.*

Multi-Level Bridging

Bridging award activities are designed to emphasize the continuity of one Girl Scout program, and to introduce girls within each age level to what lies ahead. Bridging ceremonies gained in popularity when the Bridge to Junior Girl Scouts award was introduced in 1977. Brownie Girl Scouts could earn the award while they prepared to “fly-up” to Junior Girl Scouts.

Today, the concept of bridging in Girl Scouts is expanded. Bridges can be formed not only between different age groups, but between troops of different neighborhoods, troops of different ethnic groups, or troops of different councils. Girls can build bridges anywhere, anytime, and cross them to wider understanding and growth.

The following is a combined bridging ceremony suitable for service unit use. This material can be adapted for smaller groups or for bridging involving only two program levels.

OPENING: Use any of the following ideas: Hold a flag ceremony with a suitable song; read an appropriate poem; make a horseshoe formation near the bridge or Brownie Girl Scout pool; light the Promise and Law candles.

Advisor 1: “Today we have (number) Daisy Girl Scouts who are ready to cross the bridge to become Brownie Girl Scouts. They bring with them a year of laughter, fun, and discovery. They are eager to meet their new Brownie Girl Scout sisters, but first they have a special presentation for you.”

Daisy Girl Scouts step forward to sing a song or recite a poem.

MAIN PART: Advisor 2: “As I call each bridging Daisy Girl Scout by name, she will come forward and receive her certificate and one-year membership star.”

The leader calls each bridging Daisy Girl Scout by name, hands her the certificate, and pins her.

Advisor 1: “Now you may cross the bridge and meet your new Brownie Girl Scout sisters.”

A Brownie Girl Scout sister greets each Daisy Girl Scout on the other side of the bridge and escorts her to her new group.

All: Sing song of choice. The bridging Brownie Girl Scouts form an inner circle, and the rest of the Brownie Girl Scouts and advisors form



an outer circle. The Junior Girl Scouts and their advisors are in horseshoe formation. The Brownie Girl Scout pool can be nearby.

Brownie Girl Scout Advisor: “Since you first stood at the magic pool you have been exploring the world of Brownie Girl Scouting by participating in many Girl Scout activities.”

Brownie Girl Scouts and Advisors: “Now it’s time to say good-bye.”

Brownie Girl Scouts in outside circle: “Break the ring and out you fly.” Those in the outside circle drop hands and bridging girls leave the inner circle and form a single file to meet a Junior Girl Scout. Each is given the Girl Scout

handshake and conducted to the Junior Girl Scout horseshoe.

All: Sing a song of choice.

Bridging Junior Girl Scouts stand in a single line, each with a STUDIO 2B girl escort. Nearby is the bridge with a path leading to the rest of the STUDIO 2B group and their advisors.

Advisor: “As Junior Girl Scouts you have explored the arts and culture, science, nature, and sports. You have followed the Girl Scout signs in many directions and beyond to the challenge of STUDIO 2B.”

Bridging Junior Girl Scouts and their escorts cross the bridge and follow the path to their new STUDIO 2B group.

All: Sing song of choice. During the singing, a few girls in STUDIO 2B greet bridging Junior Girl Scouts, take their hands and lead them to the rest of the girls in STUDIO 2B.

Thirteen-year-old girl:

“There are so many worlds yet to explore! There is the world of you, partly known, but still full of mysteries and surprises. There is the world of other people, like you and unlike you, girls and boys, men and women, little children. There is the world of laughter and beauty and work and growing up to be a woman.” Girls are greeted by their new troop.

CLOSING: Advisor: Ladies and gentlemen, thank you for sharing our bridging ceremony. Please join us to congratulate the girls, look at

the exhibits of some of their troop activities, and share refreshments with us in the fellowship hall. Two STUDIO 2B advisors or girls lead a double-file recessional away from the area while singing “Girl Scouts Together.”

Some Other Ideas

To make the ceremony more memorable, exchange small swaps that have something to do with your current Girl Scout experience.

Have a silly awards ceremony with each girl getting an award that relates to her characteristics.

Traveling with Girls

Girls love trips. Girl Scouts is a great place for them to learn how to plan and take exciting trips, because travel is built on a progression of activities—that is, one activity leads to the next. Your Journey adult guide has a lot of other ideas about trips that bring the Journey to life. Here are some examples of the progression of events and trips in Girl Scouting’s [Ladder of Leadership](#).

Short trips to points of interest in the neighborhood (Daisies and older): A walk to the nearby garden or a short ride by car or public transportation to the firehouse or courthouse is a great first step for Daisies.

Day trip (Brownies and older): An all-day visit to a point of historical or natural interest (bringing their own lunch) or a day-long trip to a nearby city (stopping at a restaurant for a meal)—younger girls can select locations and do much of the trip-planning, while never being too far from home.

Overnight trips (Brownies and older): One (or possibly two) nights away to a state or national park, historic city, or nearby city for sightseeing, staying in a hotel, motel, or campground. These short trips are just long enough to whet their appetites, but not long enough to generate homesickness.

Extended overnight trips (Juniors and older): Three or four nights camping or a stay in a hotel, motel, or hostel within the girls’ home region (for example, New England, the Upper Midwest, the Southeast, the Pacific Northwest, and so on). Planning a trip to a large museum—and many offer unique opportunities for girls to actually spend the night on museum grounds—makes for an exciting experience for girls.

National trips (Cadettes and older): Travel anywhere in the country, often lasting a week or more. Try to steer clear of trips girls might take with their families and consider those that offer some educational component—this often means no Disney and no cruises, but can incorporate some incredible cities, historic sites, and museums around the country.

International trips (Cadettes, Seniors, and Ambassadors): Travel around the world, often requiring one or two years of preparation; when girls show an interest in traveling abroad, contact your council to get permission to plan the trip and download the [Global Travel Toolkit](#). Visiting one of the four [World Centers](#) is a great place to start, but also consider traveling with worldwide service organizations. Recently, girls have traveled to rural Costa Rica to volunteer at an elementary school, to Mexico to volunteer with Habitat for Humanity, and to India to work with girls living in poverty in urban slums.

Understanding How Many Volunteers You Need

Girl Scout groups are large enough to provide a cooperative learning environment and small enough to allow for development of individual girls. It is recommended that group size when possible, are as follows:

- Girl Scout Daisies: 5–12 girls
- Girl Scout Brownies: 10–20 girls
- Girl Scout Juniors: 10–25 girls
- Girl Scout Cadettes: 5–25 girls
- Girl Scout Seniors: 5–30 girls
- Girl Scout Ambassadors: 5–30 girls

Girl/Approved Volunteer Ratio Chart

	Group Meetings		Events, Travel, and Camping	
	<i>Two</i> unrelated adults (at least one of whom is female) for this number of girls:	Plus <i>one</i> additional adult for each additional number of this many girls:	<i>Two</i> unrelated adults (at least one of whom is female) for this number of girls:	Plus <i>one</i> additional adult for each additional number of this many girls:
Girl Scout Daisies (grade K–grade 1)	12	6	6	4
Girl Scout Brownies (grades 2–3)	20	8	12	6
Girl Scout Juniors (grades 4–5)	25	10	16	8
Girl Scout Cadettes (grades 6–8)	25	12	20	10
Girl Scout Seniors (grades 9–10)	30	15	24	12
Girl Scout Ambassadors (grades 11–12)	30	15	24	12

Here are some examples: If you're meeting with 17 Daisies, you'll need three adults, at least two of whom are unrelated (in other words, not your sister, spouse, parent, or child), and at least one of whom is female. (If this isn't making sense to you, follow the chart: you need two adults for 12 Daisies and one more adult for up to six more girls. You have 17, so you need three adults.) If, however, you have 17 Cadettes attending a group meeting, you need only two unrelated adults, at least one of which is female (because, on the chart, two adults can manage up to 25 Cadettes).

Remember, adult who are registered BUT not an approved volunteer will have limited interaction with girls.

Looking at a Sample Troop Year

Here is just one example of how you and the girls could set up your troop year.

- Hold a parent/guardian meeting.
 - Find out skills or other resources parents can offer throughout the year
- Open a checking account, if needed.
 - (Page was given to you in your binder at training)
- Register all the girls in the troop.
 - On our website: <http://girlscoutsoaz.org/>
- Meet together for the first time, allowing the girls to decide how they can learn each other's names and find out more about each other.
- Kick off a Leadership Journey with the opening ceremony recommended in the first sample session, or a trip or special event that fits the theme. Have the girls brainstorm and plan any trip or event.
- Enjoy the full Journey, including its Take Action project.
- Along the way, add in related badge activities that girls will enjoy and that will give them a well-rounded year.
 - Look in the beginning of the book and you can see which badges relate to the Journeys each girl has in their Girl Guide.
- Have the girls plan, budget for, and "earn and learn" in the Girl Scout Cookie Program.
- Help girls plan a field trip or other travel opportunity.
- Encourage girls to plan a culminating ceremony for the Journey, including awards presentations, using ideas in the Journey girls' book and/or adult guide.
- Pre-register girls for next year.
- Camp out!
 - Use the Hacienda
- Participate in a council-wide event with girls from around your region.
- Have the girls plan and hold a bridging ceremony for girls continuing on to the next Girl Scout grade level.

ALSO the pathways calendar is a great idea for other events or badge opportunities for girls!

Other Dates to Remember

Membership Year – October 1 – September 30

Cookie trainings – Typically offered November - December

Early Bird Registration – Typically opens end of March and ends Mid to Late April

Cookie sale start date – Typically the third Saturday of January

Girls and Women of Distinction – Typically held mid-April

Holding Troop Meetings

The sample sessions in the Leadership Journey adult guides will give you ideas about how to plan and hold successful troop meetings that allow girls to Discover, Connect, and Take Action as they have fun with a purpose. (See the “Girl Scouting as a National Experience” chapter of this handbook for more on the three processes.) Many volunteers find it helpful to think of meetings having six parts, as outlined below, but feel free to structure the meeting in a way that makes sense for you and the girls.

As Girls Arrive	Start-up activities are planned so that when girls arrive at the meeting they have something to do until the meeting begins. For younger girls, it could be coloring pages; teen girls might jot down a journal entry or just enjoy a little time to talk. You could also have a discussion or reflection on the topics of the week before.
Opening	The opening focuses the meeting and allows girls to start the meeting. Each troop decides how to open their own meeting—most begin with the Girl Scout Promise and Law, and then add a simple flag ceremony, song, game, story, or other ceremony designed by the girls. Girl Scout Brownies, for example, might create a new tradition by skipping in a circle while singing a song. Ceremonies, even when brief or humorous, make Girl Scout time special. The Journey adult guides contain ideas about openings that correspond to Journey themes.
Business	Troop business may include taking attendance, collecting dues, making announcements, and planning an upcoming event or trip. This is a good time for girls to take turns leading, especially as they grow up! (Some troops may move the business portion of the meeting to an earlier or later slot.)
Activities	<p>Activities will depend on what the girls want to do in their troop and how they want to spend their collective time. Outdoor time is important, so encourage the girls to do an activity in a park or forest. If girls are interested in animals, encourage the girls to plan a visit to a zoo or animal shelter. As you engage in one of the three National Leadership Journeys, review the “Sample Sessions at a Glance” in the adult guide for Journey activity ideas.</p> <p>Treats are an option some troops decide to include in their meetings and range from a bottle of soap bubbles or a jump rope to a food snack. If girls choose to include snacks, guide them to consider the health of a potential snack, as well as possible food allergies. Enlist the help of parents or guardians by asking them to sign up and bring a treat. You’ll also find plenty of snack ideas and signup forms in the adult guide of most Leadership Journeys.</p> <p>Badge work and journey activities can happen at this time too.</p>
Clean-up	Clean-up is a great habit for girls to get their meeting space back to the way it was when they arrived—maybe even cleaner! Girls can also take leadership of the cleaning themselves, deciding who does what. They might even enjoy the tradition of a kaper chart (a chore chart that lists all the chores and assigns girls’ names to each), so that everyone takes turns at each responsibility.
Closing	The closing lets the girls know that the troop meeting is ending. Many girls close with the friendship circle, in which each girl stands in a circle, puts her right arm over her left, and holds the hand of the girl standing next to her. The friendship squeeze is started by one girl, and then passed around the circle until it comes back to the girl who started it. When the squeeze is finished, girls twist clockwise out of the circle lifting their arms and turning around and out of the circle. In addition, you may find some helpful, Journey-related closing ceremony ideas in the Journey’s adult guide.

Letting Girls Lead

The following are some traditions troops have used for girl-led governance, but these are just examples. National Leadership Journeys offer examples of team decision-making, too.

Daisy/Brownie Circle:

While sitting in a circle, girls create a formal group decision-making body. The circle is an organized time for girls to express their ideas and talk about activities they enjoy, and you play an active role in facilitating discussion and helping them plan. Girls often vote to finalize decisions. If girls are talking over each other, consider passing an object, such as a talking stick, that entitles one girl to speak at a time.

Junior/Cadette/Senior/Ambassador Patrol or Team System:

In this system, large troops divide into small groups, with every member playing a role. Teams of four to six girls are recommended so that each girl gets a chance to participate and express her opinions. Patrols may be organized by interests or activities that feed into a Take Action project, with each team taking responsibility for some part of the total project; girls may even enjoy coming up with names for their teams.

*This would also work for Daisy Brownie and Junior Troops, as you would be able to have the girls divide into each level.

Junior/Cadette/Senior/Ambassador Executive Board:

In the executive board system (also called a steering committee), one leadership team makes decisions for the entire troop. The board's responsibility is to plan activities and assign jobs based on interests and needs, and the rest of the troop decides how to pass their ideas and suggestions to the executive board throughout the year. The executive board usually has a president, vice president, secretary, and treasurer and holds its own meetings to discuss troop matters. Limit the length of time each girl serves on the executive board so all troop members can participate during the year.

*SAMPLE parent information flyer for the first meeting or parent meeting idea (shout out to Troop 56!!)

Contact info of the troop leaders was listed on the top.

The Girl Scout Leadership experience means girls will be...

Discovering....Connecting....Taking Action....

How Girls go about doing those activities....

Activities are **Girl-Led**

Girls learn by **Doing**

Girls Engage in **Cooperative Learning**

- **Meetings-two Mondays per month from 4:00-5:30pm room 22 at Soleng Tom Elementary**
(see attached schedule)
- **Troop dues: \$35 for this year's Daisy program**
 - Dues cover Daisy awards/patches & supplies for activities
- **Daisy uniform & handbook**
 - Visit Girls Scout store 4300 E Broadway Blvd, Tucson, AZ 85711 phone: 319-3140
 - The store will have all the information for purchasing uniform & handbook
- **2013-2014 Troop 56 Daisy Journey- Daisy Flower Garden**
- **Forms Needed by first meeting:**
 - ☐ Daisy Friends and Family Checklist
 - ☐ Parent Permission for Sensitive Issues
 - ☐ Girl Health History
 - ☐ Meet My Daughter Worksheet
 - ☐ Over-the-Counter Medication Permission form
 - ☐ Parent Permission and Authorization for Medical Treatment
 - ☐ Pick-up Authorization
 - ☐ Adult Health History (for parents who will be at meetings)
- **Girls Scouts of America Annual Membership (required) \$15**
Join online <http://www.girlscoutsscoaz.org/> (click on the "join now" icon)
- Volunteers needed please talk to the leaders about how you can help!
- Snacks: Healthy, Garden Themed Snacks encouraged (please sign up for snack schedule)

Times, locations, and dates of the meeting were listed on the back of the paper, as well as the Promise Law. And add anything else you would like this is just an example of things to include.

National Leadership Journey's

The Leadership Journeys help Girls Scouts learn and practice the three keys to leadership, aid their communities, and earn awards. There are three series of the leadership journeys, each with a different theme:

- It's Your World, Change It
- It's Your Planet, Love It
- It's Your Story, Tell It

Daisy: Welcome to the Daisy Flower Garden

Purpose- When the girls have earned this award, they will be able to understand and recite the Girl Scout Promise and Law to friends and family and experience what it means to be "responsible for what I say and do."

Brownie: Brownie Qwest

Purpose- When girls have earned this award, they will understand how, as a team, their individual strengths and powers come together to form a group of leaders ready to take action and give them the power to do good things in the world.

Junior: Agent of Change

Purpose- When girls have earned this award; they will see how they are part of a larger community, how their actions affect others and how to influence healthy living habits with their family and in the world around them.

Helpful Hints for Tackling Journeys

Session overviews are listed in the beginning of the adult guide. This will help you plan ahead for when girls earn the awards and will help you figure out when certain materials are needed.

- Daisy: p. 12-13
- Brownie: p. 10-11
- Junior: p. 14-15

Before these pages you will be able to see what awards in this journey the girls will earn and how they will earn them by **discovering** (themselves and their values) **connecting** (caring and teaming) and **taking action** (to improve their communities and the world).

Identifying journey helpers will help you plan and have support along the journey. Each book has a welcome letter and other sign-up sheets that you can print and hand out to parents at meetings.

- A goal is always listed at the beginning of the session. This will help you understand what needs to be accomplished for that session/ meeting.
- A Materials box is a great planning tool, everything is listed that will be needed for that meeting and optional materials you might not have thought of (good for planning ahead).
- Colored boxes on the sides of the pages are helpful hints for you ☺ so remember to read them.
- Feel free to add your own personal touch with each lesson, these materials are meant as a guide.

Multi-Level Journeys

Daisy and Brownie

Each journey follows a similar pattern of steps to discovering, connecting and taking action. The girls will first discover something about themselves. For example, in the Daisy flower garden they will discover how the Promise and Law relates to their daily life, by taking care of a garden. They will earn the Watering Can Award. This award symbolizes the girls nurturing the garden by watering it and nourishing themselves by learning the Promise and Law. At the same time, Brownies will be discovering special qualities about themselves and their families. With different activities in their book; such as the friendship game, they will be able to earn the discover key badge.

Next Daisy's will connect by planting a garden or growing project in their community and they will earn the Golden Honey Bee Award. The Brownies can connect with the community around them by writing letters to community leaders or town officials. They will be able to earn the connecting part of the keys along their Quest.

Daisies will earn the last award of the journey by knowing and living the Promise and Law. They will earn the Amazing Daisy Award. The Brownies will be able to complete or learn about a take action project. This could mean the girls collect supplies or donations or learn about a community issue. They would earn their taking action key.

So by the end of the journey, the Daisies will have a watering can patch, a bumble bee and a Daisy flower. The Brownies will have a reflecting period or ceremony, where they unlock the code to leadership and can celebrate the journey they just completed.

Brownie and Junior

Brownies will be discovering special qualities about themselves and their families. With different activities in their book; such as the friendship game, they will be able to earn the discovery key badge. At the same time the Juniors will discover their own strengths and power in everyday life and start comparing them to the past and present "heroines." The Juniors will use the knowledge they just gained from discovering strength and power within themselves and use this knowledge to connect to the values expressed in the Promise and Law. They will earn their first award, The Power Team Award at this time.

The Brownies can connect with the community around them by writing letters to community leaders or town officials. They will be able to earn the connecting part of the keys along their Quest. At the same time the Juniors, will build on the idea of power and strength so the girls will create their own supergirl story. From the story they write, they will be able to identify with what they care about enough to take action in their community.

The Brownies will be able to complete or learn about a take action project. This could mean the girls collect supplies or donations or learn about a community issue. They would earn their Taking Action key. The Juniors will expand on their passion and reach out into the community by gathering resources and tools, they will earn the Power of Team Award.

The Brownies will have a reflecting period or ceremony, where they unlock the code to leadership and can celebrate the journey they just completed. The Juniors will combine The Power of Team and the Power of Community and complete their take action project. This is a time for them to reflect and celebrate the change they accomplished and earn the Power of Community Award.

Daisy, Brownie, and Junior

The girls will first discover something about themselves. In the Daisy flower garden they will discover how the Promise and Law relates to their daily life, by taking care of a garden. They will earn

the Watering Can Award. This award symbolizes the girls nurturing the garden by watering it and nourishing themselves by learning the Promise and Law. Brownies will be discovering special qualities about themselves and their families. With different activities in their book; such as the friendship game, they will be able to earn discover key badge. At the same time the Juniors will discover their own strengths and power in everyday life and start comparing them to the past and present “heroines.” The Juniors will use the knowledge they just gained from discovering strength and power within themselves and use this knowledge to connect to the values expressed in the Promise and Law. They will earn their first award, The Power Team Award at this time.

Next Daisy’s will connect by planting a garden or growing project in their community and they will earn the Golden Honey Bee Award. The Brownies can connect with the community around them by writing letters to community leaders or town officials. They will be able to earn the connecting part of the keys along their Quest. The Juniors, have been building on the idea of power and strength the girls will create their own supergirl story. From the story they write, they will be able to identify with what they care about enough to take action in their community. Daisies will earn the last award of the journey by knowing and living the Promise and Law. They will earn the Amazing Daisy Award. The Brownies will be able to complete or learn about a take action project. This could mean the girls collect supplies or donations or learn about a community issue. They would earn their taking action key. The Juniors will expand on their passion and reach out into the community by gathering resources and tools, they will earn the Power of Team Award.

So by the end of the journey, the Daisies will have a watering can patch, a bumble bee and a Daisy flower. The Brownies will have a reflecting period or ceremony, where they unlock the code to leadership and can celebrate the journey they just completed. The Juniors will combine The Power of Team and the Power of Community and complete their take action project. This a time for them to reflect and celebrate the change they accomplished and earn the Power of Community Award.

Journey Commonalities

It's Your World ~ Change it!

Daisy, Brownie, Juniors

Session 1

Daisy – Girls meet one another, hear about the Girl Scout Promise, Sample Daisy story, plant their mini-gardens, and play Daisy Circle, Garden Style.

Brownies – Girl Scout Brownies discover and give voice to their special qualities and appreciate the qualities of their sister Brownies. Then they “find” the value of the Girl Scout law and Prepare to share them with their families.

Juniors – Girls discover their own values and individual “powers” by looking at their daisy activities and sharing in the stories of others.

Commonalities:

Introductions

Girls

Girl Scouts

Journey they will be taking

Values

Session 2

Daisy – Girls say Hello in Spanish, recite the Girl Scout Promise, greet each other with the Girl Scout sign, water their mini-garden, and enjoy a “garden scamper” – All the while discovering how Girl Scout values are part of their daily lives.

Brownies – Girls engage in a team-building game and reflect on the experience, which guides them to create a Brownie Team Agreement- the first step to the second key.

Juniors – Using the knowledge they’ve gained about the strengths and powers of “heroines”, girls connect personal power to the values express in the Girl Scout Law. They then explore what power means in the girls’ lives and society, and see their power in action. They earn their first award, the power of Team.

Commonalities:

Girl Scout values (P&L)

Team Values

Session 3

Daisy – Girls say hello in French, deepen their understanding of the Girl Scout Law – particularly “being responsible for what I say and do” – maintain their mini-garden, and play and “Imitating nature” game. Their Achievements earn the Watering Can Award

Brownies – Brownies earn the Connect Key by first exploring the “Circle” of their lives and then expanding their caring to their communities by writing a letter to a school or town official to seek a healthy-living improvement.

Junior – Building on their understanding of their own power and the power of the past and present women, the girls explore the power used by a team of fictional girls who, in comic-book-style, take action to improve their community. The girls then create their own super girl story.

Commonalities:

Using your voice

Session 4

Daisy – Girl say hello in Dutch and Persian/Farsi, maintain their mini-garden, brainstorm a larger planting/growing project, and play What's in the Bag – all the while deepening their understanding of how Girl scouts values play out in their lives and their communities.

Brownies – Brownie Team members identify a community need that matters to them and begin to create a solution – a way to Fly into Action and accomplish something on behalf of others.

Junior – The girls use the power of story to identify what they care about enough to take action on in their own community. They begin to see how, with team power, they can accomplish great things together.

Commonalities:

Finding a root cause in the community

Session 5

Daisy – Girls say hello in Japanese, maintain their garden, plant/grow (according to their Take Action Project), and take part in an active Secret Garden Time. Girls who carry out their Take Action Project to make the world a better place earn the Golden Honey Bee Award.

Brownies – The Brownie Team moves forward with its Take Action Project to make an impact in the community and earn the third key.

Juniors – Reaching out into the community, the girls gather the tools and resources needed to take action for change, and earn the Power of Team Award.

Commonalities:

Performing Take Action Project

Session 6

Daisy – Girls say hello in a language of their choice, reflect on their Take Action Project, and say and explain the meaning of the Girl Scout Law. For their achievements, the girls are awarded the Daisy Flower Award and rewarded with a garden party.

Brownies – Depending on the girls' Take Action Projects and the time and resources available, the Brownie Team may earn the Take Action Key and "put all the keys together" to earn the Brownie Leadership Quest Awards. Celebrate

Juniors – Combining the Power of team and the Power of Community, girls do their Take Action Project. Then they take time to reflect on and celebrate the change they have accomplished as they earn their culminating award, the Power of Community Award.

Commonalities:

Performing Take Action Project

Reflecting

Celebrating

Journey Assets

Daisy

Series: It's Your World—Change It!

Welcome to the Daisy Flower Garden (girls' book)

Healthy Living

- p. 11: Cilantro and other plants are good for you.
- p. 9: Samosas, a snack with potatoes and peas
- p. 10: Guacamole as a snack (adults can use this to teach about avocados being a healthful food)
- p. 12: Tomatoes and tomato soup (pages 9, 10, and 12 refer to the girl characters' favorite snacks—info can be used to talk about healthy snacks the real Daisies like)
- p. 19: The girl characters eat samosas
- p. 67: The girls eat guacamole, and get a full description
- p. 71: Tomatoes grow in all colors; worms like vegetables and fruit scraps best (good point to make with girls: Even worms like to eat healthful food!)
- p.72: Heirloom tomatoes
- p. 74: Japanese rice cakes Science
- p. 24: Honeybees talk to each other by dancing.
- p. 37: Fun facts about daisies.
- p.38-40: Facts about different kinds of flowers and where they came from.
- pp. 50-56: More facts about different flowers and where they came from (tulips, geraniums, roses, etc.)
- pp. 57-61: What a garden needs (soil, worms, etc.), what worms do for soil, what bees do for flowers, how ladybugs keep away aphids.
- p. 68: Making good soil by worm composting; how worms get rid of garbage.
- p. 70: Definition of a worm composting box and why worms are a gardener's best friend.

Art

- p. 44-5: Draw your mini-garden.
- p. 61: Fill in garden signs with your own rules for a great garden.
- p. 62: Draw a picture of your garden.
- p. 65: Draw the flower you want to be like.
- p. 77: Draw your mini-garden.
- p. 83: Draw a picture of your garden party.
- p. 89: Draw what you will grow next.
- (If you have time and materials, put your own twist on these activities, such as having girls make a clay sculpture of the flower they most identify with.)

Welcome to the Daisy Garden (adult guide)

Healthy living

- p. 14: Encourage family and friends to help with garden-inspired snacks.
- p. 27: Give Daisy friends and family suggestions for garden-themed snacks like tomatoes, carrots, vegetable sticks, fresh juices. Remind them that packaged sweets won't teach girls about gardening or healthful eating.
- p. 29: Girls learn about healthful snacks through the garden story and learn behaviors that contribute to good health.

p. 57: Girls are encouraged to pluck and taste the lettuce they've planted while the plants are young.

p. 72: Serve garden-related foods at the garden party.

Science

- p. 10: Watering can award for caring for their mini-garden.
 - p. 11: Golden Honey Bee Award for completing a planting or growing project.
 - p. 12: Plant and maintain a mini-garden; play an "imitating nature" game.
 - p. 38-43: Girls plant a mini-garden (basil, leaf lettuce and greens). Leaders teach girls what seeds are, different kinds of seeds, what watering does, what plants need.
 - p. 44: Girls play a game to name garden critters common to their community and talk about the sounds/movements the critters make.
 - p. 46: Outdoor activities: Girls name what they see when they look up or on the ground, look for colors and shapes in nature, search for seeds, and touch outdoor objects such as bark or soil.
 - p. 47: Alphabet Hike—name natural objects outdoors that begin with each letter of the alphabet.
 - p. 53: Garden Scamper—Leaders call out a garden critter and girls run through two lines of girls using the movements of the critter.
 - p. 57: Girls are encouraged to pluck and lightly water basil so it will grow.
 - p. 60: Leaders name a natural object and girls pretend to be the object. They discuss the characteristics of rocks, grass, sun, butterflies, etc.
 - p. 62: Leaders give descriptions of items found in gardens (trees, flowers, etc.) and girls guess what they are. Girls plan a community garden project.
 - pp. 63-64: How to start worm composting; facts about ladybugs.
 - 68: What's in the Bag?—girls learn about the characteristics of things that live in a garden, such as rocks, bark, pine cones, etc.
 - 73: Secret Garden—Leader shows one girl a garden object and she must describe it to her team without saying what it is.
 - 78: Girls unveil their garden project and explain it to guests.
- ### Art
- 40: Encourage girls to write or draw responses in their books.
 - 72: Girls create festive garlands or hats for the garden party.

Series: It's Your Planet—Love It!

Between Earth and Sky (girls' book)

Healthy Living

- p. 27: The flowers enjoy blueberry pancakes; girls are asked what fruits grow near their homes
- p. 29: The flowers "Eat up!" to be "petal perfect"—good way to talk to girls about eating for energy.
- p. 46: Dairyland and its dairy farms and milk, butter, cheese, and ice cream.
- p. 51: Growing fresh food right in the city.

p. 53: The flowers see a lot of cheese and then eat cheese, milk, and raspberries.
 p. 64: Pine nuts—food for birds and people.
 pp. 69, 71: The flowers enjoy date shakes in the desert.
 p. 70: Drinking tea to keep cool.
 p. 73: Chestnuts: important food for people and animals.
 p. 92: Fruits and nuts and seeds.
 93: Fruits and vegetables are “dirt candy”; making “fruit pops.”

Science

p. 9: Parts of a flower; how plants turn sunlight into energy.
 11-18: Descriptions of flowers and in which part of the country they grow.
 12: What evergreens are.
 15: Tree farms and what trees are used for.
 26: How fireflies talk to one another.
 27: Where wild blueberries grow.
 30: Find a stone and put it in water to see it change color.
 33: Coastlines and borders.
 34: What seeds are and how they're spread.
 35: What weeds are.
 36: Habitats: Clearing out vincas and planting plants that salamanders eat.
 37: Making seed birds to restore vegetation.
 40-41: Fireflies and where they live (none west of the Rockies).
 42: How sunflowers clean the soil.
 46: What's made from milk; why taking care of the soil is important.
 50: How bicycles are energy-smart.
 51: Growing food in the city.
 56: Birds migrating past the Great Salt Lake.
 57: Facts about the Great Salt Lake.
 60-61: Why it's easy to float in the Great Salt Lake.
 61: Girls experiment by adding salt to a cup of water to see how many things will float.
 62-5: Pinon pine nuts as food for birds; using resources wisely.
 65: The Ips beetle, fungus, and saving pinon pine trees.
 67-69: What a desert habitat is like; facts about tumbleweeds.
 70: Why hot tea makes you feel cooler on a hot day.
 73: The chestnut fungus and how chestnut trees are making a comeback.
 75: The climate of northern and southern California.
 79: The habitat at Half Moon Bay in California.
 80-81: Facts about redwoods and ladybugs.
 82: Facts about habitats and why plants in the wrong place can crowd out other important plants.
 83-84: Why there are fewer salmon in the Klamath River and why they should be protected.
 86-91: How white sweet clover is damaging the environment in Alaska and what people are doing to help.
 92: Where seeds are (cones, nuts, etc.)

Art

15: Draw the trees that grow where you live.
 22: Draw how you feel when you've kept a promise.

36: Draw plants you see that are growing where they shouldn't.

58-59: The Spiral Jetty as earth art; making art that helps earth; draw a picture of your earth art.

96: Draw your favorite leaves, seeds, petals.

(If you have time and materials, put your own twist on these activities, such as having girls make a mural of the trees that grow where they live or a Play-Doh sculpture of their earth art.)

Daisy: Between Earth and Sky (adult guide)

Healthy Living

17: Encourage family and friends to provide earthy treats, like vegetables and fruits, and locally produced foods, such as cheeses and breads.

58: Snack time feast of plant parts: flowers (broccoli), stems (celery), leaves (lettuce), etc.

76-79: Snack on local foods.

95: Celebrate with an array of healthful snacks in all shapes and colors, perhaps cutting fruit and cheese into shapes with cookie cutters.

Science

7: Lupe's petal-powered car can inspired budding engineers and designers; travel theme can introduce using a compass and map-reading skills. Introduces girls to exploring the wonders of nature, diverse terrain, oceans, mountains, deserts, etc. Women introduced in the stories work to protect and nurture the environment (ecologists, biologists, etc.)

15: Girls earn the Clover Award by teaming up to protect a natural treasure in their region.

20: Teaching girls about not disturbing nature, Leave No Trace.

39: Explanation of how science is built into every session.

41: Leaders are encouraged to make time for field trips to study nature.

46: Girls take a nature walk, collect a natural item and classify it. Collecting, observing and classifying are basic science skills.

52: Suggest girls dream up their own cars and draw them, or gather items that girls use to build some miniature cars.

53: Bring a variety of soils for girls to touch and smell; explain what different types of soil are like.

54: Suggest girls find different colors in nature during their walk.

58: Show girls a droopy plant and let them water it; explain how plants drink; explain how the foods we eat are plant parts.

62: How fireflies produce light.

65: Have a local farmer show girls a variety of seed; show how wind can blow them; outdoor time to look at seeds in nature.

70: Girls experiment with an array of stones and bowls of water and describe how stones change when wet.

71: A walk in nature to find shapes; experiment with a compass to figure out location and directions.

72: Share photos of soil- and air-cleaning plants

75: How sunflowers clean soil; take a trip to see sunflowers in action.
 79: Why milk and cheese make you sleepy.
 80: Nature walk to find textures, making a list of all the textures you find.
 82: Clover project: teach girls to protect Earth's resources by protecting a local treasure—clean up a lot, add local plants to urban spaces, spread the word about a local bird that needs protecting, etc.
 84: Walk in nature to rub a tree.
 85: Girls learn about different trees and which ones grow in their area and make bark rubbings.
 88: Girls learn about using resources wisely to protect a local treasure.
 89: Invasive plants and their effect on the environment.
Art
 36: Introduce the artist who created the cut-paper images in *Between Earth and Sky*; prepare to create a cut-paper poster.
 42: Make luggage tags/bookmarks.
 47: Draw the item you've collected.
 50-51: Girls make a team journey poster from cut paper.
 52: Suggest girls dream up their own cars and make drawings.
 53: Draw a square of your favorite color; show girls examples of exotic colors.
 56: Draw a picture of what different feelings look like.
 62: Decorate luggage tags/bookmarks; make origami butterflies.
 66: How to make an origami butterfly.
 71: Draw a favorite shape and try to find it outdoors.
 72: Create a firefly suitcase; continue to work on journey poster.
 76: Make natural "paints" out of vegetables.
 81: Girls draw textures they find in nature.
 82: Make posters to encourage people to mind seeds and weeds; make a booklet, play or other creative endeavor to offer tips for protecting local vegetation.
 86: Walk in nature to make bark rubbings.
 94: Draw a picture of how your partner used a special skill.

Brownie

Series: It's Your World—Change It! Brownie Quest (girls' book)

Healthy Living

54: Go shopping for healthy snacks.
 55: Lead your family to try a new healthy habit, like go for a walk or bike ride, make a healthy snack, drink more water, play an active game, etc.
 56: Recipes for healthy snacks: Baked apples, fruit juice fizz, dips.
 59: Make a family fun jar with suggestions for active fun, like bike rides, walks, relay races, etc. Suggestions for adding color to your plate, and a food diary to record colors of your food.

Science

43: How a woman in Kenya planted 20 million trees to help the environment.

Art

29: Create a haiku and add a drawing to go with it.
 30: Alejandra makes posters that show how trees need space to grow.
 66: Draw what your team looks like in action.

Brownie Quest (adult guide)

Healthy Living

12: Explain to friends and family about smart snacks.
 14: Brownies share ideas about their healthy-living habit.
 18: Cadettes: Bring fixings for a simple healthy snack to a session, assist girls in making the treat, and explain why that snack is better than something else. Teach girls a simple exercise or stretch and explain why it's healthy. Bring some music and get everybody moving.
 31: Encourage members of Brownie Family and Friends to provide smart snacks, like fruit, veggies, trail mix, and yogurt.
 48: Skip or hop around as you search for clues.
 62: Make a promise to do one thing from the healthy-living list.
 63: Healthy-Living Activities: Find healthy recipes, try a new healthy drink, be active together, etc.
 68: Name healthy-living activities and give examples of how they could benefit the wider community (bike path, water fountains, better snacks at school).
 73: Pack healthful snacks to share with nursery school children. Meet a nutrition specialist to talk about food groups and what makes a healthful meal. Organize healthier food selections for a food pantry. Learn about healthy eating and create a presentation.

Science

17: Cadettes think of an experiment Brownies can do during a session.

Art

17: Cadettes teach girls to craft a gift.
 46: Decorate the Brownie Team star.
 51: Decorate your Brownie Quest Mementos.
 53: Create a star of your own using a paper plate, cardboard, foil, etc.
 54: Make a family star.
 59: Decorate your copy of the Discover Chant.
 60: Decorate your Brownie Team Agreement.
 73: Make storybooks to give and read to nursery school children. Interview local experts and create a presentation about saving water and energy.
 85: Create a skit for the Take Action Project.
 93: Perform songs, skits or chants girls may have enjoyed during their journey.

Series: It's Your Planet—Love It

Brownie: WOW Wonders of Water (girls' book)

Healthy Living

55: How to make a watermelon cooler.
 111: Make colorful melon "cookies" by cutting fruit with cookie cutters.

Science

10: What happens to water after it rains.
 11: How rainbows are made; colors in the rainbow.
 12: What condensation is; how a snowflake is formed; what's a crystal; facts about snowflakes.

14-15: What groundwater is; the water cycle.
 17: How pollution affects water.
 18: What is runoff; tips for saving water.
 24: Why Earth is the Blue Planet; makeup of the earth's poles; how much of the earth is water; where water is on the planet.
 25: Definition of poles and glaciers.
 26-27: Map of the world with facts about rivers, dams, water, rainfall, etc.
 28: How Frances Lamberts planted gardens, collected rainwater and created a habitat for wildlife.
 30: Learn where your water comes from and where it goes after you've used it.
 34-35: What a wetland is like.
 36: Why wetlands are important.
 38: How Brownies saved a marsh; why marshes are important.
 39: Definition of extinct; facts about wetlands.
 40: What beavers do.
 42-43: What deserts are like and how they get water.
 46: How your body uses water and why you should drink plenty of water.
 48: How we use water; tips for saving water.
 49: How women in India constructed a pipeline of bamboo to carry water.
 53: How an environmental engineer cleaned water in California with UV light.
 58: How much water is used to make plastic.
 59: Encourage people to replace water-hungry plants with ones that need little water.
 62: Water pressure and how explorers stay safe in the ocean; definition of submarine.
 64: What seaweed is; what is made from seaweed; what life underwater is like.
 66-7: Definition of coral reef; life on a reef.
 68: How coral reefs are changing; a teen scuba diver who wants to be a marine biologist.
 70: Life in the Twilight Zone of the ocean: seamounts, jellyfish, etc.
 72-3: Life in the Midnight Zone of the ocean: whales, how pollution affects sea life.
 78-79: Focus on coral reefs—where they are, what they do for fish and sea animals, how they're being affected by pollution and climate change.
 80-81: Match creatures to the region of the ocean where they live; facts about whales.
 82-3: Biologist, deep-sea explorer and inventor Edie Widder and how she invented the Eye in the Sea to study sea creatures.
 84: The world's largest dump, the Great Pacific Garbage Patch.
 90: Definition of erosion; the power of water.
 92-5: The rock layers and habitat of the Grand Canyon; animals; how a dam affects wetlands.
 96: Facts about the Hoover Dam and how much water Lake Mead supplies to Las Vegas.
 102-3: Beach erosion and the benefits of sea grass.
 104: Tides; the power of ocean waves; whirlpools; wave farms to harness the energy of waves.

105: How an architect and a singer designed a floating river pool so people could swim safely in the Hudson River.
 108: Do something with your team to protect water or keep it clean.

Art

30: Map your Wonders of Water.
 56: Make signs to encourage people to turn off the faucet.
 62: Make a model of your sub, maybe using materials that need to be recycled.
 63: Draw your own sub.
 71: How an artist turns plastic water bottles into sea creatures.
 76: Make paintings to show life undersea.
 100: Have an art show to educate others about the wonders of the deep.
 110: Make a new water friend from recycled paper or a water bottle.
 Brownie: WOW Wonders of Water (adult guide)
 Healthy Living
 13: Encourage family to provide watery treats for the journey, like slices of fruit floating in a pitcher or slices of melon.
 49: Sample a water-filled food and guess how much water is in it.
 93: Share water treats with guests.

Science

15: Suggestions for activities: watch a rainstorm, visit a wetland, see a dam.
 16: Encourage girls to meet women working in environmental fields; use water and weather to teach about sciences like oceanography and meteorology.
 17: How kitchen activities involve science: water boiling to vapor, mixing ingredients. Look for rainbows when you measure rainfall.
 18: Day trips to local nature areas like swamps, parks and zoos; neighborhood walks to see water carry sticks and leaves into storm drains. Make a simple boat from found materials, such as fallen leaves.
 24: Plan a SAVE activity to conserve water.
 41: Outdoor adventures to deepen respect for nature, show the girls water issues firsthand.
 45: Why it's important to save water and keep it clean.
 46: Experiment: three ways to create a rainbow with water.
 48: The science behind rainbows; how light is bent by water; name the colors in a rainbow. Collect favorite water in a jar for the next session.
 49: How much water is in water-filled foods.
 53: Where water comes from, fresh or saltwater.
 54: Add facts about water to the team WOW map. Make tea to show girls how water travels through the water cycle from liquid to vapor to solid, the three states of water.
 56: Remind girls that liquid water is always evaporating and condensing; how liquid turns to vapor.
 57: Study ice, which is water in a solid state, and how it melts. Learn about condensation.

58: How to show water changing from liquid to vapor to solid using plain water instead of tea.
 59: Why you love water and how to protect it.
 60: Tips for saving water—turning off faucet, avoiding bottled water, etc.
 61: Acting out the water cycle.
 63: Set up gathering water stations.
 64: Discuss how everyone shares the same water and hurting it one place hurts the water for everyone.
 69: How people are saving the Earth's water.
 70: Choose a SAVE project to protect water.
 74: Projects girls can do to encourage others to save water.
 80: How animals need water to survive and use it in many ways.
 83: What Will You Design—gets girls thinking like an engineer.
 93: Earth's systems work best when biodiversity is in play.

Art
 24: Make signs or booklets for a SAVE activity.
 41: Set aside time each session to make a craft, try a recipe or experiment with projects that girls can give as gifts or enjoy themselves.

Junior

Series: It's Your World—Change It!

Junior: Agent of Change (girls' book)

Healthy Living

36: Set up an obstacle course outside.

Science

72-73: A list of problems/global causes (including the environment) to think about and come up with ideas about what you could do to help.

Art

9: Create a "supergirl" comic, story, or TV script
 13: Paste a photo of yourself in a frame and draw lines to your qualities.
 44: Create a picture story of what your team is doing.
 68: Tips for creating a story, comic or script of your supergirl heroine.
 71: Draw a map of all the communities you belong to.
 76: Join with kids to help them create stories.
 84: Come up with slogans and songs for your project.
 86: Make a project scrapbook.
 88-97: Create and draw your own comic story about your project.

Agent of Change (adult guide)

Healthy Living

32-3: Power snacks that include protein and fiber, and not much sugar: fruit, low-fat cheese, yogurt, almonds, etc. Be on the lookout for power snacks in the community.
 43: Choose outdoor activities that offer plenty of physical activity (tag, a walk, etc.).
 53: Create an obstacle course with active stations.
 58: Run the obstacle course, learn teamwork.

Science

10: Learn to find a problem, come up with ideas, make a plan.

43: Take a hike and find elements of the water cycle.

50: 57: Science heroines, including Jane Goodall.

Art

10: Power of Team Award: create a story, comic or TV script.
 26: Encourage girls to write in their books.
 29: Ceremonies need props, reading and music to nourish the senses, skits or gestures for the occasion.
 43: Take time to experience how stories are created and shared (plays, films, books, etc.); collect items from nature for collages; encourage crafts opportunities, such as extending Power Logs into power bracelets to trade with one another.
 47: Encourage girls to journal or write about their feelings.
 48: Create a self-portrait collage; keep a log of daily activities and the power used for them; invite girls to set up a gallery exhibit of their work.
 51-2: Girls write their story on paper or make trading cards or create a work of art; perhaps a her story magazine or collage. Exhibit superhero stories or share them with younger girls; make Dream Team cards; make trading cards about themselves.
 56: Turn her stories into a collection—collage, trading cards or magazine—and decide where to show them.
 62: Act out the comic story.
 63: Create a comic story or script, play, radio show, puppet show, etc.
 74: Encourage girls to take plenty of pictures of the project so they can scrapbook.
 76: Draw a resource pie.
 77: Have girls do interviews and record one another's thoughts, or their own.
 81: Create a poster to thank the community; make a scrapbook; come up with funny slogans; record theme songs for and inspiration station.
 84: Girls write a community proclamation about their commitment to the community.
 85: Use the end pages in the book to make a comic-book story of your project.

Series: It's Your Planet—Love It!

Get Moving (girls' book)

Healthy Living

22: Donna Zimmerman's vegan soups.
 25: Work on getting a dog run in your area to get a little exercise for your dog (and you).
 31: Make a walking salad nested inside cored fruit.
 49: Suggestions for getting active outside.
 103: Start your own walking school bus or bicycle train to school—good for your health and the environment.

Science

5: What is energy; how we're using too much.
 6: Investigate energy around you; see how plants and animals use and conserve energy.
 8: How spiders spin webs to conserve energy.
 10-11: Comparison of different kinds of energy; illustration of wavelengths

12: Measuring energy.
 14-15: What is global warming and what people are doing to combat it.
 16-17: What's your carbon footprint; how much energy is used in different countries; CO2 emissions.
 18: Pledge to use less energy; try going off the grid.
 26-27: Waste, energy and wasted energy.
 28-9: How many trees are used to make paper products; how people are trying to use less paper.
 27-31: Timeline of paper and plastic and how long it takes to decompose.
 33: How long it takes different items to decompose; items made from recycled goods.
 34: How a Girl Scout reduced waste in her school cafeteria.
 35: How you can reduce waste in your cafeteria.
 36-9: Making recycled paper.
 45-8: All about butterflies and how global warming is affecting migration.
 50-1: Conservationists and saving animals from extinction.
 52-3: Natural energy around the world: Victoria Falls, northern lights, etc.
 54-7: Light pollution: how it wastes energy and what people are doing about it.
 59: Notice how many lights are on and how much energy is being wasted; measure the light in your city's night sky and report it to GLOBE at Night.
 60-65: Building to conserve energy.
 68-9: Do an energy audit of your building.
 70-71: Prepare your house for an energy audit by looking for leaky windows, plugged-in electrical equipment, etc. Facts about where energy is wasted in a home.
 72-3: Tips for being energy smart; check your school and other buildings for energy efficiency.
 74-5: Forms for Building Bio and Energy Audit.
 76-9: How cars affect the environment; why bikes can help; new bike programs in cities.
 80-1: Start a community bike sharing program.
 83: Engineer Denise Gray is working on a battery that will power an electric car.
 84: How Zipcars conserve resources.
 86-101: How walking school buses or starting a bicycle train to school can save gas and help the environment.
 107: Investigate energy use in a building in your community.

Art
 13: Draw a diagram of the places energy is used in your room.
 40: Making paper from weeds, carrot tops, etc.
 41: Turning plastic bags into purses.
 42: Making clothing from recycled trash.
 58: Draw what you want the night sky to look like.
 63: Draw your dream green home.
 66: Draw an old building and what you'd like it to look like; convert an underused space into a pop-up gallery for your artwork; plans for smart energy use.
 82: Draw your dream car.

(If you have time and materials, put your own twist on these activities, such as having girls make a model of their building, or construct a dream car from recycled materials.)

Get Moving (adult guide)

Healthy Living

30: Plan outdoor activities that offer physical activity (tag, freeze-dancing).
 31: Energy snack suggestions: Lettuce envelopes, fresh fruit, trail mix, hot apple juice, orange smiles, popcorn light bulbs, make-your-own granola bars. Suggestion to go to MyPyramid.gov for nutrition tips.
 36: Ask girls to name ad slogans for snacks and rate how energizing the snacks are. Share energizing snack suggestions.
 82: Ideas for energizing snacks; play freeze dance to have fun with energy.
 86-7: Encourage girls to walk/bike to save energy and get moving; walkability/bikeability survey.
 95: Play a giant game of freeze dance, create an energizing snack such as popcorn light bulbs.

Science

14-5: Observe the night sky; find constellations; facts about North Star; light pollution.
 16: Make homemade firestarters with recycled materials.
 22-3: Observe animals in nature, discuss their movements and use of energy.
 29: Encourage girls to think wisely about resources; invite them to collect recycled or natural decorative bits, fallen leaves, etc.
 30: Encourage girls to write down their observations on outdoor trips.
 33: Definition of energy; how we use energy; definition of energy efficiency.
 34: Tell girls about awards: Energize, Investigate, Innovate.
 35: Making recycled paper.
 36: Invite energy experts as guests.
 39: Make energy pledges; why it's good to use less energy.
 40: Study how much waste is in packages; better ways to package.
 41: Experiment: How plants turn sun's energy into light; girls sketch plants, particularly noting the leaves, and observe how sunlight affects them.
 43: Importance of recycling.
 44: Girls investigate how animals use energy according to their needs.
 45: Observe animals in nature and jot down thoughts and observations; discuss how animals conserve energy.
 46: How elephants communicate; lemurs; discuss the behavior of animals compared to humans.
 48: Explore energy use in buildings.
 50-2: What's a watt; check on the plant/light experiment; types of light bulbs and how they work; experiment to find out which bulbs use more energy.
 53: Experiment: Investigate drafts and brainstorm how to improve them; definition of investigation.

54: The value of insulation; experiment to test how well items insulate; tips for keeping warm.
 57: How much energy buildings use; conduct an energy audit of a community building.
 58-9: Suggestions for energy experts; how to conduct an energy audit and record information collected during the audit; visit a thrift store to study recycling. Encourage girls to be curious and use what they've learned; look for clues to the building's energy use.
 60: Encourage girls to look over data and observations, get expert advice, and share findings with building manager.
 68: Hello, I'm An Engineer—career profile.
 69: Different types of engineers and what they do.
 70: Questions to ask during an investigation or energy audit.
 71: Analyze your data.
 72: What you learned from your energy audit.
 73: Share what you've learned and advocate for change.
 76: Where the term green came from; profile of architect; a puzzle that makes you think outside the box.
 78: Check in on the plants/light experiment and make observations.
 82: Visit a hybrid car dealer and learn how the car works.
 83: Come up with an Innovate project idea.
 84: Explore energy spent and saved in transportation; name a constellation.
 93: Invite girls to build a girl-powered Human Perpetual Motion Machine with some girls becoming forms of renewable energy and some becoming gears, wheels, etc.

Art

16: Make homemade fire starters with recycled materials, make shadow puppets.
 30: Experience how stories are created and shared (comics, writing, illustration, design). Encourage crafts opportunities as they arise.
 35: Use recycled paper to make posters about energy or personal energy certificates.
 40: Definition of furoshiki; suggest girls make a recycled package.
 41: Sketch plants in the light experiment; use triangles of paper to make beads; make necklaces or a team strand in which each girl contributes beads with the energy pledge.
 42: How to make the beads; use leftover beads to make bead swaps.
 46: Create images or poems inspired by what girls observed in animals; write a haiku; compose a rhyming chant or rap; sketch a picture of an animal or insect using energy.
 47: Make drink cozies from recycled denim.
 55: Instructions for making hot drink cozies from denim.
 80: Use recycled paper to make silhouettes of friends or family members.

Art

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Cadette

Series: It's Your World—Change It!

Amaze! The Twists and Turns of Getting Along (girls' book)

Healthy Living

35: Snack friends: Peanut butter and apples, carrots and yogurt, etc.
 40-45: What is peer pressure; dealing with stress.
 46-47: Balancing friends, family, boys.
 48-49: Dealing with jealousy.
 50: Create your own no-pressure zone.
 52: For your peacemaker kit: dealing with conflict and pressure.
 54-59: What are cliques; how to recognize and deal with them.
 60-62: Gossip and how it hurts; a pledge not to gossip.
 63-69: Steps and strategies for conflict resolution (compromise, seek help, etc.).
 70: When it's time to let go of a friendship.
 74-93: What is bullying, how it hurts people, and how to deal with the anxiety, loneliness and stress.
 94: Take a martial arts class, do yoga, play sports, etc., to improve your mood and confidence; make a Zen garden to combat stress.
 99-111: What is cyberbullying, what to do about it, how to stay safe online.
 118-119: How a skit taught antibullying skills.

Science

19: Description of instinctive, spontaneous reactions.
 22: Facts about stereotypes and how they become part of thinking.
 23: Exercise to determine characteristics vs. stereotypes.
 34: Study friendships and determine what's healthy and what's not.
 38: Create a friendship Bill of Rights; think about what situations are important to your friendship.
 53: How Jane Goodall studied chimps.

Art

12: Design your own note cards.
 25: Create a peacemaker kit.
 36-7: Paste photos of your friends in photo frames and write down their qualities.
 117: Create a skit about the difference between friendship circles and cliques.
 127-8: Come up with ads or publicity for your project: Write an article or post a blog, create posters and fliers, etc.
 129: Creating signs to mark "No Ridicule Zones."
 133: Write a cinquain about what you learned.
 Amaze! The Twists and Turns of Getting Along (adult guide)
Healthy Living
 15: Ideas for local experts who can offer expertise with relationship issues.
 21: Amazing Snacks: Experiment with snacks that are festive and uplifting: lowfat cheese on wheat crackers, herbal iced tea, hummus on pita.
 28: Team-building activities build trust; retreats encourage relaxation.
 39: How stereotypes impact relationships; healthy friendships.
 44: Qualities important in a friend; how girls choose friends; why friendships are important.
 45: How to make sure girls feel safe in their environment so they can talk freely.
 49: Girls identify various types of peer pressure and practice managing peer pressure, conflict resolution.
 50: What are cliques and what is peer pressure; guide girls to explore hurtful dynamics.
 52: Taking a stand against peer pressure.
 54: Is your group cliquish or inclusive? How to change group dynamics.
 55: Keys to resolving conflicts, using "I Statements."
 59: Girls identify and learn to address bullying behavior; develop strategies for building safe online relationships.
 60-61: What bullying is, how to take back the power, strategies to disarm bullies.
 64: Recognizing bullying in cyberspace.
 81: To celebrate, create an obstacle-course-like maze with jump rope, race, etc.)
 86: How to "increase the peace" in your life and the world around you.
Science
 85: Plant a peace garden.
Art
 29: Encourage girls to share their favorite to-do's with each other: crafts, foods, DIY projects. Encourage them to create a visual record of their activities and record their thoughts in journal pages in the book.
 32: Draw a maze of your own.
 33: Think of a phrase or slogan about why our lives are like a maze. Encourage girls to create "life is a maze" poems, drawings or song lyrics.
 35: Create a team poster with pictures from magazines.
 39: Create a peacemaker kit.
 41: Encourage girls to make peacemaker souvenirs for their journey.

47: Create and decorate a mask showing inner and outer feelings.
 63: Act out "flipping the script" ways to deal with bullies.
 69: Develop a mini-series or awareness campaign for your project.
 81: Create a new team poem together.
 85: Create a group "peace" poem by using the word's five letters to start each line; create a maze that shows the start (us) and the end (world peace), and draw what goes in between.

Series: It's Your Planet—Love It! Breathe (girls' book)
Healthy Living

9: Make some space for yourself to improve your mood.
 27: Secure breathing room for yourself (meditation): Light a candle and watch the flame, lie in the grass and look at the trees, etc.
 29: Exercise: Achieving Focus.
 44: How you can improve air pollution in your community.
 45: Activities to do outside in the air.
 50-51: Recipe for éclairs—put some healthful fruit inside.
 64-5: What's in your air, what it can do to you.
 66-7: Increase in asthma rates due to pollutants.
 76-9: Why smoking is bad; how to persuade people not to smoke.
 81: Form an air care team; designate no-smoking areas; focus on deep breathing.
 82-3: How plants improve a room's air quality.
 85: Why exercise is good for your lungs and health.
Science
 6: What air does.
 11-13: Science and engineering/air-related jobs you might consider.
 16-26: What is sound; what it has to do with air; think like an engineer; how sound is measured; noise pollution.
 28: How technology is changing people.
 33: What is air and what it is made of; greenhouse gases; facts about planets.
 34: Global warming and climate change; layers of atmosphere.
 35: Fossil fuels and what they do.
 36-37: Elements in air and what they do.
 38: CFCs and the ozone hole; what people did to stop it.
 39: How NASA studies air.
 40-42: Scientists combat air pollution.
 43: Other effects of rising CO2 levels.
 48: Naturalist Rachel Carson inspired the environmental movement.
 52-55: How trees clean the air; how scientists are measuring CO2 to combat global warming; facts about clear cutting; encouraging selective cutting.
 56-7: Profile of a Girl Scout who created an illustrated list of birds to encourage people to protect the environment.
 58-61: Environmental scientist studies lichens; how lichens are air monitors.
 63: Studying deforestation; reducing paper use.
 64-5: What's in your air and what it can do to you.

68: Experiment: Measure the particles and dust in your air.
 69: Quiz: What's in the air?
 70: Investigate what products are in the air around you.
 75: How to do research.
 82-3: How plants improve a room's air quality.
 85: How exercise improves lung capacity.
 91-3: Sustainable wind energy.
 94-5: What a wind engineer does.
 96-7: How a wind turbine lights a billboard in Times Square.
 98: Air-related jobs like astronaut, atmospheric scientist, etc.
 103: Identify experts who can help: meteorologists, biologists, etc.
 109: Facts about animals and insects.

Art

46: Profile of a playwright who writes about air pollution.
 47: Write jingles, poems, etc. about air.
 49: Make a playlist of songs about air.
 56-7: Profile of a Girl Scout who created an illustrated list of birds to encourage people to protect the environment.
 62: Write down the names of animals that rhyme with air.
 87: Draw a green roof on your home or school.
 99: Write an air haiku.
 105: Create a play, slide show, performance art, etc., to urge people to act on your issue.
 108: Create a mascot for your project; make a short film about the project.

Breathe (adult guide)

Healthy Living

13: Make snacks that are airy and uplifting: whipped yogurt cheese on wheat crackers, etc.
 21: Inspire Brownies to try a healthy habit—watery treat, exercises, etc.
 27: Girls develop strong sense of self, practice healthy living, develop healthy relationships.
 33: Retreats give girls a chance to breathe.
 41: Girls explore relaxation and breathing techniques.
 42: Have experts lead girls in yoga or meditation, aromatherapy.
 44: Put together an aromatherapy bath bag.
 45: Make rose-scented lotion.
 50: Share some deep breathing and moments of silence; enjoy some cardio fun together.
 65: Health effects of pollution, smoking, noise pollution, etc.
 71: Meditate as the meeting starts, or spend a few minutes exercising.

Science

10: Identify experts who can guide you: meteorologists, astronauts, etc.; record what you see and smell in the air.
 11: Research an air issue, follow steps to reach your Air Care Team goals, gather proof of progress, share the impact.
 14: Exposing girls to science in daily life, encouraging them to continue interest in science careers.

15: Science in life: Sirens in the night are a chance to discuss decibels, cell phones beeping = distraction, smog = atmosphere, etc.; women working at NASA.
 16: Visit a wind farm to discuss sustainability.
 20: Lead younger girls through experiments: flying kites, making rainbows, etc.
 22: Girls learn to explore questions, discover answers, share ideas and observations, etc.
 23: Ask critical questions, challenge girls to think deeply, experiment with ways to solve real problems.
 38: Study sense of sound; listen to nature sounds.
 43: Study sense of smell.
 44: Start a Compare Air log.
 46: What are particulates; measure particulates in air.
 47: Brainstorm air experts who could help the team.
 49: What's in the air, do airy science experiments
 50: Observe the air and add to compare air logs, check particulates.
 51: Experiment: Turn on the fan and observe air flow.
 52: Balloon experiment/air has weight; pitcher experiment/air has mass.
 53: Experiment: How much oxygen is in air, what rust is.
 54: Experiment: Collapsing milk jug/air pressure.
 55: Experiment: Cup and lid/air pressure.
 56: Field observation and interviews on smoking, noise, etc.
 57: Have an expert share with girls.
 60: Tips for observation and fieldwork.
 68: Research chemicals used in your school, positive effects of plants on air quality.
 69: Brainstorm and choose an ALERT project.
 77: Continue making the most of experts: aromatherapy, cooking skills, etc.
 85: Gather and assess evidence of impact.
 86: Think like an engineer: design a gadget; check out airy careers.

Art

20: Make a puppet show or act out a scene from the ELF adventure with younger girls.
 33: Encourage girls to share their favorite to-do's and DIY projects; encourage them to create a visual record of their journey.
 57: Ask girls how they might creatively document their observations.
 67: Girls decide on how to reach out to an Air Care Team: create a mascot, poem, song, etc.
 72: Create a flier, web page, newsletter article.
 73: Hold a workshop or panel discussion; create a short play, video or PSA, mascot, etc.
 74: Create a Powerpoint presentation, posters, signs, a skit, etc. Brainstorm short, pithy phrases for bumper stickers, a jingle, etc.
 79: Brainstorm advertising strategies; make funny signs, a video, a Facebook page, etc.
 86: Write down words with air sounds

Senior

Series: It's Your World—Change It!

Girltopia: Toward An Ideal World for Girls (girls' book)

Healthy Living

38: Build confidence.

70: Organize a self-defense class; establish a safe place in the community.

Science

20-21: Observe things around you for inspiration (example: buildings designed by woman architect).

Art

20-21: Look at things around you for inspiration (examples: art by women artists).

24: Draw your avatar.

25: Create a video, build a sculpture, paint a picture, etc.

26: Suggestions for inspiration for your Create It.

27: Write a poem, song, etc. using these words. Create an online photo gallery.

32: Make a leadership bracelet.

33: Create a talk show for radio or TV with guests.

36: Keep a journal about your voice makeover. Act out a conversation.

37: Write a scenario to improve communication.

62: Be a part of an artistic team; check off roles you'd like to play.

64: Brainstorm slogans and turn them into stickers or buttons.

70: Make and post fliers on domestic violence hotline.

79: Invisible artists; women in fine arts.

93: Make a chart to map your community.

94: Write your Take Action statement.

96-8: What is publicity; make posters or fliers, create an e-campaign, write a news release.

101: Write a thank-you letter.

Girltopia (adult guide)

Healthy Living

14: Get girls outdoors to help them focus on creativity.

25: Encourage girls to experiment with snack treats that are uplifting: low-fat cheese on whole wheat, etc.

Art

6: Share the Create It with an online gallery, poetry night, etc. Girls may write a group poem, compile favorite songs, make a video, etc.

14: Visit museums, galleries, etc.; girls may want to make crafts, foods, inventions, videos, and other DIY projects.

22: Girls may want to make a swap in the form of a book.

40: Brainstorm ideas for your Create It.

44: Write a poem to a leader.

46: Make a life-size dream catcher.

47: Plan your Create It, begin filming or writing or painting.

74: Do a leadership talk show.

Series: It's Your Planet—Love It!

Sow What? (girls' book)

Healthy Living

14: Get girls outdoors to help them focus on creativity.

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Sow What? (adult guide)

Healthy Living

17: Pack low-mileage snacks, local fruits, etc.

21: Discuss what a healthy relationship is, build healthy relationships.

31: Tap a community expert to offer strategies for healthy relationships.

41: Salsa recipe.

43: Practice a few minutes of quiet together.

52: Finding out what crops are in season, research and plan a recipe from local products.

53: Bring in raw items like fruit to savor together.

53: Discuss how relationships can nurture or sabotage.

56: Discuss how to have a healthy relationship with food; make a healthy food commitment.

62: Plan a feast of local foods.

88: Try as many varieties of one food as you can.

89: Why relationships with all kinds of people are important; recipe for a great, healthy relationship.

91: Invent a new kind of s'more with a low food print.

92: Get outside and hike or enjoy a day at the park.

Science

14: Girls learn science, math and engineering are part of everyday life. Teach girls that science, technology, engineering offer ways to help people and communities. Foster lifelong interest in these subjects.

16: Hike outdoors, observe nature and food networks.

17: Try cooking a meal using the sun's powers

22: The world's resources and who uses them.

34: What is a food print; girls learn about where food comes from.

37: Test the assumption that the farther food must travel, the greater the food miles and the bigger the food print.

39: Food foraging; food miles; COOL labeling; mapping your pantry, etc.

50: Explore food network and gather ideas, info and contacts.

52: Invite experts from the food community; research and plan a recipe.

54: What's a locavore?

55: Calculate the food print of the meal you prepare.

58: Learn more about the agriculture or science of food in your region.

60: Investigate local agricultural practices.

62: Create a compost pile or bin.

63: Imagine being a scientist who invents a new way to grow food.

65: Encourage girls to map their pantry.

67: Invite agricultural experts or scientists working to improve food-supply conditions, doctors or nutritionists who have worked with hunger victims, etc.

69: Research hunger via photos or stories in print or on the Web.

85: Activity: Girls try on a career, including science.

Art

18: Make a swap representing local foods.

22: Make a mini-commercial of food network story.

31: Girls who like to make crafts, foods, inventions, etc., share their favorite DIYs with team; tell a story with fabric scraps.

35: Make a mini-commercial about your food favorites; create a food network story.

38: Create a flip book that tells how food got to the table.

41: Write key phrases about what makes a meal special.

42: Hold a cook-off.

53: Girls compete to create a dish from scratch.

56: Create a new ritual to improve old habits, jotting it in your journey book.

85: Make a team collage.

86: Make a story, diagram or skit about what life would be like if you were a scientist, nutritionist, etc.

92: Gather fabric scraps and find an imaginative way to tell the story of where your clothing came from.

94: Say one thing you learned and capture it in a collage or on paper.

95: Say thanks with a note, a low-food-print treat, photo or drawing.

Ambassador

Series: It's Your World—Change It! Your Voice, Your World: The Power of Advocacy (girls' book)

Healthy Living

16-17: Advocacy sample: Nutritious food for your cafeteria.

20: How teens launched a campaign to get teens eating right.

24: Apple snacks, pumpkin pie smoothie.

26-7: Planning a meeting: Include healthful snacks and time for yoga, stretching, etc.

55: Discover your inner child: Skip, hop, run, etc.

91: Reward yourself with a long bike ride, time to read a novel, a pedicure—whatever relaxes you.

Science

79: Document your issue: Compile stats, create a database, conduct an experiment, analyze survey result, design a chart.

Art

39: Draw all the communities you belong to and would like to be a part of.

41: Create a community map.

47: Make a mood ring.

75: Put artistic talents to use: Take photos, make posters, etc.

76: Write a brochure or flier, submit an article, create a PSA, etc.

77: Design a billboard, create a political cartoon, perform a skit; create a documentary, etc.

84: Design a t-shirt with a clever slogan.

96: Prepare a presentation of what you've accomplished; perform a dance or a short play; present photos or paintings, etc.

Your Voice, Your World: The Power of Advocacy (adult guide)

Healthy Living

13: Go on a hike.

40: Include breaks for energizing snacks or just to relax. Science

13: Invite a panel of experts, such as those working on the environment, health care, etc.

50: Definition of butterfly effect.

Art

13: Encourage girls to share their creative efforts (DIY projects, recipes, videos, etc.).

41: Come up with your own "A is for" lines to express hopes for the journey and keep adding lines to create a poem.

44: Make a crazy-quilt map of ways their communities intersect.

47: Do improve acting on a topic pulled out of a hat; brainstorm catchy slogans for t-shirts.

50: Create a group story or poem.

75: Create a photo essay or storyboard describing your effort.

80: Write down reflections on newsprint or posters.

Series: It's Your Planet—Love It! Justice (girls' book)

Healthy Living

7: Take a nature break to strengthen your connection to the environment.

39: Commit to spending 10 minutes of quiet time, away from all clutter and distraction.

54-5: What would happen if Americans walked or biked and ate less meat?

57: How much meat Americans eat; try substituting other protein sources like cheese, yogurt, beans.

93: Take a nature break; go for a walk.

Science

10: All about sage.

12: Steps to earn a Sage award: Observe, do math, be hawk-eyed, take the scientific view, decipher decisions, create your equation.

19: Do research on superfunds.

20-21: Important dates in environmental history.

25: Look at issues from every angle (example: the environment).

32-5: Environmental threats; toxic waste.

37: Archeologists study trash.

38: Environmentalists working to do away with waste.

40-41: Biofuels; two ways to turn plants into fuels.

42: Investigate an environmental injustice.

43: Facts about high-flying birds.

46: Assess your trash output.

47: Assessing your carbon footprint.

48: The carbon footprint of the U.S.

49-51: The carbon impact of various foods.

53: Geologist/engineer Cathy Zoi and climate change.
 56: How livestock affects land.
 58-61: Facts about and problems with bottled water.
 63: Profile of engineer Jennifer Languell; finding ways to combat pollution.
 67: Analyze your information and sources (example: what do the words “green,” “eco-friendly,” and “natural” really mean?)
 68: Analyze ads and news stories (example: is unusual weather a sign of climate change?)
 70: Facts about vision in hawks and owls.
 71: Activity: Collect 10 examples of news stories and 10 ads, then compare and assess the messages.
 75-6: Science is integral to environmental justice; how scientists assess environmental threats.
 78-9: Scientific risk and uncertainty.
 80: What is epidemiology; how experts research health.
 82: How a physician stopped cholera with research and a map.
 83: Dr. Paula Fujiwara and public health.
 84: How statistics work.
 87: Make a solar cooker from a pizza box.
 88: Urgent need for engineers and technology for the future; samples of inventions that are helping.
 90: The power of pasteurization.
 94: Scientific advances and how they require observations, reasoning, experiments.
 98-100: Projects that improve quality of life.
 103: Working toward sustainability in products.

Art

28: Research: Find 5 inspirational poems or song lyrics.
 36: Profile of artist Tatiana Deschenie.
 70: Make an injustice collage.

Justice (adult guide)

Healthy Living

16: Take a break and enjoy the outdoors.
 17: Go for a hike.
 40: Assess habits: Do you ask for a ride rather than walking or biking?
 49: Two actions to change a bad habit or start a good one.
 50: Encourage girls to try dishes that might be new to them for a healthy protein swap: falafel, feta cheese, etc. Write down a new protein recipe; talk about how the meatless meal went over with the family.
 62: Try sage tea.
 75: Herb-sampling party: Herbs can add flavor to protein-rich alternatives to meat.
 84: Visualization and success, meditating on the steps toward a goal.
 90: What personal habits have you changed, what have you enjoyed about nesting, enjoying nature?

Science

14: Soaring into math, science, engineering: Encouraging girls into these careers; how to sustain interest and build confidence; how science helps people in communities.

15: Cooking involves chemistry and math; make the most of every creative scientific moment; women in NASA.
 16: Observe birds.
 17: Plan meals cooked by a solar cooker.
 19: Invite experts to talk about looking at issues from different perspectives.
 38: Facts about shearwaters.
 42: Investigate local environmental issues; girls can check out the pollution in their county with scorecard.org.
 45: Ask girls if they know a fun math or science teacher to join the next meeting about using math creatively.
 50-1: Exercise: using a “levitations stick”; the science behind the levitation.
 52-3: Statistics on consumption of water, paper, aluminum cans; figure out how much you use.
 56: Tips for writing a good survey.
 57: Sharpen girls’ critical thinking by looking at media; ask them to collect environmental news stories.
 59: Take a short walk to observe nature; tabulate and analyze survey results.
 63: Encourage girls to talk to a range of experts: environmentalists, engineers, meteorologists, etc. Talking with them opens the door for girls to see how science contributes to a better world.
 64: Girls investigate the role of science and uncertainty, what science can and can’t do for the environment.
 65: Invite girls to dream up a green technology or green inventions; engage girls in thinking about future options in math and science fields.
 66: Interviewing scientists to learn more about interpreting scientific results.
 67-68: Activity: Viewing an environmental issue from different perspectives.
 69: Separating scientific from non-scientific issues; scientific facts and uncertainties.
 70-71: Chart on scientific facts and uncertainties; recent scientific controversies, such as phthalates and bisphenol A, thiomersal, rBST, genetically modified foods, etc.
 74-5: Interview a decision-maker about how scientific information affected a decision.
 87: Check the math on the guilty habits list.
 92: Cook or bake favorite treats (recipes are equations).
Art
 17: Create the cutout effect from the book cover using images from your world.
 31: Encourage girls to share creative efforts: videos, inventions, etc.
 32: Girls might enjoy creating a journal, mural, keepsake box, etc.
 34: Spend some time at an art museum, craft show, sculpture garden or other art space; see how bottle caps, cans, etc., can be repurposed. The girls may want to start a team treasure box and make games or artifacts using what they collect.
 40: Find photos and arrange in sequence to tell a story.
 45: How to capture and present their equation: video, photos, poetry, etc.
 61: Do some creative role-playing

Hints for Leading a Multi-Level Troop with Daisies

The Daisy curriculum is different from that of the other levels; it is easiest if you are able to split the troop up for badge work. Since you are required to have *at least* two approved volunteers at each meeting, it shouldn't be difficult to split the troop up. You can still have opening/ closing ceremonies together, crafts and songs (just break up into levels for any badge/petal work.)

- If you want to keep the Daisies and Brownies together for badge work, the girls will have to earn different items. When working as a multi-level group, you will have to focus on one level at a time. When the Daisies earn their petals, the brownies can earn some "Try it" Badges. Here are examples:

- Daisies earn their "*Honest and Fair*", "*Friendly and Helpful*", and "*Considerate and Caring*" and "*Courageous and Strong*" petals, Brownies can work on their "*Nurse Try-It Brownie Badge*"

- Daisies earn their "*Responsible for what I say and do*", Petal, Brownies can earn their "*Leave No Trace Brownie Try-It Badge*"

- "*Use Resources Wisely*", and "*Make the World a Better Place*" Petals, can also be aligned with the "*Leave no Trace Brownie Try-It Badge*", as well as the "*Arizona – Try it Badge*"

-The "*Respect Myself and Others*" and "*Respect Authority*" Petals can be earned while the Brownies earn the "*Library Badge*"

- "*Respect Myself and Others*" and "*Be a Sister to Every Girl Scout*" can be earned by the Daisies, while the Brownies earn their "*Beanie Brownie Try-It Badge*"

- Then, you can focus on the Brownie curriculum. The Brownies earn badges; the Daisies can earn fun patches. See the chart below for examples. (Juniors are listed as well) The chart doesn't have an exhaustive list of all the possibilities. Be creative, and when in doubt, come to the shop!

Multi-Level Badge Work

Daisy	Brownie	Junior
Arts and Crafts	Painting	Drawing
Baking	Snacks	Simple Meals
Caring for Community	Celebrating Community	Inside Government
I love my pet	Pets	Animals Habits
Sports	Best-self	Staying Fit
Games	Fair play	Practice with Purpose
Science	Home Scientist	Entertainment Technology
Music	Dancer	Musician

Reviewing Financial and Sales Abilities by Grade Level

As with other activities, girls progress in their financial and sales abilities as they get older. This section gives you some examples of the abilities of girls at each grade level.

Girl Scout Daisies

The group volunteer handles money, keeps financial records, and does all group budgeting.

Parents/guardians may decide they will contribute to the cost of activities.

Girls can participate in Girl Scout cookie activities and other council-sponsored product sales.

Daisies are always paired with an adult when selling anything. Girls do the asking and deliver the product, but adults handle the money and keep the girls secure.

Girl Scout Brownies

The group volunteer handles money, keeps financial records, and shares some of the group-budgeting responsibilities.

Girls discuss the cost of activities (supplies, fees, transportation, rentals, and so on).

Girls set goals for and participate in council-sponsored product sales.

Girls may decide to pay dues.

Girl Scout Juniors

The group volunteer retains overall responsibility for long-term budgeting and record keeping, but shares or delegates all other financial responsibilities.

Girls set goals for and participate in council-sponsored product sales.

Girls decide on group dues, if any. Dues are collected by girls and recorded by a group treasurer (selected by the girls).

Girls budget for the short-term needs of the group, on the basis of plans and income from the group dues.

Girls budget for more long-term activities, such as overnight trips, group camping, and special events.

Girls budget for Take Action projects, including the Girl Scout Bronze Award, if they are pursuing it.

Girl Scout Cadettes, Seniors, and Ambassadors

Girls estimate costs based on plans.

Girls determine the amount of group dues (if any) and the scope of money-earning projects.

Girls set goals for and participate in council-sponsored product sales.

Girls carry out budgeting, planning, and group money-earning projects.

Girls budget for extended travel, Take Action projects, and leadership projects.

Girls may be involved in seeking donations for Take Action projects, with council approval.

Girls keep their own financial records and give reports to parents and group volunteers.

Girls budget for Take Action projects, including the Girl Scout Silver or Gold Awards, if they are pursuing them.

ALL GIRL SCOUTS

When collaborating with any other organization, keep these additional guidelines in mind:

- **Avoiding fundraising for other organizations:** Girl Scouts are not allowed, when identifying ourselves as Girl Scouts (such as wearing a uniform, a sash or vest, official pins, and so on), to solicit money on behalf of another organization. This includes participating in a walkathon or telethon while in uniform. You and your group can, however, support another organization through take-action projects or by making a donation from your group's account. And Girl Scouts as individuals are able to participate in whatever events they choose, as long as they're not wearing anything that officially identifies them as "Girl Scouts."
- **Steering clear of political fundraisers:** When in an official Girl Scout capacity or in any way identifying yourselves as Girl Scouts, your group may not participate (directly or indirectly) in any political campaign or work on behalf of or in opposition to a candidate for public office. Letter-writing campaigns are not allowed, nor is participating in a political rally, circulating a petition, or carrying a political banner.
- **Being respectful when collaborating with religious organizations:** Girl Scout groups must respect the opinions and practices of religious partners, but no girl should be required to take part in any religious observance or practice of the sponsoring group.
- **Avoiding selling or endorsing commercial products:** "Commercial products" is any product sold at retail. Since 1939, girls and volunteers have not been allowed to endorse, provide a testimonial for, or sell such products.

Field Trip Ideas for All Ages

Place/Description:

Price:

For More Information:

Restaurant Tour at Peter Piper

\$2.99/girl

520-888-5520

Peter Piper Pizza's **Restaurant Tour** is fun and educational for children. Learn how we roll-out dough, measure ingredients and adjust temperatures. Children can roll up their sleeves, top their own 7" pizza, and receive a small drink for just \$2.99. At the end of the tour each child receives an "Official Pizza Maker" certificate for a job well done! Each certificate is redeemable for a FREE 7" pizza to use on their next visit. Call the manager to reserve your restaurant tour today!

<http://www.peterpiperpizza.com/community/post/1229/18/?/events/post/1229/18/>

Humane Society of Southern AZ

Free

(520) 327-0010

The Humane Society offers free tours for community members. Make the trip extra special by having the girls brainstorm a take action project based on what they observe at the shelter!

Arizona State Museum

Free for kids, \$5/adult

statemuseum.arizona.edu

The Arizona State Museum offers the perfect field trip for a culturally based lesson. The museum's exhibits vary but tend to center around the history and culture of Southwestern People. The museum showcases contemporary and ancient Navajo and Mexican cultures among others.

Check out this link to find out how to earn badges. It has some cool ways for girls to earn badges at the museum! <http://www.statemuseum.arizona.edu/blog/girl-scouts-are-excited-about-asm/>

International Wildlife Museum 2.50/girl, 5.50/adult thewilslifemuseum.org

Explore the fascinating world of natural history at the museum. The museum offers a close-up look at over 400 insects, spiders, birds, and mammals (including prehistoric). Travel from the equator to the poles learning about the unique relationships, adaptations, and habitats of the world's diverse wildlife.

El Tiradito

Free

El Tiradito is a National Historic Site located in Old Barrio area of downtown Tucson, Arizona. The main feature of the site is a legendary Catholic Shrine.

"A" Mountain

Free

Hike this local landmark with your girls! During the hike ask them about community and what the A mountain does for our local culture.

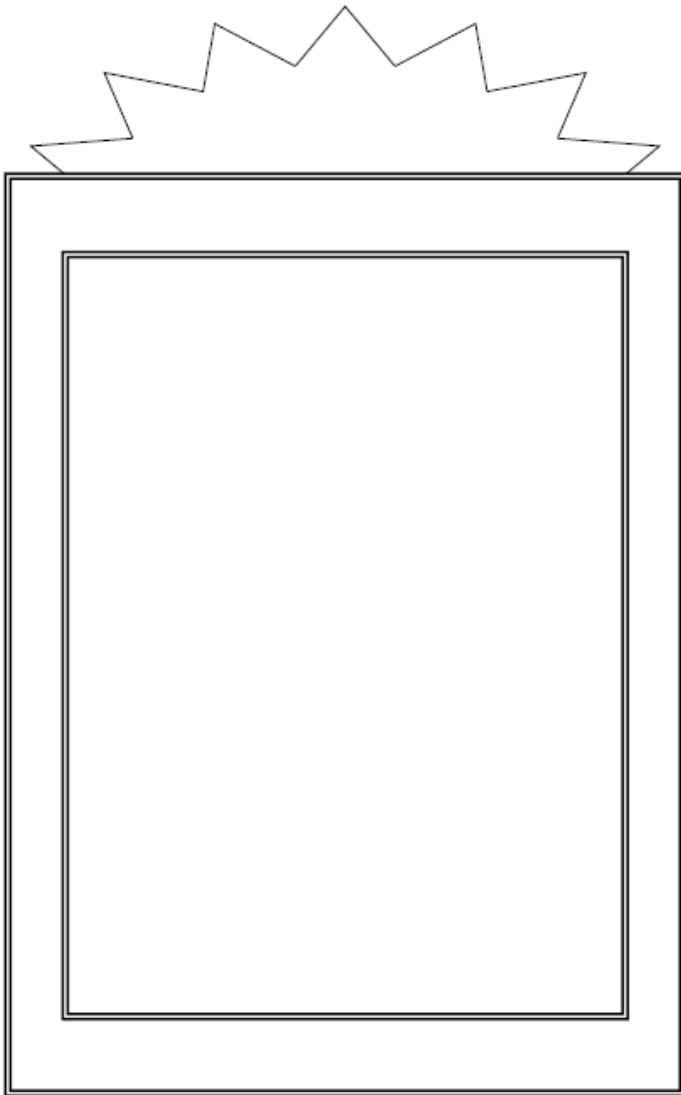
Cultural Activities

Daisy: Frida Kahlo Self-Portraits

Supplies:

- half sheets of white paper
- oil pastels (or crayons)
- mirrors for girls to see themselves during their drawing (optional)
- gems to decorate border around the page (optional)

*Talk to the girls about what is a self-portrait, what it means. Also, how Frida used them to express her feelings and the different things that she was going through in her life.



You can use this frame or make one similar so the girls can draw a picture of an animal or themselves.

They can also reference the next page for other ideas of what to draw.

Draw yourself, a pet (or your dream pet), and
a background that tells us about who you are or where you are from
Decorate your frame with bright colors and a design of your choice

Some artists use animals as symbols that
represent their own characteristics or something in their lives



Wolf:
**Loyalty, success, perseverance,
stability and thought.**



Bear:
Power, healer, gentle strength, dreaming.



Butterfly:
Metamorphosis, carefree, transformer



Deer:
**Love, gentleness, kindness,
gracefulness and sensitivity.**



Rabbit:
Alertness, nurturing



Hummingbird:
**Messenger, optimism
and sweetness.**

Did you know...

Frida liked to paint her eyebrows like the wings of a bird?

Did you know...

*Frida was proud of her Mexican heritage. She loved to wear Tehuana dresses, Aztec Indian jewelry
and braid her hair with ribbons, scarves and flowers.*

Brownie: Dream Catchers

Dream catchers are one of the most fascinating traditions of Native Americans. The traditional dream catcher was intended to protect the sleeping individual from bad dreams, while letting good dreams through. The good dreams would come through the hole in the center of the dream catcher, and slide down the feathers to the sleeping person below. The bad dreams would get caught up in the web, and will not reach the sleeper.

Supplies:

- paper plates
- hole puncher
- beads
- feathers
- yarn
- crayons
- gems to decorate (optional)

Directions:

Cut out the middle part of the plate, leaving a large hole in the middle. Hole punch the edges of the plate, as many as you'd like. Cut out a semi-long piece of yarn to begin weaving through the holes on the paper plate. Once you have completed your tight web, the next step is to cut out three more pieces of yarn to put on the bottom of the plate, where you will hang your feather and beads from. You will then hole punch another hole on the top of the plate, put a yarn through it and tie it so that you may hang it over your bed (or somewhere in your bedroom). Final step to decorate your plate by coloring it or gluing gems to it. Now, a bad dream will never reach you!



Juniors

Papel Picado



Have you ever seen the colorful paper banners at a fiesta? These colorful decorations are fun part of Mexican celebrations that can be hung up all year long. Learn how to make your own and host your own fiesta! Papel picado means “perforated paper”. It can have intricate designs and you can be creative with it as you’d like!

Here is what you will need:

- tissue paper
- scissors
- hole punch
- paper clip
- pencil or pen
- string or twine
- double-stick tape

Instructions:

1. Cut tissue paper into uniform rectangular pieces.
2. Fold stack in half hamburger-style from left to right, then in half again hamburger-style from left to right. Paper clip on the top and bottom to keep it together.
3. Draw a pattern along the left-hand fold. Along the right-hand fold (where the paper opens once), mark the spots where you’ll use your hole punch.
4. Cut out the pattern on the left-hand fold. On the right-hand fold, use the hole punch to cut out circles.
5. Remove the paperclip from the bottom and cut a pattern along the bottom edges.
6. Once you are done, remove the remaining paperclip, open the papers, and flatten the sheets with your fingers
7. To tape as a garland, run a line of double-stick tape across the top of a single flag. Press your twine into the tape, then fold over the edge and continue to add flags until you’re happy with the length.
8. String up and enjoy your fiesta!