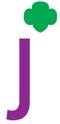




Junior Meeting Plans



Girl Scout Junior Meeting Plans

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Welcome to Girl Scout Juniors!

Welcome to the exciting world of Girl Scouting! Together with the girls and families in your troop, you will plan and take part in activities and challenges that will help girls gain a deeper understanding of themselves, develop healthy relationships, connect with others, and have lots of fun. Girl Scout Juniors learn to discover, connect and take action through the meetings and activities that focus on the Girl Scout Leadership Experience, as outlined in the *Agent of Change*, *Get Moving*, & *aMuse* adult guides.

This curriculum will provide you with guidance as you plan your meetings and activities. There are many Girl Scout resources available to you and sometimes the variety can be overwhelming to coordinate. Here you will find meeting plans which utilize the Girl Scout Junior journey books- *Agent of Change*, *Get Moving*, & *aMuse*; Skill Building Badges, and Legacy Badges.

The meeting plans designed to take you through Girl Scout Juniors. You will probably have additional meetings or activities besides these and you may want to follow a similar format so there are meeting plan templates for your use in the resources section. Given that all Girl Scout activities should be girl-led, you may veer off in a different direction than these meeting plans and that's okay. These show how you can plan out the year so girls can complete the following.

- **Girl Scout journey- *Agent of Change***
 - Power of One Award
 - Power of Team Award
 - Power of Community Award
- **Girl Scout journey- *Get Moving!***
 - Energize Award
 - Investigate Award
 - Innovate Award
- **Girl Scout journey- *aMuse***
 - Reach Out Award
 - Speak Out Award
 - Try Out Award
- **Skill Building Badges**
- **Legacy Badges**

Throughout this outline, you will find relevance to optional activities and other resources. This outline is meant as a guide with flexibility to allow you and your girls to find creative ways to do similar things. Since there is already a guide, the plans will provide resources and page numbers to direct your attention to find out more about them. While this will entail going from these meeting plans too other materials, it will provide a way to use these other resources. They include:

- *Agent of Change*, *Get Moving*, & *aMuse* journey books, and adult guides
- *Customize Your Journey* adult guide

Thank-you for taking the time to be an important part of the lives of our Girl Scouts!



Junior Basics

NATIONAL PROGRAM

What Juniors Do*

Choose a Journey and earn the awards



Want to earn more Badges? Add the Badge sets



Use them all with The Girl's Guide to Girl Scouting



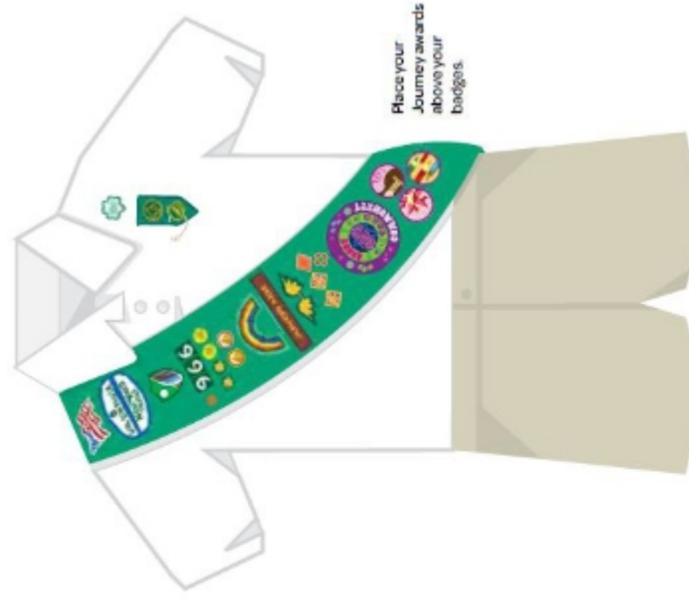
* Remember to add in 1968, our 100th anniversary, the award is with and more! See it all in all the girl's guide.



Girl Scout Junior Vest



Girl Scout Junior Sash





Engage Girls with a Variety of Activities

Movement Activities

Active games help build large motor skills and confidence, while letting girls “get the wiggles” out. You may want to start meetings with activities that allows girls to move and interact, particularly if they have come right from school. You can also break up times that have girls sitting for too long with some active movement.

Sit-Down Activities

Being active does not always mean moving around. It also means being part of the Junior Circle where girls share their ideas, listen actively to others, make decisions together, and follow along in their books as stories are read. It can also mean a game where girls are so engaged that they are happy to sit quietly. Other times it means sitting at a table and working on a project. Some activities, such as cutting, coloring, and manipulating small objects, call for small motor skills. You can note how well your girls handle this. Some may get frustrated, others will rush through. Give girls praise for their efforts and do not make comparisons. Give girls time to complete and have another activity for those done fast and first. Girls who take extra time may be very capable but like to do things perfectly; some girls who rush through may actually be frustrated and want to get the activity over. They will get more capable but be aware of how much you are asking them to do. Even if they can cut out small pieces of paper, but they may get frustrated if asked to do this too much.

Literacy Activities

Engaging girls in literacy activities that improve their ability to read, write, listen, and speak, are important to their development and provide opportunities to apply things learned in school. You will have girls of all abilities so allow them to work at their own pace. Financial and career literacy (incorporated through the Cookie Program) and cultural literacy (developed through exposure to various cultures) are also important aspects of Girl Scout curriculum.

Outdoor Activities

Try to get outside if you have access to a safe playing area in order to give girls a change of pace. Exploring outdoor landscapes helps girls become aware of the natural wonders around them. Being free to move in open spaces helps coordination and promotes healthy living.

Musical Activities

Using music through song, rhythm, and home-made instruments is a good way to engage all girls but especially those who learn best through music.

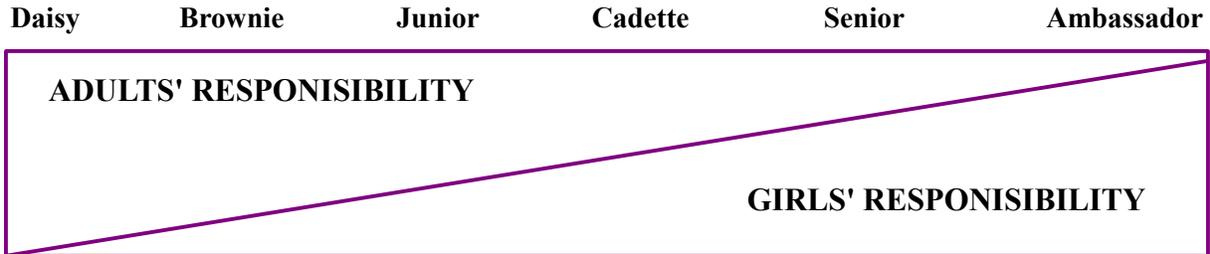
Arts & Crafts Activities

Many girls like to do crafts projects and these can easily dominate your meetings if you are not careful. Try to have sample activities which allow for creative expression instead of “cookie-cutter” crafts which all turn out the same. Girls should learn how important the arts are and how they can be an outlet for their creative ideas. They should also find out how they can use art to make the world a better place by sharing their efforts.



Girl Scouting = Girl Planning

You can have a good program without girl planning,
but you can't have good Girl Scouting without girl planning!



WHAT IS GIRL PLANNING? Girl Planning means that the troop's adults help girls choose and organize their own activities, solve problems as a group, and the girls take charge of the results.

The Girl Led Process

In Girl Scouting, it's not just about what girls do, but how you engage them in a girl-adult partnership that will ensure they have a high-quality experience. All activities are designed to use three processes that make Girl Scouting unique from school and other extracurricular activities. When used together, these processes—Girl Led, Learning By Doing, and Cooperative Learning—ensure the quality and promote the fun and friendship so integral to Girl Scouting. Girl Scout Juniors take an active part in figuring out the what, where, when, how, and why of their activities. They lead the planning and decision making as much as possible. These meeting plans help girls and adults plan and implement the program year using the Program Essentials Chart. In the past, girls may have looked to adults to lead activities, but as Girl Scout Juniors it is time to be more active participants in planning what will be done and carrying it out. Girls work together to make this experience what each of them wants it to be.

Steps to Keeping it Girl Led

1. Do advance planning.
 - Think through an idea to its conclusion and see if it is doable.
 - Modify, adapt, or put off until another time if the idea is too much for now.
 - Plan the work and work the plan!
2. Ask all the girls.
 - Give each girl a chance to speak before calling on those girls bursting with more ideas.
 - Provide opportunities for girls to connect activities their Girl Scout leadership journey.
3. Develop ideas.
 - Refine plans and create future plans.
 - Plan the most popular ideas and try to combine some of the other ideas.
 - Complete the refining process and come to a consensus. Gauge the girls' reactions for "approval" (i.e., consensus).

- Implement what you can start immediately or at the next meeting.
 - Put the other ideas in a Girl Scout “dream box” for future use.
4. Alert other adults.
 - Communicate with parents/guardians about what the troop is doing, enlist their support, and let them know what help you need.
 - Listen to their reactions and make adjustments, if necessary.
 5. Use the plans.
 - Remind girls that the activities they are enjoying are the result of their involvement in the planning and decision-making.
 6. Review the plans.
 - Before going to a new phase, review what you have decided and make changes if you need to. Don’t do anything for girls that they can do for themselves.

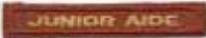
Creating a Quality Experience

Girl Scouting’s promise to girls is stated in the mission: Girl Scouting builds girls of courage, confidence, and character, who make the world a better place. Girls engage in activities that help them **discover** themselves and their values, **connect** with others, and **take action** to make the world a better place. A quality Girl Scout Leadership Experience includes going on a leadership journey, earning badges, camping, taking field trips, selling cookies, and enjoying Girl Scout traditions. These sample meetings demonstrate how to customize the plan using the Leadership Journeys, *The Girls Guide to Girl Scouting*, and council-sponsored programs and events. Together with the girls and families in your troop, you will take part in activities and challenges where girls play an active part in planning and doing, learn by doing, and work together toward shared goals.



Quality Experience Chart

Use this chart to create a quality experience with your girls based on their interests and skills.

Creating a Quality Experience Chart	
Juniors	
Leadership	
Award	Description
	It's Your World — Change It!: AGENT OF CHANGE - This powerful Journey is filled with ceremonies and circles and real-life heroines. Along your Journey, learn how your own power combines with others into team power and then becomes community power.
	It's Your Planet — Love It!: GET MOVING! - Investigate and innovate as you explore your own energy, the energy of your places and spaces, and the energy of getting from here to there. Meet energizing people and 'get moving' to get others moving, too!
	It's Your Story — Tell It!: AMUSE - Explore your potential by combining storytelling with the many roles — real and creative — that the world offers. Have fun trying on roles and learning about people and the power of real-life action and leadership.
	Junior Aide - Juniors earn this award by making and completing a plan to guide Daisies or Brownies on one of their Journeys.
	Girl Scout Bronze Award - Welcome to the Girl Scout Bronze Award, a leadership adventure and the highest honor a Girl Scout Junior can achieve. As you and your team plan and complete your project, you'll develop more confidence, meet new people, and have the kind of fun that happens when you work with other Girl Scouts to make a difference.

STEM	
Award	Description
	Jeweler - Explore the design process by making jewelry. Create it for yourself or give to other people. Try this badge and you'll have something wonderful to wear in no time.
	Digital Photography - It seems like almost every gadget can take a digital photograph, from phones to laptops to — of course — digital cameras. But do you know how to get the most of your digital device and what it takes to capture a winning photo? This badge will help you do just that.
	Entertainment Technology - Learn the ins and outs of entertainment technology: discover the sound waves in a ringtone, the light magic that makes movies and the topsy-turvy physics of roller coasters.
	Gardener - Dig your hands into the earth and spend time with soil, water and sunlight to find out how to help life grow from a tiny seed. You can make your own garden no matter where you live.
	Detective - Stories, movies, and television are full of detectives solving mysteries and bringing criminals to justice. Their jobs are important, exciting, and take serious skills — skills you can try in this badge. Grab your magnifying glass and dive into the science of detecting.
	Drawing - In this badge, you'll learn techniques to make your drawings even better — which will make seeing what your imagination can do even more fun.
	Product Designer - A product is anything developed by one person for another. An innovation is an invention that improves people's lives, like a smartphone or waterproof fabric for a tent. In this badge, you can be the product designer.

Healthy Living & Creativity

Award	Description
	<p>Playing the Past- Dream up a character for yourself as a girl or woman who lived in another time period. You could be a poodle skirt-wearing Girl Scout from the 1950s, a Wild West cowgirl, a medieval duchess or maybe a Japanese princess from long ago. You can be someone who really existed or a historical woman from your imagination. Give yourself a new name and get ready to live history.</p>
	<p>Practice with Purpose- Even the best athletes weren't born great at sports. They had to practice with purpose. Have fun with these activities as you learn to improve a skill no matter what track, court, rink, pool, slope or field you like to play on.</p>
	<p>Simple Meals- Discover how to make amazing meals and learn to create an entire meal on your own.</p>
	<p>Junior First Aid- When you've earned this badge, you'll know how to help people when they're ill or injured and how to respond during an emergency.</p>
	<p>Staying Fit- You need a fit body and mind to do all your favorite things. Jump into this badge to figure out what you need to stay strong for life.</p>
	<p>Musician- Whether you're already a musician or you just want to see what it's like to make sounds on an instrument, there's something for you in this badge.</p>
	<p>Scribe- Great writing can make people feel encouraged, entertained or excited. And when you're sad or angry, writing down your feelings can make you feel better! In this badge, find out what you can do with words.</p>

Healthy Living & Creativity (cont'd)



Independence- This badge will start you on the road to riding solo so you can feel confident on your own, show your family they can trust you and get comfortable striding down your path to changing the world.

Award

Description



The Safety Award Pin is earned by following a five step process for staying safe, tailored to Girl Scout Juniors. The color of the cross on the pin corresponds to the Junior grade level color.

Outdoor Awareness & Environmental Stewardship

Award

Description



Flowers- There is more to a flower than just good looks; without flowers, plants could not make seeds and scientists think the world would be much drier (and a lot less pretty). Dig up more flower secrets in this badge.



Camper- Plan a camping adventure, watch a sky full of stars, cook a meal on a stick, share silly stories around the campfire and learn outdoor skills as you take part in this favorite Girl Scout tradition.



Geocacher- Geocaching is your chance to be part global explorer, part detective. You'll search for treasure chests called "geocaches" using a GPS receiver that will help you find each chest's secret hiding place. Get ready for a thrilling adventure.



Animal Habitats- Imagine meeting a monkey or kicking up dust with a kangaroo. These animals live in the wild, so we don't get to spend time with them in their natural homes — their habitats. But that doesn't mean we can't find out more about where they live, how they play and how we can help them thrive.

Global Citizenship & Girl Scout Sisterhood

Award	Description
	<p>Junior Girl Scout Way- As a Girl Scout Junior, you're on an adventure to find your path through the world. Our sisterhood is full of traditions to help guide you. In this badge, share activities and spirit that are a century strong and growing stronger every day.</p>
	<p>Social Butterfly- Have you ever found yourself in a group or place where you didn't know how to act? It happens to everyone. In this badge, have fun practicing the social style and good manners that will make you comfortable in any situation!</p>
	<p>Inside Government- Active citizens should know the basics of government, so here's your chance to go behind the scenes. In this badge, you'll explore laws that affect you every day, meet people who work in government and be active in government yourself.</p>
	<p>The Girl Scouts Global Action award, developed in partnership with the World Association of Girl Guides and Girl Scouts (WAGGGS), is an exciting and enriching way for Girl Scout Daisies to Ambassadors to participate in realizing the United Nations' Millennium Development Goals (MDGs) which aim to reduce extreme poverty and impact major world concerns by 2015.</p>
	<p>Each year on February 22, girls participate in activities and projects with global themes to honor their sister Girl Guides and Girl Scouts in other countries. It is a special day in the Girl Scout year when we remember we are part of a worldwide movement.</p>

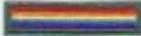
Financial Education	
Award	Description
	Cookie CEO - When you have earned this badge, you will know more about how to run all parts of your cookie business.
	Customer Insights - When you have earned this badge, you will have a better understanding of your cookie customers.
	Business Owner - When you have earned this badge, you will know the basic steps to plan and create a new business.
	Savvy Shopper - When you have earned this badge, you will know the difference between what you need and what you want, and you will be able to wisely save money for both.
	The cookie sale activity pin is an earned award that is worn to show participation in the Girl Scout Cookie Sale after completing participation activities outlined in the Cookie Sale Activity Guide. The pin(s) are awarded each year in a different color. The 2013 Pin is Turquoise.

Community Service & Service Learning

Award	Description
	<p>Take Action Project: Join other Girl Scouts and make a difference by giving back to your community. Take Action Projects can be done along with Leadership Journeys</p>

Celebrating Success

Award	Description
	<p>The Journey Summit Award Pin is earned by girls who have completed all three National Leadership Journeys at their grade level. The colored border around each pin corresponds to their grade level.</p>

	<p>Bridge to Girl Scout Cadettes When you climb up to Girl Scout Cadette, get ready to take the lead on all kinds of adventures. As a Cadette, you'll have the power to create an amazing impact on the world around you.</p>
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Things to Remember..

You will hear many of these things in many ways as you begin and move forward as a Girl Scout adult volunteer, but they are important so you should keep these ideas in mind:

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

Discover + Connect + Take Action = Leadership

Girls **discover** themselves and their values, **connect** by caring and teaming up with others, and **take action** to improve themselves, their families, their communities, and the world.

Girl Scouts are Girl-Led = Girls play an active part in planning and doing!

- Ask the girls what they would like to do and listen to their ideas
- Sift ideas and create a plan together: Use their ideas as a springboard for practical things they can do
- Involve girls in decision-making, planning, organizing, doing, and evaluating
- Change the example meeting plans to meet the needs and ideas of your girls

Girl Scouts Learn by Doing = Experiential Learning

- Hands-on activities help girls learn if they are also minds-on (meaningful)
- Involves action and reflection- girls need to be active physically and mentally
- Being active is to explore, discover, question, observe, share, and reflect

Girl Scouts use Cooperative Learning = Working together toward shared goals

- Developing social skills in working with others takes opportunity and practice
 - Girls are just learning what it is like to be a member of a group
 - Engage girls in taking turns and sharing
 - Teach girls to be active listeners
- Teach social skills by giving girls expectations for group behavior
 - Talk about what makes a good group work well
 - Encourage all girls to participate in planning- *What's your idea?*
 - Give examples of how to start: *My idea is... We could... What if we...*
 - Acknowledge ideas- *That's interesting... Good idea!...*
 - Check understanding- *How would that work?... Tell us how you would do it...*
 - Work together in activities
 - Small groups within the whole group encourage more interaction
 - Mix up groups so all girls work with others at different times



It's Your Journey—Customize It!

The focus of the leadership journeys for Girl Scout Juniors is outlined in the *It's Your World—Change It! Agent of Change*, *It's Your Planet—Love It! Get Moving*, and *It's Your Story—Tell It! Amuse* book sets. Girls and adults work in partnership to plan and take part in activities and challenges that provide leadership experiences, networking opportunities, and lots of fun. Girl Scouts discover themselves and their values, connect with others, and take action to improve their communities and the world through Girl Scout journeys. Before girls even open their journey books, ask what the journey's theme means to them. Maybe the theme will ignite a discussion (or even a debate!) that helps the girls chart their course for the year. Probe to find out what the girls are most interested in accomplishing and enjoying over the year. This is your chance to encourage girls to dig deeper:

- Can they organize and plan a trip to find out more about the topic?
- Are there service unit or council-sponsored program events that tie into their interest? If not, maybe they can start one!
- Can the girls find an expert in the field to invite to their meetings?
- Which badges can the group work on to deepen their skills in this particular area?

Girl Scouts of the USA Resources

- Leadership Journeys (girl books and adult how to guides):
 - *It's Your World—Change It! Agent of Change*
 - *It's Your Planet—Love It! Get Moving*
 - *It's Your Story—Tell It! Amuse*
- Skill-Building Activity Sets
- Girl Scout Juniors *The Girl's Guide to Girl Scouting*
- Safety Activity Checkpoints

It's a good idea to use your very first meeting with your Girl Scout Juniors to show them all the Leadership Journeys and let them decide which one they would like to do first, second, and third. They may decide they don't want to do the journeys, and just earn the skill-Building badges or legacy badges. Use the mapping guide in the Troop Leader Resource Guide to help your Juniors map out their Girl Scout year.



Getting Started:

Things to know as you get started.

The Meeting Plans: The curriculum for First-Year Girl Scout Juniors supports the program essentials and is designed to be structured, fun, and easy to use. With the exception to the Journey Sessions, these plans can be used in any order. This is a great opportunity for the girls to choose what they'd like to do.

Earned Awards: Girl Scout Juniors can earn Legacy Badges, Skill Building Badges (which go along with the leadership journeys), as well as the awards described in the Girl Scout journey by completing specific activities. Earned awards are placed on the front of the Girl Scout uniform. In addition to earned awards, girls may receive or purchase fun patches for participating in program events, the Cookie Program Activity, etc.

Kaper Chart: A Kaper chart is one way to divide responsibility and provide a visual reminder of the tasks that need to be done during a meeting. Check the resource guide for detailed explanations and examples of Kaper Charts.

Family Involvement: Many hands make light work, and the troop's friends and family network is a built-in group of helpers. A troop committee is composed of adults who help the troop run smoothly. For a list of troop leadership positions and sample family meeting agenda refer to the resources section of this guide.

Adapting the meetings to fit your troop: Each troop is unique. Girls may speed through an activity, take longer than you expected to complete an activity, or be too shy to speak up when you ask questions. If things don't seem to be going smoothly, stick with it for a minute or two, but don't force it. At the end of the day what's most important is that girls have had a new experience or learned something and want to come back again. Remember that the meetings should be girl-led as much as possible. If the girls love singing songs, but there isn't one in the meeting plan, feel free to add one in. Energetic groups may need a couple of quick active games throughout the meeting in order to keep their attention focused on the activity at hand.

Adult Reflection: Remember to take a moment for yourself. Try and take a couple minutes to reflect at the end of each session. Jot down a few notes on how the day went, what the girls enjoyed, and any changes you'd like to make in the future. After a few meetings look back and you'll be surprised by how their attention focused on the activity at hand.

Cookie Program Activity: No mere fund-raiser can replace the unique leadership program that is the Cookie Program Activity. Thousands of successful women trace their earliest success to selling Girl Scout Cookies. By fully implementing the potential of this program activity- including goal-setting, team-building, marketing, and early financial literacy- you are helping pass on these valuable skills to today's generation of girls. Best of all, girls have lots of fun along the way! Each Girl Scout troop will receive cookie materials from Little Brownie Bakers. The materials are packed with fun ideas that make it easy for girls at every grade level to fully benefit from the Cookie Program Activity, and focus on Earth-friendly endeavors. The activities can be followed exactly or modified to fit the needs and interests of the girls.



Meeting Plans Outline

Troop leaders plan meetings where girls play an active part in figuring out the what, where, when, how, and why of their activities. Age appropriate, girl-led experiences are built into the sample meeting plans to make it easy for you.

Each meeting runs roughly 90 minutes, but all times are suggestions. You don't have to squeeze or stretch activities to fit a particular time. Meetings can be customized and adjusted to match the needs and desires of your group.

Troop Meeting Structure

- **Gathering:** Start-up activities are planned so everyone feels welcomed. Girls may come at different times so have something that everyone can join in on but if they come late, will not feel that they missed out on something significant. It can be an active game, an opportunity to just reconnect with friends, or a chance to plan an opening for the meeting. Use the Resources guide for help selecting active games, songs, and other activities.
- **Opening:** This focuses the start of the meeting. Girls can decide how they want to open their meetings—with the Girl Scout Promise, a flag ceremony, a song, a story, a poem, sharing something good that happened that day, or creating their own ceremony.
- **Business/Planning:** Troop business may include taking attendance, collecting dues, making announcements, and planning upcoming events or activities. This is the time for girls to lead the brainstorming, planning, and decision-making. A sample sign-in/sign-out sheet is included in the Meeting Resources section.
- **Exploration:** During the main part of the meeting, girls can **discover** new things and **connect** with themselves and connect with things they have done before. Leave time for group processing of what you have done and how you will **take action** with your new knowledge.
- **Clean up:** Girl Scouts leave their meeting place better than they found it! Group efforts make this go quickly. Use the kaper chart or jar to choose the girl(s) who will lead the effort. Take turns so everyone gets a chance to take the lead with this. Information on kapers is included in the Meeting Resources section.
- **Closure:** This is a time for coming together at the end to reflect and evaluate the meeting. Many troops like to close with a Friendship Circle and Squeeze.
- **Snack Time (optional):** A healthy food and/or beverage. Invite the troop's friends and family network to sign up to bring a snack. Be sure to accommodate any food allergies and dietary restrictions.

Included in this guide are meeting plans for your Juniors to also earn their Skill-Building Activity Badges that go along with each leadership journey. They are not incorporated into the leadership journey meeting plans so that Juniors can decide where and when to include them throughout the year. During your first meeting you can discuss with girls each of the badges they can earn. Some girls may choose to work on these badges on their own, or the girls may decide as a troop how to incorporate them into their Girl Scout Leadership Journey. You may want to dedicate individual meetings to earning these badges or chose to earn them along with Leadership Journey awards. It is important to let the girls decide.



Junior Meeting Plans *Agent of Change Leadership Journey*

Supplies and Resources for Meetings

Enlist the parents of the girls in your troop, and even the girls themselves, to bring supplies to your meeting place that can be used for the Journey activities. Since the focus of this Journey series is on the environment, try to find as many recycled supplies as possible, even using supplies the girls already have at home is better than buying new ones.

Listed in the Supplies and Resources section of every meeting you will see “Recurring Supplies” rather than a list of common supplies that are needed for the day’s activities. Below is a list of the Recurring Supplies you might like to keep grouped together at your meeting place or somewhere easy to find before meetings.

- ✓ *How to Guide Girl Scout Juniors through Agent of Change*
- ✓ *Agent of Change* Girl Scout Juniors Journey book
- ✓ *Junior Girl Scout Girls Guide to Girl Scouting*
- ✓ *Its Your World-Change It!* Skill-Building Badge Activity Set
- ✓ Crayons
- ✓ Markers
- ✓ Pens
- ✓ Pencils
- ✓ Paper

Meeting 1 : Discovering Girl Scout Juniors

Goal: Girls learn or review the basic Girl Scout values and determine their troop meeting structure.

Prepare Ahead: Make a poster of the Girl Scout Promise and Law. Read through the Junior *Girls Guide to Girl Scouting* and *Agent of Change* girls book and adult guide to familiarize yourself with the awards the girl can earn and what the leadership journey is about. Gather any materials or supplies needed to complete activities.

Meeting Length: 60-90 min.

Award/Badge Connection: none

Supplies & Resources:

- ✓ Sign-in/Sign-out sheet
- ✓ Trefoil-shaped name tags (pattern in Resources Guide)
- ✓ Yarn; markers/crayons
- ✓ Scissors
- ✓ *Agent of Change* (adult guide and girl’s book)
- ✓ Girl Scout Juniors *The Girl’s Guide to Girl Scouting* (Girl’s Guide)
- ✓ Long rope
- ✓ Large sheet of paper

- ✓ Tape or pins
- ✓ Index cards
- ✓ Poster of Girl Scout Promise and Law
- ✓ Ball
- ✓ Paper and pens for brainstorming

Meeting Outline:

- **Gathering**
 - Greet and sign-in.
 - Make trefoil name tags and add your name and three things about yourself.
 - Game: Girls choose a game to play until everyone arrives.
- **Opening**
 - Knotted Rope Ceremony: Introductions and qualities to discover (adult how to guide page 36).
 - Teach/recite the Girl Scout Promise and Law.
 - Brainstorm: What would you like to do every week while everyone arrives? Who will lead the gathering time? (e.g., play games and take turns choosing and leading games)
 - Create a plan and schedule.
 - Brainstorm: How would you like to open future meetings? (e.g., greeting each other with the Girl Scout handshake, reciting the Girl Scout Promise and Law, a simple flag ceremony, and singing songs, etc.). Note: the Girl's Guide has an explanation of Girl Scout traditions on page 9.
 - Design an opening ceremony.
- **Business-Planning**
 - Game: Pass the Ball, Please (Resources Guide).
 - Gather in a circle and say, "After our opening ceremony, we will meet in a circle for troop business and planning. For example, assigning jobs using a kaper chart, collecting dues, making announcements, planning an event or trip, and discussing what we will do."
 - Say, "Strong teams have Team Agreements—or promises—about how team members cooperate together. We are going to write a Junior Team Agreement for our meeting times."
 - Ask for a helper to write down the key words from the brainstorm.
 - Brainstorm: On this team, we think it is important to...(e.g., listen, help each other, let go of mistakes, talk kindly to one another, look at the person who is talking, etc.).
 - Finalize the Junior Team Agreement. Ask for a volunteer(s) to write it out and decorate.
- **Exploration**
 - Introduce Leadership Journeys:
 - "After our business and planning session, we will do activities that help us gain a deeper understanding of ourselves, develop healthy relationships, connect with others, and have lots of fun."
 - "Today we will learn about Junior Leadership Journey Awards and create a special Girl Scout ceremony for our third meeting."
 - "Look at the theme and cover of the book. What does the journey theme mean to you?"
 - Review pages 6, 7, 26, and 27 in the Girl's Guide and glance through the pages of *It's Your World—Change It! Agent of Change* (girl's book).

- “Our journey will be unique and we will create it. At our next meeting, we will make our plans and map out our adventure together.”
 - Game Break: Play Find the Leader
 - Making Ceremonies: Design an Investiture/Re-dedication Ceremony
 - Treat Time (optional).
- **Clean Up**
 - Explain that when the Exploration time of the meeting is over, how they will work together to clean up and leave the site better than they found it.
 - Read about kaper charts in the Girl’s Guide on page 9 and in the Meeting Resources section.
 - Work together to create a list of the jobs that need to be done each meeting and if they are done alone or by a small group.
 - Ask for a volunteer(s) to create the kaper chart or jar (or other method).
 - Ask for ideas on how to clean up today.
- **Closure**
 - Form a Junior Circle and explain that at the close of the meeting there is a time for reflecting on the meeting and a closing ritual. For example, sharing how to practice what they learned, a Friendship Circle, song, friendship squeeze, Girl Scout Out, Magic Tunnel, etc. Instructions for Closing Ideas are in the Meeting Resources section.
 - Discuss how they would like to close the meeting.
 - Close with a Friendship Circle and Squeeze.
 - Collect name tags and sign-out.

Meeting 2: Mapping Our Journey

Goal: Girls get to know one another better and customize their leadership journey.

Prepare Ahead: Research and gather information on Cookie Events, council-sponsored program events, and the *It’s Your World—Change It!* Skill-Building Badge Activity Set. Make copies of budget worksheets for each girl (Troop Leaders Resource Guide). Proof read and copy the Investiture/Re-dedication Ceremony invitation.

Meeting Length: 60-90 min

Award/Badge Connection: none

Materials:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *Agent of Change* (adult guide and girl’s book)
- ✓ Girl Scout Juniors *The Girl’s Guide to Girl Scouting* (Girl’s Guide)
- ✓ Poster of Girl Scout Promise and Law
- ✓ Paper and pens for brainstorming
- ✓ Newsprint and markers
- ✓ Copies of budget worksheets (Resources Guide)
- ✓ Sticky notes
- ✓ Copies of the Investiture/Re-dedication Ceremony invitation

- ✓ Cookie Event information (if applicable)
- ✓ Information about council-sponsored program events
- ✓ *It's Your World—Change It!* Skill-Building Badge Activity Set.

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Name Game: My Name Is/Linda Lemon
 - Open the meeting as determined at the previous meeting.
- **Business-Planning**
 - Junior Circle: Review Junior Team Agreement and assign kapers.
 - Review plans for the Investiture/Re-dedication Ceremony and practice as necessary.
 - Volunteer shares invitation.
 - Meeting Topic: Mapping Our Journey
- **Exploration**
 - Explain that the focus of the leadership journey as First-Time Girl Scout Juniors is *It's Your World—Change It! Agent of Change*, but we will customize it. Today we will map out our journey.
 - Mapping Resources: Girl's Guide, *It's Your World Change It!* book set, Cookie Event information, information about council-sponsored program events, and the *It's Your World—Change It!* Skill-Building Badge Activity Set and *Junior Girls Guide to Girl Scouting*.
 - Making Choices: Whenever there is a choice, ask girls to think about what they want to do and privately make a choice. After girls have had time to choose, tally everyone's interests. Discuss and vote as necessary.
 - Summarize: Make a Chart with girls' agreed upon choices to get a visual of their program plan. Ask, "How do you feel about what we have planned together?"
 - Game Break: Play People to People
 - Scheduling: Hand out the Scheduling Your Program Year Worksheet (Troop Leaders Resource Guide) and read together. Ask for volunteers to draw house calendar and write sticky notes. Try to finalize the calendar together.
 - Reflection: Ask questions to reflect on the group process: What went well? What would you do differently? What did you learn?
 - Tell girls that the next step will be to prepare a budget for their program plan/year. At a meeting in the very near future, do the Budget Worksheet (Meeting Resources section) with the girls.
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle.
 - Close as determined at the previous meeting.
 - Next Meeting: Investiture/Re-dedication Ceremony.
 - Hand out ceremony invitations, collect name tags, and sign-out.

Meeting 3- Investiture/Re-dedication

Goal: Girls commit/recommit to Girl Scouts in an Investiture/Re-dedication Ceremony with their families.

Prepare Ahead: Review Junior Investiture/Re-dedication Ceremony in Resources Guide. Make copies of the agenda. Set up room for ceremony including chairs and refreshments. Set up table with thirteen white/or colored candles. Purchase Junior Membership Pins for new Girl Scouts and Agent of Change award sets for each girl.

*Note: Schedule the Investiture Ceremony meeting at a time that allows families to attend.

Award/Badge Connection: none

Supplies & Resources:

- ✓ *Agent of Change* (adult guide and girl's book)
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Poster of Girl Scout Promise and Law
- ✓ Sign In/Out Sheet
- ✓ Name Tags
- ✓ Kaper chart
- ✓ Flag
- ✓ Copies of the agenda
- ✓ Refreshments (unless parents are supplying)
- ✓ Candles & Candle holders
- ✓ Girl Scout Junior membership pins for each new Girl Scout

Meeting Outline:

- As girls arrive
 - Greet, sign-in, and name tags.
- Opening
 - Welcome girls, families, and guests.
 - Introduce volunteers.
 - Ask to stand for Flag Ceremony.
 - Recite Girl Scout Promise and Law
- Investiture/Re-dedication Ceremony
 - Investiture: Welcome new Girl Scout members by name using the Girl Scout Handshake.
 - Re-dedication: Explain that returning members are now rededicating to Girl Scouts.
 - Candle Lighting ceremony (See Resources Guide)
 - Girl Scout Junior membership pins: Have new Girl Scouts stand in front of leader. Present each girl with their pin and exchange with the Girl Scout Handshake.
 - Sing a song that the girls choose. (Make New Friends, Girl Scouts Together, or When E'er You Make a Promise)
- Celebration
 - Invite families to have refreshments, and look at activities girls have completed, and then rejoin for the closing ceremony.

- Clean Up
 - Assign kapers and work together to leave the site better than you found it.
- Closing
 - Ask families and guests to join girls in circle.
 - Explain Friendship Circle and Squeeze.
 - Thank everyone for coming.
 - Form a Friendship Circle and do a friendship squeeze.
 - Remind girls to bring their books to next meeting.
 - Collect name tags and sign-out.

Meeting 4: Discovering My Power (Part 1)

Goal: Girls discover their own values and individual power.

Prepare Ahead: Review Sample Session 1 in the adult guide pages 47-49. Look for ways to link to other activities girls have selected (e.g., badges, patches, and events). Take or collect a photo of each girl. Gather any materials needed to complete activities.

Meeting Length: 60-90 min.

Award/ Badge Connection: Complete activities for the Power of One Award, complete activities for a skill-building badge legacy badge.

Supplies and Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *Agent of Change* (adult guide and girl's book)
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Poster of Girl Scout Promise and Law
- ✓ Markers/crayons, paper, and scissors
- ✓ A photo of each girl.

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as previously determined.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
 - Meeting Topic: Discovering My Power.
- **Exploration**
 - Thinking About Power: Read Girl's Guide pages 5-6 and discuss (adult guide page 47).
 - What Makes Me *Me*? Or, I'm Being Framed: Brainstorm adjectives that describe the qualities of different people. Ask girls to write down words that describe themselves, too (adult guide page 48). Complete the self-portrait on page 13 of the Girl's Guide.

- Power Log: Review Girl’s Guide page 15 and plan to share at your next meeting (adult guide pages 48-49).
- Badge Work: Complete one or two activities from the *It’s Your World—Change It!* Skill-
- Building Badge and/or Legacy badge chosen by girls. (For more information see *Its Your World-Change It* Skill-Building Activities and Legacy Badge activities in this guide.)
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle and close as previously determined.
 - Next Meeting: Share Power Logs & Looking Back at *Herstory*.
 - Collect name tags and sign-out.

Meeting 5: Discovering My Power (Part 2)

Goal: Girls discover their own values and individual power by sharing in the stories of others.

Prepare Ahead: Review Sample Session 1 in the adult guide pages 50-53. Look for ways to link to other activities girls have selected (e.g., badges, patches, events, etc.). Gather any materials and supplies needed to complete activities.

Meeting Length: 60-90 min.

Award/Badge Connection: Complete activities for the Power of One Award, complete activities for a skill-building badge or legacy badge.

Supplies and Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It’s Your World—Change It! Agent of Change* (adult guide and girl’s book)
- ✓ Girl Scout Juniors *The Girl’s Guide to Girl Scouting* (Girl’s Guide)
- ✓ Poster of Girl Scout Promise and Law
- ✓ Materials to make a Dream Team trading card (e.g., cardstock, markers, scissors, glue, etc.).

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as previously determined.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
 - Meeting Topic: Discovering My Power.

➤ **Exploration**

- Power Log: Share completed Power Logs (Girl's Guide page 15) and discuss (adult guide pages 48-49).
- Looking Back at *Herstory* Review *Herstory* (page 17-19), Dream Team (pages 20-22), and "Moxie Girls" (page 27) of the Girl's Guide. Decide how to select a heroine to learn more about and how to share (adult guide page 50-51).
- Dream Team Trading Cards: Make a trading card of a personal heroine.
- Badge Work: Complete one or two activities from the *It's Your World—Change It!* Skill-Building Badge and/or Legacy badge chosen by girls, (For more information see *Its Your World-Change It* Skill-Building Activities and Legacy Badge activities in this guide.)

➤ **Clean Up**

- Remind girls of kapers and work together to leave the site better than you found it.

➤ **Closure**

- Form a Junior Circle and close as previously determined.
- Next Meeting: Share *Herstories* & Badge Work (if applicable).
- Collect name tags and sign-out.

Meeting 6: Great Leaders & Great Teams

Goal: Girls Develop Critical Thinking Skills while exploring how powerful individual women have been throughout history.

Prepare Ahead: Review Sample Session 2 in the adult guide pages 55-59. Look for ways to link to other activities girls have selected (e.g., badges, patches, and events). Review "Reading Ahead" section on page 59 of adult guide. Gather any materials needed to complete activities.

Meeting Length: 60-90 min

Award/Badge Connection: Complete activities for the Power of One Award, complete activities for a skill-building badge or legacy badge.

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It's Your World—Change It! Agent of Change* (adult guide and girl's book)
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Long Rope
- ✓ Objects for Obstacle Course
- ✓ Blindfolds
- ✓ Any other materials needed to set up obstacle course
- ✓ Any materials needed to complete badge work activities

Meeting Outline:

➤ **Gathering**

- Greet, sign-in, and name tags.
- Game: Girls choose an active game to play until everyone arrives.

- **Opening**
 - Open the meeting as previously determined.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
 - Meeting Topic: Great Leaders and Great Teams
- **Exploration**
 - “Getting Back to *Herstory*” Follow the script on page 56 of the adult guide.
 - “Who Led the Way for You?” Follow the script on the bottom of page 57 of the adult guide.
 - Maybe even try if time allows the “What About Bad Qualities?” Box on the side of page 57 of the adult guide.
 - “Real Powers, Real Girl Scouts” Follow the script on page 58 of the adult guide. (*part of earning the Power of One Award*).
 - “Trust Me!” Follow the script at the bottom of page 58 of the adult guide. (*part of earning the Power of One Award*).
 - Badge Work: Complete one or two activities from the *It’s Your World—Change It!* Skill-Building Badge and/or Legacy badge chosen by girls, (For more information see *Its Your World-Change It* Skill-Building Activities and Legacy Badge activities in this guide.)
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - “Real Girls, Real Moxie” Follow the script on page 59 of the (*part of earning the Power of One Award*).
 - Form a Junior Circle and close as previously determined.
 - Next Meeting: SuperShelterMakers & Badge Work (if applicable).
 - Collect name tags and sign-out.

Meeting 7: SuperShelterMakers

Goal: Girls find their role models and promote cooperation and team work.

Prepare Ahead: Review Sample Session 3 in the adult guide pages 61-63. Look for ways to link to other activities girls have selected (e.g., badges, patches, and events). Gather any materials needed to complete activities.

Meeting Length: 60-90 min

Award/Badge Connection: Earn *Power of One Award*. Complete activities for the *Power of Team Award*, complete activities for a skill-building badge or legacy badge.

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It’s Your World—Change It! Agent of Change* (adult guide and girl’s book)

- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Paper, poster board, cardboard, pens, pencils, or markers & crayons or whatever else girls need to complete their Superhero Stories.
- ✓ Any materials needed to complete badge work activities

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as previously determined.
 - Present the *Power of One* Award
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
 - Meeting Topic: SuperShelterMakers
- **Exploration**
 - Reading “SuperShelterMakers” (*Part of earning the Power of Team Award*). Have the girls read this at the meeting in groups. See pg 62 of the Adult Guide
 - Begin Your Own Heroine Story. Give the girls 2 meeting times if needed to complete this. See pg 62 & 63 of the Adult Guide
 - Badge Work: Complete one or two activities from the *It's Your World—Change It!* Skill-Building Badge and/or Legacy badge chosen by girls, (For more information see *Its Your World-Change It* Skill-Building Activities and Legacy Badge activities in this guide.)
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle and close as previously determined.
 - Next Meeting: Taking Idea to Action & Badge Work (if applicable).
 - Ask the girls to go home and research some news articles about happenings within their community to bring to the next meeting.
 - Collect name tags and sign-out.

Meeting 8: Learn, Listen, Act! Taking Idea to Action (Part 1)

Goal: Girls Keep the Story Going and Define Community In this meeting girls will build a consensus on their Take Action Project to set them on the path toward the Power of Community Award.

Prepare Ahead: Review Sample Session 4 in the adult guide pages 65-71. Look for ways to link to other activities girls have selected (e.g., badges, patches, and events). Gather any materials needed to complete activities.

Meeting Length: 60-90 min.

Award/Badge Connection: Complete activities for the *Power of Team Award*, complete activities for a skill-building badge or legacy badge.

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It's Your World—Change It! Agent of Change* (adult guide and girl's book)
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Sheet of paper for each girl
- ✓ Pencils
- ✓ Hat or bowl for holding slips that will be drawn
- ✓ Index cards, three for each girl

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as previously determined.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
 - Meeting Topic: Taking Idea to Action
- **Exploration**
 - Keep the Story Going. If girls still need time to work on and/or present their superhero stories allow them.
 - Stories and Their Issues. See pg 66 of the adult guide
 - Defining Community. See pgs. 66 & 67 of the adult guide.
 - Building Consensus: Fist-to-Five. Script for this activity can be found on pages 68 & 69 of the adult guide
 - Badge Work: Complete one or two activities from the *It's Your World—Change It! Skill-Building Badge* and/or Legacy badge chosen by girls, (For more information see *Its Your World-Change It Skill-Building Activities* and Legacy Badge activities in this guide.)
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.

➤ **Closure**

- Form a Junior Circle and close as previously determined.
- Next Meeting: Taking Idea to Action & Badge Work (if applicable).
- Collect name tags and sign-out.

Meeting 9: Learn, Listen, Act! Taking Idea to Action (Part 2)

Goal: Girls will continue to think about taking action in the community and identify community needs.

Prepare Ahead: Review Sample Session 4 in the adult guide pages 65-71. Look for ways to link to other activities girls have selected (e.g., badges, patches, and events). Gather any materials needed to complete activities.

Meeting Length: 60-90 min.

Award/Badge Connection: Complete activities for the *Power of Team Award*, complete activities for a skill-building badge or legacy badge.

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It's Your World—Change It! Agent of Change* (adult guide and girl's book)
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Paper, pencils

Meeting Outline:

➤ **Gathering**

- Greet, sign-in, and name tags.
- Game: Girls choose an active game to play until everyone arrives.

➤ **Opening**

- Open the meeting as previously determined.

➤ **Business-Planning**

- Junior Circle: Review Team Agreement and assign kapers.
- Discuss and business and/or make necessary plans.
- Meeting Topic: Taking Idea to Action

➤ **Exploration**

- Go over what the consensus was for the Take Action Project
- Tie in the conversation of the Take Action Project to the activity “The Real Me?”. Activity on pg 70 of the adult guide.
- Get the girls thinking about being good leaders with the activity in the Girls Book, pages 34 & 35
- Badge Work: Complete one or two activities from the *It's Your World—Change It! Skill-Building Badge* and/or Legacy badge chosen by girls, (For more information see *Its Your World-Change It Skill-Building Activities* and Legacy Badge activities in this guide.)

- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Closing Ceremony page 71 of the adult guide
 - Form a Junior Circle and close as previously determined.
 - Next Meeting: Ready, Set, Take-Action & Badge Work (if applicable).
 - Collect name tags and sign-out.

Meeting 10: Ready, Set, Take Action!

Goal: Girls become resourceful problem solvers as they plan on how to take action on their chosen issue. In this meeting girls when continue on the road to planning their Take Action Project.

Prepare Ahead: Review Sample Session 5 in the adult guide pages 73-77. Prepare any resources (and/or people) specific to the girls' projects. Look for ways to link to other activities girls have selected (e.g., badges, patches, and events). Gather any materials needed to complete activities. Make copies of permission forms (if needed for project).

Meeting Length: 60-90 min.

Award/Badge Connection: Earn *Power of Team Award*. Complete activities for the *Power of Community Award*, complete activities for a skill-building badge or legacy badge.

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It's Your World—Change It! Agent of Change* (adult guide and girl's book)
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Paper, pencils

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as previously determined.
 - Present girls with the *Power of Team Award*
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
 - Meeting Topic: Ready, Set, Take-Action
- **Exploration**
 - Take Action Project Steps. See page 74 of the adult guide
 - What Do We Have? Who Do We Have? See page 75 of the adult guide

- Time Out To Jam. This Activity can be found on page 75 of adult guide in the green side box.
- Everybody Loves Pie. See page 76 of the adult guide.
- Bake It Big! Max out the pie chart. See page 76 of the adult guide
- Share Your Own Experiences. See page 76 of the adult guide.
- Who Will Do What? Divide the GS Troop into Task Teams. See page 77 of adult guide.
- Time For Reflection. See page 77 of adult guide.
- Badge Work: Complete one or two activities from the *It's Your World—Change It!* Skill-Building Badge and/or Legacy badge chosen by girls, (For more information see *Its Your World-Change It* Skill-Building Activities and Legacy Badge activities in this guide.)
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle and close as previously determined.
 - Next Meeting: Time for the Take-Action Project & Badge Work (if applicable).
 - Collect name tags and sign-out.

Meeting 11: Time for the Take Action Project

Goal: Girls carry out their Take-Action project

Prepare Ahead: Review pages 79-81 in adult guide. Make sure you have collected permission forms (if necessary) and gathered any supplies or resources that girls will need for their project.

Meeting Length: 90-120 min

Award/Badge Connection: Complete activities for the *Power of Community Award*, complete activities for a skill-building badge or legacy badge.

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It's Your World—Change It! Agent of Change* (adult guide and girl's book)
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Resources to help girls with project
- ✓ Signed permission forms (if applicable)

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Collect signed permission forms
- **Opening**
 - Open the meeting as previously determined.

- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
- **Exploration**
 - In this meeting the girls carry out their Take Action Project. See pages 80-81 of the adult guide.
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle and close as previously determined.
 - Next Meeting: Reflect on the Take-Action Project, Plan a celebration & Badge Work (if applicable).
 - Collect name tags and sign-out.

Meeting 12: Reflection

Goal: Girls reflect on their Take-Action project

Prepare Ahead: Review pages 81-85 in adult guide. Gather any supplies or resources you may need to complete activities.

Meeting Length: 60-90 min

Award/Badge Connection: Complete activities for the *Power of Community Award*, complete activities for a skill-building badge or legacy badge.

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It's Your World—Change It! Agent of Change* (adult guide and girl's book)
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Paper, pencils, art supplies

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening**
 - Open the meeting as previously determined.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
- **Exploration**
 - Girls use this meeting to reflect on Take Action Project, see pages 82-85 of adult guide.
 - Invite girls to talk about what their Take-Action meant to them, and what they learned.
 - Discuss how they want to celebrate their accomplishments.

- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle and close as previously determined.
 - Next Meeting: Celebrate!
 - Collect name tags and sign-out.

Meeting 13: Celebrate

Goal: Girls earn their final award and celebrate the end of their leadership journey.

Prepare Ahead: Review pages 81-85 in adult guide. Gather any supplies or resources you may need to complete activities.

Meeting Length: 60-90 min

Award/Badge Connection: Earn the *Power of Community Award*, Earn any skill-building or legacy badges.

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It's Your World—Change It! Agent of Change* (adult guide and girl's book)
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Paper, pencils, art supplies

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening**
 - Open the meeting as previously determined.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
- **Exploration**
 - Celebrate!
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle and close as previously determined.
 - Collect name tags and sign-out.



Junior Meeting Plans

Additional *Agent of Change* Leadership Journey Award Activities

Power of One Award Activity Plan

Goal: When girls have earned this award, they'll see how their personal qualities—and those of other women and girls—give them the power to do good things in the world.

Plan Length: 90 min.

Customize It: If your group wants to expand work on this award or simply try different activities, go for it! There are many ways to complete this award, including: completing the activities as listed in the *It's Your World—Change It! Agent of Change* Journey meeting plans, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the Power of One award if:

- They recognize the power that comes from their personal strengths and talents
- They have explored female role models
- They understand what leaders share with the Girl Scout Law

Girls can continue their Agent of Change Journey by earning the remaining awards: Power of Team Award and Power of Community Award.

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from *It's Your World—Change It! Agent of Change*, which can be used for additional information and activities.

Activity #1: What Is Power?

Journey Connection: Session 1—Thinking About Power

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Print off and cut out word poetry. (Resources Guide)
- ✓ Clear an open space at your meeting location and mark a line down the middle (with tape, string or some other objects).

Materials Needed:

- ✓ Word Poetry
- ✓ Paper (one sheet per team of four–five girls)
- ✓ Optional: Writing utensils

Steps:

1. Ask girls to stand single-file along the marked line. Designate one side of the line as “Agree!” and the other side as “Disagree!”
2. Read the statements below aloud to the girls. Direct girls to jump to the “Agree!” side of the line if they think the statement is a good definition or example of power, and to jump to the “Disagree!” side of the line if they don’t think the statement is a good definition or example of power. If girls’ responses differ, ask them for reasons and explanations.
 - Power is telling other people what to do.
 - Only adults can be powerful.
 - Being part of a team is powerful.
 - Power is when you work to solve problems.
 - Skills and talents are powers.
 - Power is when you teach someone to do something.
 - Power is forcing other people to act or think a certain way.
 - Power is making a difference.
 - Kids like me don’t have any power.
 - Expressing an opinion is a powerful act
3. Divide girls into small teams of four–five girls and ask them to return to their seats.
4. Give each team a sheet of paper, a writing utensil, and a set of word poetry.
5. Direct teams to create a definition of power using the word poetry. If they are missing words that are critical to their definition, they can simply write them in.
6. Ask teams to share their definitions with the large group.

Activity #2: Discovering My Power

Journey Connection: Session 1—Discovering My Power

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Writing utensils
- ✓ Paper

Steps:

1. It takes strength, skill, know-how, patience and all sorts of other qualities to do something well. Everyone, famous or not, has a special blend of qualities that give them the power to do good things.
2. Ask the girls to think about their own powerful qualities.
3. Have the girls write their name vertically down the page on the left side.
4. Now have the girls think about powerful qualities, skills, or interests they possess, and what good they can do with those powers. They should think of one quality per letter of their name and write along side the letters. For example:
Thoughtful—I can use my thoughtfulness to help others
Energetic—Even when something is hard to do, I am persistent and keep trying
Smart—I can use my intelligence to help solve problems
Social—I can be kind and helpful to my friends
Animal-lover—I can help animals by spending time with them at the shelter

Activity #3: Women Leaders Snack Chat

Journey Connection: Sessions 1 and 2—Looking Back at Herstory

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Snack prep, as needed.

Materials Needed:

- ✓ Food items, dependent upon specific snack chosen
- ✓ Optional: resources on past and present female leaders

Steps:

1. People who put their powers to good use are leaders. A leader can be anyone, anywhere. A leader cares enough to want to do something. She inspires others to do their best and makes others feel great about their work. A leader listens, takes advice and strives for group success.
2. While enjoying a healthy snack of your choice, ask the girls to share some of their favorite female leaders throughout “herstory.” These leaders can be well known, or people the girls know personally.
3. Discuss with the girls:
 - Why do you consider this person to be a great leader?
 - What powers (strengths, skills, interests, and other qualities) does she have?
 - Do you have anything in common? What leadership traits do you see in her that you see in yourself?
 - What leadership traits do you see in her that you aspire to?
 - What values of the Girl Scout Law does she represent?

Activity #4: I Am a Leader

Journey Connection: Journey Session 2—What Makes Me *Me*?

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Construction paper
- ✓ Old magazines and newspapers
- ✓ Scissors
- ✓ Glue
- ✓ Writing and coloring utensils

Steps:

1. Ask girls to brainstorm the qualities of a leader. Ask them to think about the personal qualities they have that make them a good leader, and qualities they don't yet have but would like to develop to become an even better leader.
2. Distribute the construction paper and art supplies, and have girls draw an outline of themselves on their paper. They just need the general body shape, not all the little details.
3. Next, direct girls to look through the magazines and find words, phrases, and pictures that represent the leadership qualities they already have. Have girls affix those items inside their "Me" outlines.
4. Next, direct girls to look through magazines and find words, phrases and pictures that represent leadership qualities they don't yet have but would like to develop. Have girls affix those items to the page surrounding their "Me" outlines.
5. After the girls are finished, have them share their "I Am A Leader" collages.

Expand the Activities:

- Field Trip Ideas:
 - Go to a library to learn about other great female leaders of the past.
- Speaker Ideas:
 - Invite a local female community leader to your meeting.

Power of Team Award Activity Plan

Goal: When girls have earned this award, they'll understand how, as a team, their individual strengths and powers come together to form a group of leaders ready to Take Action.

Plan Length: 1.5 hours

Customize It: If your group wants to expand work on this award or simply try different activities, go for it! There are many ways to complete this award, including: completing the activities as listed in the *It's Your World—Change It! Agent of Change* Journey meeting plans, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the Power of Team Award if:

- They understand and appreciate each others' qualities as they come together as a team
- They have explored tasks that a team can accomplish and practice working together as a team
- They have explored ways that their team power can help them improve their communities

Girls can continue their Agent of Change Journey by earning the Power of Community Award.

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.
- Learn more about Girl Scout Juniors by attending a Girl Scout Junior Leaders training session.

Resources:

- This activity plan has been adapted from the *It's Your World—Change It! Agent of Change* Journey, which can be used for additional information and activities.

Activity #1: Dezi's Web of Friends

Journey Connection: Links to Journey theme

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Yarn

Steps:

Have girls do this activity to see how their individual qualities, when joined together, create a strong and powerful team.

1. Invite the girls into a circle.
2. Hand the ball of yarn to one girl and ask her to list a power that she brings to the team, for example: "I'm good at motivating other people" or "I love working with little kids."
3. Once the first girl has spoken, she holds onto the thread end of the yarn, tosses the ball to another girl so they yarn unwinds, and calls out, "What about you?"
4. The second girl states a power that she adds to the team, and then tosses the ball of yarn while still holding onto part of its thread, and so on around the circle.
5. When every girl has had a chance to share, point out that the yarn has formed a web, connecting all the girls and symbolizing the team's strength and power.

Activity #2: Teamwork

Journey Connection: Session 2—Trust Me!

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Display the assortment of items on a table.

Materials Needed:

- ✓ Relay items which could include:
 - Balloons
 - Spoons
 - String
 - Tape
 - Dice

Steps:

1. Teams are made up of leaders who step up to the plate and take action. But team leaders don't do it all themselves. They reach out to others. They talk. They listen. They grow and strengthen their teams.
2. Through this activity, girls will learn how to best operate as a team. They will identify the strengths of their team as well as challenges they face.
3. Divide girls into two teams.
4. Tell girls that the teams will be designing and participating in a relay.
5. Give the teams ten minutes to design a relay using some or all of the provided supplies.
6. Next, have the teams try each other's relays.

7. Optional: Try the relay:
 - Without talking
 - With everyone's eyes except for one girl on each team
 - With arms behind backs
 - Other ways you brainstorm
8. Discuss with the girls how their teams functioned, both in designing the relay and taking part in one. In what ways did their team work well together? In what ways could they improve? What was the most challenging thing about working in a team on this challenge?

Activity #3: Team Take Action Snack Chat

Journey Connection: Journey Session 2—Great Leaders and Great Teams

Prep Needed:

- ✓ Gather materials and supplies, including snack.
- ✓ Cut strips of construction paper measuring 8 ½" x 3."

Materials Needed:

- ✓ Pre-cut strips of construction paper
- ✓ Glue sticks or tape
- ✓ Food items, dependent upon snack chosen

Steps:

1. Invite girls to have snack and ask them to brainstorm what they can accomplish as a team, including helping their schools or communities.
2. Ask each girl to write one idea on a strip of construction paper. It can be an idea that was already shared or a new idea.
3. Girls will then work together to make a take action chain with the construction paper.
4. One at a time, have girls take their construction strip and make a link (circle) to form a take action chain that can hang. By working together, they can accomplish great things. That's the power of team!

Expand the Activities:

- Field Trip Ideas:
 - Visit a local charitable organization or volunteer group to see a team of people working together to do good things.
- Speaker Ideas:
 - Invite a city official to the troop meeting to discuss how teams of officials, employees and citizens work together for the common good.



Junior Meeting Plans

It's Your World-Change It Skill-Building Badge Activity Plans

Digital Photographer Badge Activity Plan

Goal: When girls have earned this badge, they'll know how to use a camera to create one-of-a-kind photos.

Plan Length: 90 min

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior *It's Your World-Change It* Skill-Building Activity Set: Digital Photographer, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They can take, edit, and share photos
- They can make a digital photo project

Tips:

- You will need at least one computer for this activity. Here are some tips for finding a computer to use:
 - Email or call parents to see if anyone has a laptop they can bring to the meeting.
 - Check with the local school, library or community center. Be sure to ask about rules on computer use at their location and respect others who need to use the computers. If you are planning a snack, check with the employees about an acceptable location to eat the snack.
- You will need one digital camera per girl (girls can share cameras if needed). Possible ways to get cameras are:
 - Contact parents to see if they have one or more camera they can send with their girl. Be sure to indicate that the camera needs to be digital.
 - Find an older Girl Scout Troop that has cameras and ask them to act as Program Aides at your meeting. Ask your council for troop suggestions.
 - Check with your local library or school to see if they have cameras you can check out.
- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the Junior *It's Your World-Change It* Skill-Building Activity Set: Digital Photographer Badge, which can be used for additional information and activities.

Activity #1: Camera Settings

Badge Connection: Step 1—Learn about digital cameras from an expert

Prep Needed:

- ✓ If possible, play around with camera settings so you can teach the girls and see how they work.
- ✓ Print out copies of the “Common Camera Settings” information sheet for the girls.

Materials Needed:

- ✓ Cameras with multiple shooting modes (one per girl)
- ✓ Copies of the “Common Camera Settings” information sheet (see Resources Guide)

Steps:

1. One by one, go through the camera settings on the list.
2. For each setting, have the girls take at least one picture with their cameras to see how the setting works. You will likely have to help them change the aperture and shutter size on aperture and shutter preferred modes.

Activity #2: Practice, Practice, Practice

Badge Connection: Step 2—Take a ton of photographs!

Prep Needed:

- ✓ If you plan to leave your meeting place to take pictures, check out the area before you go to ensure safety and good picture-taking opportunities.

Materials Needed:

- ✓ Digital cameras with multiple settings (one per girl)

Steps:

1. Take a picture-taking journey within your meeting space or in the nearby neighborhood.
2. Encourage girls to try new things by giving them challenges as you go. Some possibilities are:
 - Switch to a camera setting you haven’t tried yet for your next picture.
 - Turn to the shutter-preferred mode and take several pictures with several different shutter speeds.
 - Turn to the aperture-preferred mode and take several pictures with several different aperture sizes.
 - Try taking a portrait of one of your Girl Scout friends.
 - Take a landscape picture.
 - Try taking a macro (really close) picture.
 - Take a picture of something from a new angle.
 - Take a picture of a reflection.
 - Take a picture of a shadow.
 - Take a picture from inside something.
 - Take three completely different pictures of the same object.

Activity #3: Snack Chat

Badge Connection: Questions link to multiple badge steps

Materials needed:

- ✓ Snack
- ✓ Digital cameras used in Activity #2
- ✓ Computer
- ✓ Data cable to transfer pictures from the camera to the computer
- ✓ Flash drive (optional)

Steps:

1. While enjoying snack, here are some things for girls to talk about:
 - What did you take pictures of?
 - What do you think the best picture you took will be?
 - Has anyone ever used a film camera before? What is different about using those?
 - What was your favorite thing to take a picture of?
 - Has anyone used a camera before today? What do you like to take pictures of?
 - What different modes did you use on the camera? Did they work well or poorly?
 - What modes didn't you try, but you wanted to try?
2. While the girls are eating their snack, have one or more adults (depending on the number of computers available) call each girl up one by one to download the pictures from her camera. Be sure to put all the photos in a folder with each girl's name so you know who took each picture.
3. If you are using a public computer, download all the pictures onto a flash drive to take with you.
4. Note: If you will be doing the second activity plan for this badge, go through the girls' pictures after this meeting and choose five or six of each girl's best shots. Make sure that the file names match the girls' names. The girls will need to choose three pictures to edit in the next activity plan, and this will make their selection process quicker.

Expand the Activities:

- Field Trip Ideas:
 - Visit a local camera or electronics store to look at the different types of digital cameras available.
 - Visit a photography studio to see how they work.
- Speaker Ideas:
 - Ask a professional photographer come talk to the group about his or her job. Some places to find them are newspapers, portrait studios or by searching for wedding or senior portrait photographers.
 - Have someone come in who uses a film camera to talk about the differences between digital and film.

Staying Fit Badge Activity Plan

Goal: When girls have earned this badge, they'll know what they need to get strong and stay strong.

Plan Length: 90 min.

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior *It's Your World-Change It* Skill-Building Activity- Staying Fit, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They know how to make healthy food choices
- They know ways to exercise and relax.
- They can research health information
- They have helped their families stay fit

Tips:

- If you are unable to lead the girls in the exercises, check with your co-leaders and girls' families to see if any other adults would like to lead the group. You can also check with your service unit manager to find older girl troops in your area who would be willing to lead the activities.
- Check out ways to stay safe using Safety-Wise Checkpoints.
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the Junior *It's Your World-Change It* Skill-Building Activity- Staying Fit Badge, which can be used for additional information and activities.
- Yoga activities are adapted from *Yoga Pretzels: 50 Fun Yoga Activities for Kids and Grown Ups* by Tara Guber and Leah Kalish.
- *Important snack note:* Please check with parents and girls to see if they have any food allergies. The snack activity calls for peanut butter and milk. Ask parents for alternative options that will work for the activity, if needed.

Activity #1: Couch Potato Activities

Badge Connection: Step 1—Start moving!

Prep Needed:

- ✓ Before the meeting, instruct girls and parents that girls should wear comfortable clothes and shoes in which they can exercise.
- ✓ Review and practice the exercises.
- ✓ Clear an area in your meeting space for exercising, if needed.

Materials Needed:

- ✓ Stop watch, watch with a second hand or other time-keeping device
- ✓ Optional: yoga/exercise mats

Steps:

1. Have girls spread out in an open space and sit on yoga/exercise mats (optional).
2. Explain that they will be learning to stay fit and keep themselves healthy. An important part of staying fit is to get up and move at least one hour every day. They can do this by playing sports, playing active games, riding bikes or doing anything that makes them get up and move. Inform girls that you are going to lead them through exercises that can all be done while watching their favorite T.V. shows.
3. Lead the girls through each of the listed exercises. First, demonstrate each exercise while the girls watch. Then, demonstrate again while you describe what you're doing. Then, have the girls join you in doing the exercise. Last, have the girls continue doing each exercise while you walk through the room to ensure they are doing it correctly. You should stress to the girls that they can hurt themselves if they do an exercise incorrectly.
 - Lunges
 - Stand in a split-stance (one leg forward, one leg back). Bend knees and lower body into a lunge position, keeping the front knee and back knee at 90 degree angles. Keeping the weight in your heels, push back up (slowly!) to starting position. Never lock your knees at the top and don't let your knee bend past your toes.
 - Have girls do three sets of 10 lunges. This means that they will do 10 lunges, rest, do 10 more lunges, rest, and do a final 10 lunges.
 - Jumping Jill Commercial Challenge
 - Stand with your arms at your sides. Be sure your feet are straight and close together. Bend your knees. Jump up while spreading your arms and legs at the same time. Lift your arms to your ears and open your feet to a little wider than shoulder width. Clap or touch your hands above your head. As you return from jumping up, bring your arms back down to your sides and bring your feet back together.
 - Time girls as they do jumping jills in 30-second increments. This is the length of an average commercial.
 - Challenge girls to try this during commercial breaks at home. They can start with one commercial, then two, until eventually they're doing jumping jills during the entire commercial break.
 - Alternate exercise: If girls cannot do jumping jills or cannot continue for 30 seconds, have them walk or march in place.

- Squats
 - Stand with feet hip-width apart, toes facing straight ahead or angled slightly outward. Slowly bend the knees and lower hips towards the floor, keeping your torso straight and abs pulled in tight. Keep your knees behind your toes; make sure everything is pointing in the same direction. Do not go lower than 90 degrees. Have girls do two–three sets of 10 squats.
 - If girls are doing well with the squats, encourage them to stop and hold their last squat at the bottom for 10 seconds.
- Bridges
 - Lie on your back with your knees bent and feet flat on the floor. Make sure your spine is in a straight line, and that you are looking up at the ceiling. Take a deep breath, and as you exhale the breath, slowly and carefully lift your hips and butt off of the ground until they are as high as you can get them. Ideally, your body should now be in a straight line from your hips up to your neck. Slowly lower your body back down to the ground.
 - Have girls do two–three sets of 10 bridges.
 - Encourage girls to get their backs as straight as possible when lifting.

Activity #2: Health Food Roundup

Badge Connection: Step 2—Keep your fit body fueled

Prep needed:

- ✓ Make copies of the “my plate” worksheet.

Materials needed:

- ✓ Copies of the “my plate” worksheet (one per girl)

Steps:

1. Have the girls stand together in a circle. If your group consists of more than 10 girls, have them split into multiple groups.
2. Give each girl a copy of the “my plate” worksheet. Explain that this shows what kinds of foods they should eat in a day. We should eat a variety of foods in order to get all the nutrients our body needs, including fruits, vegetables, grains, meat, beans, nuts and dairy products. We should also have variety in each group. For example, eating all different kinds of fruit is better for you than eating just apples. You should also try to eat whole, unprocessed foods as much as possible. For example, eating an apple is better than drinking apple juice.
3. Tell the girls you are going to play a game to help brainstorm all the different kinds of healthy foods they can eat. Start by saying "Fruits are a great healthy food. A fruit I like is _____." For example say, "Fruits are a great healthy food. A fruit I like is a peach."
4. Have the next person in the line repeat what you said and add their fruit to the list. For example, the next person in line might say, "Fruits are a great healthy food. Fruits I like are peaches and apples."
5. Continue to go around the circle having each girl say the same line and add another fruit. If someone misses a fruit from the list or can't think of a fruit to add to the list, have them sit down. Play until all the girls are sitting.
6. Start a new round, but start with a different type of healthy food. Types of food to use are: green leafy vegetables, colorful vegetables, grains, proteins (meat, nuts and beans) and dairy products. You may or may not use all the categories depending on your group.

Activity #3: Snack Chat

Badge Connection: Questions link to multiple badge steps

Prep needed:

- ✓ Prepare the food so that girls can serve themselves.

Materials needed:

- ✓ My plate worksheet (from previous activity)
- ✓ Cups
- ✓ Small plates
- ✓ Celery
- ✓ Whole grain crackers
- ✓ Raisins
- ✓ Peanut Butter
- ✓ Milk

Steps:

1. Explain that not only does “my plate” tell us what kinds of eat, it also tells us what portions we should have. Our meals should be about half fruits and vegetables with more veggies than fruit. They should have about half grains and proteins (meat, beans and nuts) with more grains than proteins.
2. Tell the girls that we have all the food groups represented in our snack. They are going to serve themselves, and their challenge is to try to have their portions match the “my plate” worksheet. The food groups in our snack are:
 - Vegetables: celery
 - Fruit: raisins (they are just dried grapes!)
 - Protein: peanut butter
 - Grain: whole grain crackers
 - Dairy: milk
3. While enjoying snack, here are some things for girls to talk about:
 - What does your family do to stay healthy?
 - What’s your favorite exercise to do with your friends? What about with your family?
 - Have you ever made a healthy snack for yourself? What did you make?
 - What other kinds of healthy foods do you like to eat?
 - How can you tell if a food is healthy for you?
 - For our next activity, we’re going to relax with some yoga. What do you normally do to relax?

Activity #4: Relaxing with Yoga

Badge Connection: Step 3—Know how to stress less

Prep Needed:

- ✓ Before the meeting, instruct girls and parents that girls should wear comfortable clothes in which they can move.
- ✓ Review and practice the exercises.
- ✓ Clear an area in your meeting space for exercising, if needed.

Materials Needed:

- ✓ Optional: yoga/exercise mats

Steps:

1. Have girls spread out in an open space and sit on yoga/exercise mats (optional). Explain that in addition to exercising and eating healthy foods, it's also important for them to relax their minds and bodies.
2. Tell girls that today they're going to try yoga. Though it includes exercises, yoga is a lifestyle in which people train their mind, body and breath. There are many different types of yoga and some have been around for over 3,000 years.
3. Lead the girls through each of the listed exercises/activities.
 - Bear Breath
 - This exercise helps girls focus on breathing, helping them achieve rest and balance.
 - Have the girls sit comfortably on the floor or mat. Slowly and calmly tell the girls "In the winter, bears hibernate in caves, sleeping peacefully. Sit up tall, close your eyes, and go inside. Through your nose, breathe in for a count of five, and then hold for a count of three. Breathe out for a count of five, then hold for a count of three." Repeat this instruction 5 times. Then say, "Open your eyes and notice how you feel." Be sure to allow girls time to finish each step after you say it.
 - Nature Kids
 - This is a great activity to help kids stretch, exercise and relax while expressing their creativity at the same time.
 - Have girl spread out so they can make big movements without hitting anyone. Explain that you are going to call out natural phenomena. As you call out the words, the girls should use their body and their voices to act out the word however they choose. They should continue making the movements until you call out the next word. You can call out the words as slowly or quickly as you like.
 - Remind girls to watch out for the Girl Scout friends as they are making their movements.
 - Natural phenomena:
 - storm
 - cloud
 - tree
 - rainbow
 - tornado
 - waves
 - fire
 - river

- Seesaw
 - This partner stretch will allow the girls to be mindful of each other while they relax.
 - Have the girls find a partner and sit on the floor. Say slowly and calmly to the girls “Face your partner, open your legs comfortably and touch your feet with your partner’s feet. Tell each other ‘we are willing’. Lean forward and grasp each other’s hands. Tell each other ‘we are mindful’. One partner lean back, slowly pulling your partner forward. Tell each other ‘Slowly we seesaw’. Now the second partner will lean back and pull their partner slowly forward. Tell each other ‘We go further.’ Now let go and relax.”

Expand the Activities:

- Field Trip Ideas
 - Visit a local health food store
 - Get a tour of a local gym or fitness studio
- Speaker Ideas
 - Invite a fitness or yoga instructor to lead exercises at your meeting and talk about the importance of staying active
 - Invite a nutritionist to your meeting to talk about healthy food choices

Musician Badge Activity Plan

Goal: When girls have earned this badge, they'll know how music is made and how to perform music.

Plan Length: 90 min

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior Skill-Building Badge Set for *It's Your World – Change It!*, completing this activity plan, attending a council sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They explore how music is made
- They listen to music from different time periods or parts of the world
- They check out the music in their lives
- They make and perform music

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the Junior Skill-Building Badge Set for *It's Your World – Change It!*- Musician Badge, which can be used for additional information and activities.
- Check out CDs from the library or search YouTube and iTunes for music recordings.

Activity #1: Note Names

Badge Connection: Step 1—Explore how music is made

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Make copies of Note Worksheets.

Materials Needed:

- ✓ Note Worksheets
- ✓ Writing utensils

Steps:

1. Go over the notes of the treble clef. Reference the Note Worksheet for specific note names. Explain to the girls that music is made by playing a combination of different sounds in an arranged pattern. These sounds are called notes, and last for different amounts of time depending on how they are arranged.
2. Have girls complete the Note Worksheet. They may work individually or with each other.
3. See how many words the girls came up with from the worksheet.

Activity #2: Take a Music Trip

Badge Connection: Step 2—Travel around the world of music

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ CD or MP3 player with speakers
- ✓ Recordings of music from three different countries or three different time periods. Examples include:
 - Troubadour or Medieval Minstrel
 - Baroque (Bach, Vivaldi, Handel)
 - 1920s–1930s Jazz (Louis Armstrong, Ella Fitzgerald, George Gershwin)
 - 1950s Rock ‘n’ Roll (Bill Haley and the Comets, Elvis)
 - African drumming
 - Celtic bagpipes
 - Reggae
 - Mariachi
 - Western/Country

Steps:

1. Choose music from three different countries or three different time periods (or a mix of both)
2. Split the girls into three groups. Assign each group a song. Each group will come up with dance moves to their song.
3. Have each group perform and/or teach their dance to the rest of the troop.
4. After each song, ask the girls how the music made them feel. Did they move fast or slow? How did each style of music differ?

Activity #3: Music Poll

Badge Connection: Step 3—Check out the music in your life

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Optional: Find examples of different styles of music

Materials Needed:

- ✓ Large sheets of paper
- ✓ Markers
- ✓ Optional: Recordings of different styles of music and MP3 or CD player

Steps:

1. Have the girls brainstorm different styles of music. List at least five different styles of music and write them down on their own sheet of paper. Post the musical styles around the room.

Ideas include:

- Pop
- Rock
- Hip-hop
- Classical
- Jazz
- Blue-grass
- Folk

Optional: Listen to an example of each style of music.

2. Have girls take turns marking a tally next to each style of music they like.
3. Ask the girls to share why they like certain styles of music and not others. Which styles are the most popular across the group?

Activity #4: Snack Chat

Badge Connection: Questions link to multiple badge steps

Steps:

1. While enjoying snack, here are some things for girls to talk about:
 - What is your favorite song?
 - Who is your favorite musician, singer, band or composer?
 - Have you ever learned to play an instrument?
 - What is your favorite thing about learning a new instrument? Your least favorite thing?
 - Have you ever been to a musical performance or concert?

Expand the Activities:

- Field Trip Ideas
 - Visit a music store or museum to learn about different instruments
 - Attend a concert or musical performance
- Speaker Ideas
 - Invite a musician, composer or music teacher to your meeting

Entertainment Technology Badge Activity Plan

Goal: When girls have earned this badge, they'll know the science behind the world of entertainment.

Plan Length: 90 min

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior *It's Your World-Change It* Skill-Building Activity Set- Entertainment Technology, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They can use simple techniques to animate their own artwork
- They learn about video game development
- They can create at least one movie special effect and sound effect
- They can experiment with the science behind one amusement park ride

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the Junior *It's Your World-Change It* Skill-Building Activity Set- Entertainment Technology Badge, which can be used for additional information and activities.

Activity #1: Thaumatrope

Badge Connection: Step 1—Animate your own artwork

Prep Needed:

- ✓ Gather materials and supplies

Materials Needed:

- ✓ Index cards (one per girl)
- ✓ Pencils (one per girl)
- ✓ Tape

Steps:

1. Give each girl an index card and a pencil. Have the girls fold the index card in half.
2. Girls should draw a picture on each outward-facing side of the card. The two pictures should have similar themes and be placed in the same location on each side of the card. For example, girls can draw a bird in the middle of one side and a cage in the middle of the other, or a horse on one side and a rider on the other. The pictures should be oriented so the top of the image is at the fold.
3. Have each girl put her card on top of the end of a pencil, so the fold is resting on the pencil. Tape the card to the pencil.
4. Have each girl hold the pencil between her hands and rub her hands back and forth so the pencil spins back and forth repeatedly. If done quickly enough, the drawing should come together as one image. This is because our eyes have a “memory”. Even after an object is no longer visible, our eyes still see that object for a very short time. Since you are spinning the images quickly, your eyes still see the first image when the second one appears, and vice versa.

Activity #2: Night During the Day

Badge Connection: Step 4—Create your own special effects

Prep Needed:

- ✓ Cut cellophane into multiple small pieces. They should be large enough to fit over the girl's eyes and cheeks. You can find blue cellophane at grocery stores (seasonal), craft stores or by making your own using clear cellophane and a blue permanent marker. If making your own blue cellophane, be sure to allow it to fully dry before giving it to girls.

Materials Needed:

- ✓ Blue cellophane
- ✓ Scissors

Steps:

1. If available, go into the daylight or a room with white light.
2. Ask girls why a person can't see in the dark outside, but can see what's going on at "night" in the movies. Encourage them to take guesses.
3. Give each girl three pieces of blue cellophane. Remind the girls that they are just covering their eyes with the cellophane, not their mouths or noses.
4. Have the girls look at the area around them closely. Have them put a piece of cellophane over their eyes so it blocks the light and look again. Have them do this again, adding a piece of cellophane. With three pieces of cellophane (you may need more or less), it should look like night, but they should be able to see details. Movie makers achieve the same effect by using blue filters on their camera lenses.

Activity #3: Snack Chat

Badge Connection: Questions link to multiple badge steps

Steps:

1. While enjoying snack, here are some things for girls to talk about:
 - What movies have you seen with fun special effects? What about video games?
 - Has anyone seen other ways to animate pictures? What are they?
 - What piece of technology do you think you could never live without?
 - What's your favorite movie?
 - What's your favorite TV show?
 - What's your favorite cartoon?
 - Has anyone ever made a short movie on her phone or camera?

Activity #4: Sound Effects

Badge Connection: Step 5—Surf a sound wave

Prep Needed:

- Choose sound effects from the chart below, based on items on hand.
- Gather materials and supplies.

Materials Needed:

- See chart below. To stay within time limits, choose three–four sound effects, depending on difficulty.

Steps:

1. Have all the girls sit down and close their eyes. One at a time, using the directions in the chart, make the sound effects and ask the girls to guess the sound you are simulating. Remind the girls that they are trying to guess what the sound *could* be, not what the sound is.

Materials	What to do	Simulated Sound
Leather or rubber gloves	Wave the gloves up and down	Bird’s wings flapping
Metal pot lids, stick	Hold the lid by the handle and tap with the stick	Town bell
Wax paper, comb	Wrap wax paper around the comb. Hum lightly with your lips just barely on the wax paper	Buzzing insect
Cat litter	Walk or press shoes onto litter	Walking on gravel
Corn starch	Put corn starch on ground and walk or press shoes into it	Walking on snow
Cellophane or wax paper	Crumple the paper	Crackling Fire
Ziplock bag	Fill the bag with air. Seal the bag except for a small hole. Lay the bag on the counter and push to remove excess air	Howling wind
Bowl or tray, toilet paper, water	Get toilet paper as wet as possible and put into the bowl. “Walk” on the toilet paper with your fingers	Walking in mud or swamp.
Newspaper, plastic grocery bag	Put the newspaper in the grocery bag and softly tap the bag with your finger	Walking in grass
Plastic straw, plastic drink lid	Put the lid in the hole of the straw and slide it up and down	Monster sounds
Paper, envelope	Put a piece of paper in the envelope and slowly pull it out.	“Space doors” opening
Rice, metal pot	Slowly pour the rice into the metal pot	Rain
Sheet of Paper	Slide the sheet of paper in circles on a desk or table	Skiing sounds

2. After girls have made a few guesses, have the girls open their eyes. Reveal what you were doing and what the simulated sound was.
3. When you have gone through all your chosen sounds, have the girls take turns trying to make the sounds—or other sounds—with the materials.

Expand the Activities:

- Field Trip Ideas:
 - Visit a local movie or IMAX theater.
 - Visit an amusement park.
- Speaker Ideas:
 - Invite someone who makes computer animation to your meeting to demonstrate what he or she does and speak with the girls about his or her career.
 - Have a makeup artist show girls some special effects that can be created with makeup.

Scribe Badge Activity Plan

Goal: When girls have earned this badge, they'll know ways to create and capture stories, ideas and opinions in writing, and find out all they can do with words.

Plan Length: 90 min

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior Skill-Building Badge set for *It's Your World—Change It!*, completing two of these activity plans, attending a council sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They can demonstrate how to write a poem
- They can create and write a short story
- They can express their opinions and channel them into writing

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This lesson plan has been adapted from the Junior Skill-Building Badge set for the *It's Your World—Change It!* Scribe Badge, which can be used for additional information and activities.

Activity #1: Poem Pass

Badge Connection: Step 1—Start with a poem

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Notebook pads
- ✓ Writing utensils—one per girl

Steps:

1. Gather the girls to sit down in a circle and distribute one writing utensil to each girl. Tell the girls that as a group, they are going to create one sonnet together. A sonnet is simply a 14-line poem, and can be about any topic. The girls' sonnets do not have to rhyme, but they can if they wish.
2. Start the poem by handing one notepad to the first girl, who will write the first line of the poem.
3. When she is done, she will pass it to the girl on her right, who will continue by writing the second line of the poem.
4. The notepad will continue to be passed from girl to girl and the poem lines created until it reaches either the 14th person or 14th line of the poem.
5. If you have a large group, it would work well to divide girls into small groups of three–four girls. The same activity can be done in these small groups, with each girl getting the chance to write three–four lines and not having to wait as long between turns. Note: Remind girls that this activity is not a race and they shouldn't rush through it; however, they also shouldn't think too hard about what to write when it's their turn. Communicate to girls not to worry about what "makes sense" and to write freely and creatively—perhaps writing just the first thing that comes to mind!
6. Once the poem is complete, ask for a girl volunteer to read the poem aloud to the large group. Afterwards, discuss as a large group:
 - What did you like about the poem?
 - What made it a good poem or a bad poem? Why?
 - What was most challenging about that activity?
 - What did you like most about that activity?
7. If time allows, try the same activity by dividing the girls up into groups of three to write a haiku or groups of five to write a limerick.
 - Haiku: a three-line poem that follows a pattern—five syllables in the first line, seven in the second, and five in the third.

Example: Haiku by Basho

An old silent pond...

A frog jumps into the pond,

Splash! Silence again.

- Limerick: a five-line poem where the first, second and fifth lines rhyme with each other, and the third and fourth lines rhyme with each other.

Example: "There was on Old Man with a Beard," by Edward Lear

There was an Old Man with a beard,

Who said, "It is just as I feared!-

Two Owls and a Hen,

Four Larks and a Wren,
Have all built their nests in my beard!”

Activity #2: Short Story Mash Up

Badge Connection: Step 2—Create a short story

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Notebook pads
- ✓ Writing utensils
- ✓ Plastic bowls
- ✓ Post-it notes

Steps:

1. Divide the girls into groups of four and instruct each group to gather four notebook pads, four writing utensils, three plastic bowls, and 30 post-it notes and sit in a group.
 2. Tell each group to label each plastic bowl (one post-it note each) with the following categories:
 - Plot (scenario/what’s happening)
 - Setting (place/location)
 - Character (name along with brief characteristic/quality about the character)
 3. Next, instruct each girl to write down three ideas on three individual post-it notes for each category (9 post-its total per girl). For example:
 - Character: Jenny Owens, an adventurous 5th grade girl who has dreams of becoming a detective
 - Setting: London, England, within the walls of the London Tower
 - Plot: Kids who are traveling the world in search of their long-lost teacher
- Note: The ideas written on each individual post-it note do not have to relate to each other.
4. After each girl has completed all nine post-it notes, she can fold them and toss them into the corresponding bowl.
 5. Have each girl draw one post-it note from each bowl (category) and create a short story based on the three post-it notes she drew.
 6. Allow 15-20 minutes for the girls to brainstorm, write and edit their stories on their notepads to the best of their ability, and then have the girls share their short stories in their small groups.
 7. Optional: Who decides what to show on a book’s cover? Cover designers come up with several ideas, and the author and publisher decide together what will make the book seem most interesting. They try to read the reader’s mind. What image would make someone pick up this book instead of another? Ask girls to think about what they would put on the cover of the stories they created if they were books. Girls can sketch out their ideas.

Activity #3: Snack Chat—What’s Your Opinion?

Badge Connection: Step 5—Tell the world what you think

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Snack prep may vary according to snack choice provided.

Materials Needed:

- ✓ Post-it notes
- ✓ Pens
- ✓ One plastic bowl
- ✓ Snack item(s)

Steps:

1. While enjoying snack, ask the girls to share and explain their opinions about the activities they’ve done so far.
2. Next, have each girl write on a post-it note one topic, thought, issue, activity, sport etc.”
3. Direct the girls to fold up their post-it note and toss it in the bowl.
4. Have the girls take turns drawing a topic out of the bowl, reading it aloud, and verbally expressing something they think about the topic drawn. For example:
 - Post-it topic drawn: “The environment and ‘going green.’”
 - Verbal Response: “I think it’s important to ‘go green.’”
5. Challenge the girls to support their opinion with facts and relevant statements. For example:
 - Challenge: “Why is it important to ‘go green?’”
 - Verbal Response: “As Girl Scouts, we are supposed to make the world a better place. That includes protecting the earth’s resources for the future.”
6. Draw new topics out of the bowl as each discussion fades. Work to mediate the group when needed.
7. At the end, have the girls write down one topic that interested them the most during this activity. Encourage the girls to write an essay about that topic at home. An essay gives facts, but it is written from the author’s point of view. So, unlike an article in which no opinions are given, an essay is a writer’s chance to share her opinion—her thoughts and feelings—along with the facts.

Expand the Activities:

- Field Trip Ideas
 - Visit a local newspaper or magazine business.
 - Visit a local library.
- Speaker Ideas
 - Invite a reporter, journalist, editor, or blogger to your troop meeting.



Junior Meeting Plans *Get Moving Leadership Journey*

Supplies and Resources for Meetings

Enlist the parents of the girls in your troop, and even the girls themselves, to bring supplies to your meeting place that can be used for the Journey activities. Since the focus of this Journey series is on the environment, try to find as many recycled supplies as possible, even using supplies the girls already have at home is better than buying new ones.

Listed in the Supplies and Resources section of every meeting you will see “Recurring Supplies” rather than a list of common supplies that are needed for the day’s activities. Below is a list of the Recurring Supplies you might like to keep grouped together at your meeting place or somewhere easy to find before meetings.

- ✓ *How to Guide Girl Scout Juniors through Get Moving!*
- ✓ *Get Moving!* Girl Scout Juniors Journey book
- ✓ *Junior Girl Scout Girls Guide to Girl Scouting*
- ✓ *Its Your Planet-Love It!* Skill-Building Badge Activity Set
- ✓ Crayons
- ✓ Markers
- ✓ Pens
- ✓ Pencils
- ✓ Paper

Meeting 1: Customizing Our Journey

Goal: Girls review the basic Girl Scout values, determine their troop meeting structure, and select a leadership journey.

Prepare Ahead: Review the entire *Get Moving* leadership journey (girls book and adult guide); familiarize yourself with accompanying Skill-Building badge activities; gather any materials and supplies needed to complete activities.

Meeting Length: 60-90 min

Award/Badge Connection: N/A

Supplies & Resources

- ✓ Sign-in/Sign-out sheet
- ✓ Materials to make name tags (i.e., cardstock, yarn, scissors, markers/crayons) see name tag template in Troop Leader Resource guide
- ✓ *It's Your Planet Love It! Get Moving* adult how to guide and girl’s book
- ✓ Girl Scout Juniors *The Girl’s Guide to Girl Scouting* (Girl’s Guide)
- ✓ Large sheet of paper
- ✓ Tape or pins
- ✓ Poster of Girl Scout Promise and Law (optional)
- ✓ Paper and pens for brainstorming;

Meeting Outline:

➤ **Gathering**

- Greet and sign-in.
- Make name tags and add your name and three things about yourself.
- Game: Girls choose a game to play until everyone arrives.

➤ **Opening**

- Introductions and sharing the three things about yourself from your name tag.
- Recite the Girl Scout Promise and Law. (*If you have girls new to Girl Scouting, explain the Girl Scout Promise and Law and practice saying it together.*)
- Brainstorm: What would you like to do every week while everyone arrives? Who will lead the gathering time (e.g., play games, and take turns choosing and leading games)?
- Create a plan and schedule.
- Brainstorm: How would you like to open future meetings (e.g., greeting each other with the Girl Scout handshake, reciting the Girl Scout Promise and Law, a simple flag ceremony, and singing songs, etc.)? *Note: Girl Scout Juniors The Girl's Guide to Girl Scouting has an explanation of Girl Scout traditions on page 9.*
- Design an opening ceremony.

➤ **Business-Planning**

- Game: Play Circles
- Gather in a circle and say, “After our opening ceremony, we will meet in a circle for troop business and planning. For example, assigning jobs using a kaper chart, collecting dues, making announcements, planning an event or trip, and discussing what we will do.”
- Say, “Strong teams have Team Agreements—or promises—about how team members cooperate together. We are going to write a Junior Team Agreement for our meeting times.”
- Ask for a helper to write down the key words from the brainstorm.
- Brainstorm: On this team, we think it is important to...(e.g., listen, help each other, let go of mistakes, talk kindly to one another, look at the person who is talking, etc.).
- Finalize the Junior Team Agreement. Ask for a volunteer(s) to write it out and decorate.

➤ **Exploration**

- Introduce Leadership Journey:
 - “After our business and planning session, we will do activities that help us gain a deeper understanding of ourselves, develop healthy relationships, connect with others, and have lots of fun.”
 - “Look at the theme and cover of the *It's Your Planet Love It! Get Moving* book. What does the journey theme mean to you?”
 - Then take some time to discuss to find out what the girls are most interested in accomplishing and enjoying over the year.
 - “Our journey will be unique and we will create it. At our next meeting, we will make our plans and map out our adventure together.”
- Game Break

➤ **Snack Time** (optional)

➤ **Clean Up**

- Explain that when the Exploration time of the meeting is over, they will work together to clean up and leave the site better than they found it.

- Read about kaper charts in the Girl's Guide on page 9.
- Work together to create a list of the jobs that need to be done each meeting and decide if they are done alone or by a small group.
- Ask for a volunteer(s) to create the kaper chart or jar (or other method).
- Ask for ideas on how to clean up today.
- **Closure**
 - Form a Junior Circle and explain that at the close of the meeting there is a time for reflecting on the meeting and a closing ritual. For example, sharing how to practice what they learned, a Friendship Circle, song, friendship squeeze, Girl Scout Out, Magic Tunnel, etc.
 - Discuss how they would like to close the future meetings.
 - Close with a Friendship Circle and Squeeze.
 - Collect name tags and sign-out.

Meeting 2: Mapping Our Journey

Goal: Girls get to know one another better and customize their leadership journey.

Prepare Ahead: Research and gather information on Cookie Events, council-sponsored program events and summer camps, service unit events, and the leadership journey Skill-Building Badge Activity Set. Make copies of budget worksheets and calendars for each girl (Troop Leader Resource guide).

Meeting Length: 60-90 min.

Award/Badge Connection: N/A

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It's Your Planet Love It! Get Moving* adult how to guide and girl's book
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Poster of Girl Scout Promise and Law (optional)
- ✓ Paper and pens for brainstorming
- ✓ Newsprint and markers
- ✓ Copies of Budget worksheets and calendar sheets (Troop Leader Resource guide)
- ✓ Sticky notes
- ✓ Cookie Event information; information about council-sponsored program events and summer camps; list of service unit events; and the Skill-Building Badge Activity Set that corresponds to leadership journey.

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.

- **Opening**
 - Open the meeting as determined at the previous meeting.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Mapping Our Journey.
- **Exploration**
 - Explain that the focus of the year as Girl Scout Juniors is the leadership journey selected, and that you will customize it. Today we will map out our journey.
 - Mapping Resources: Girl's Guide, leadership journey book set, Cookie Event information (if available), information about council-sponsored program events and summer camps, list of service unit events, and the leadership journey Skill-Building Badge Activity Set.
 - Making Choices: Whenever there is a choice, ask girls to think about what they want to do and privately make a choice. After girls have had time to choose, tally everyone's interests. Discuss and vote as necessary.
 - Summarize: Highlight a blank chart with girls' agreed upon choices to get a visual of their program plan. Ask, "How do you feel about what we have planned together?"
 - Game Break: Play People to People
 - Scheduling: Hand out the Scheduling Your Program Year Worksheet (Troop Leader Resource guide) and read together. Try to finalize the calendar together.
 - Reflection: Ask questions to reflect on the group process: What went well? What would you do differently? What did you learn?
 - Tell girls that the next step will be to prepare a budget for their program plan/year. At a meeting in the very near future, do the Budget Worksheet (Troop Leader Resource guide) with the girls.
- **Snack Time** (optional).
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle and close as determined at the previous meeting.
 - Next Meeting: Start Your Engines
 - Collect name tags, and sign-out.

Meeting 3- Start Your Engines

Goal: Girls experience the various forms of energy and how to make the most of their own energy to conserve Earth's energy.

Prepare Ahead: Review Sample Session 1 in the adult how to guide pages 32-37. Collect recycled paper: tissue paper, newsprint, printer paper, wrapping paper, and/or envelopes. Purchase a piece of screen. Gather any other materials or supplies needed for activities.

Meeting Length: 60-90 min.

Award/Badge Connection: Complete activities for the Energize Award, complete activities for a skill-building badge (optional)

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ Recurring Supplies (see Supplies and Resources for Meetings at the beginning of these plans)
- ✓ Poster of Girl Scout Promise and Law (optional)
- ✓ Recycled paper
- ✓ A piece of screen
- ✓ Plastic basin
- ✓ Electric blender
- ✓ Rags (lots) and a few old towels
- ✓ Newspapers
- ✓ Butter knife
- ✓ Pieces of cardboard cut to match size of the screen
- ✓ Duct tape
- ✓ Poster board or chalkboard and markers.

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as previously determined.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
 - Meeting Topic: Start Your Engines.
- **Exploration**
 - Energy Is Everywhere!: Introduce the theme (girl's book pages 10-11) and discuss (adult how to guide page 33).
 - Awards Along the Journey: Introduce the leadership awards (girl's book pages 106-109).
 - Making Recycled Paper (girl's book pages 36-40 and adult how to guide page 35).
 - Energy Guest: Discuss special guests to invite to future meetings (adult how to guide page 36).

- Energizing Snacks: Discuss advertising and food decisions (adult how to guide page 36). Have a snack.
- Personal Energy: What makes me unique drawings (adult how to guide page 37).
- Looking Ahead: Ask girls to save colorful paper trash, such as magazines or supermarket ads or wrapping paper for a bead-making activity. Also ask girls to save one piece of packaging (girl's book page 32) that they can use to play a guessing game at the next meeting (adult how to guide page 37).
- Badge Work: Complete one or two activities from the *It's Your Planet—Love It!* Skill-Building Badge selected.
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle and close as previously determined.
 - Next Meeting: Pledging to Save Energy (Remind girls about saving colorful paper trash and one type of packaging)
 - Collect name tags and sign-out.

Meeting 4- Pledging To Save Energy

Goal: The Juniors commit to an energy pledge, take a look at how plants use energy, and sort through some of the wasted energy around them.

Prepare Ahead: Review Sample Session 2 in the adult guide pages 38-43. Look for ways to link to other activities girls have selected (e.g., badges, patches, and events); since the next meeting involves a field trip make to to make copies of permission forms and sign up sheet for parent chaperones; gather any materials & supplies needed for activities.

Meeting Length: 60-90 min.

Award/Badge Connection: Complete activities for the Energize Award, complete activities for a skill-building badge (optional)

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ Recurring supplies (see Supplies and Resources for Meetings at the beginning of these plans)
- ✓ Extra packaging items
- ✓ Any items you will need to demonstrate Furoshiki
- ✓ 2 or 3 house plants
- ✓ Paper bags
- ✓ Paper from magazines or wrapping paper
- ✓ Rulers, scissors, glue, thread or other type of string for beads
- ✓ Healthy snacks

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as previously determined.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
 - Meeting Topic: Pledging To Save Energy.
- **Exploration**
 - Good for Us, Good for the Planet (adult guide pg. 39)
 - How About a Team Energy Pledge
 - Invite the girls to make a Team Energy Pledge. Refer to page 40 of the adult guide for questions you can use to get their ideas flowing.
 - The Packaging Puzzle
 - The girls will sit in a circle and share the packaging items they brought from home and the group will have three chances to guess what product came in the packaging. See page 40 of the adult guide for more information about this activity.
 - Recycled Wraps: The Fun of Furoshiki
 - Discuss the custom of carrying items in Furoshiki and its low impact on the environment. You might even make a Furoshiki to bring to the meeting and demonstrate some of the ways it can be used to carry various items. See the additional resources at the end of this guide for web sites that can teach you more about Furoshiki, and you might also refer to the green box on page 40 of the adult guide.
 - Plants, Light, and Energy: An Ongoing Experiment
 - The girls will learn about plants and what they need to survive over the next few weeks. See page 41 of the adult guide for activity instructions.
 - Beads of Recycled Paper
 - The girls will create beads from triangles of paper from magazines and other sources. You might also bring other types of beads the girls can combine with their paper beads to make a colorful necklace. See the instructions on pages 41 and 42 of the adult guide for this activity.
 - How Leaders Energize
 - Use the questions on pages 42 and 43 to help the girls revisit their Energy Pledges and discuss how teamwork and leadership can impact the environment.
 - Badge Work: Complete one or two activities from the *It's Your Planet—Love It!* Skill-Building Badge selected.
- **Snack Time**
 - Since the girls have learned about Furoshiki, you might bring a sampling of Japanese foods for the girls to try during their snack time.
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.

➤ **Closure**

- Form a Junior Circle- Waste No More!
 - Invite the girls to look at the stories on pages 41-42 of their books and start a discussion using the prompts on page 43 of the adult guide.
- Looking Ahead to Session 3
 - Discuss the plans for the next meeting and how they would like to spend their time outdoors. Use page 43 of the adult guide to help the girls decide on a place to go and plan some of the details.
- Next Meeting: Getting Wild About Energy (and How to Conserve it); Field trip (optional)
- Collect name tags and sign-out. Hand out permission forms for next meeting,

Meeting 5- Get Wild about Energy (and How to Conserve It)

Goal: Girls investigate how animals use energy according to their needs and consider what humans might learn from them. They also compare and contrast animal and human communication strategies.

Prepare Ahead: Review Session 3 in adult guide pages 44-47

Meeting Length: 90-120 min.

Award/Badge Connection: Complete activities for the Energize Award, complete activities for a skill-building badge (optional)

Supplies and Resources:

- ✓ Recurring supplies (see Supplies and Resources for Meetings at the beginning of these plans)
- ✓ Healthy Snack

Meeting Outline:

➤ **Gathering**

- Greet, sign-in, and name tags. Collect signed permission forms.

➤ **Opening**

- Open the meeting as previously determined.
- Invite the girls to form a circle and share one hope for their outing today.

➤ **Business-Planning**

- Junior Circle: Review Team Agreement and assign kapers.

➤ **Exploration**

- Observing Animals in their Natural Setting
 - This meeting focuses on observing animals in their natural setting. Be sure to consult *Safety Wise* and your council before planning any outings away from your normal meeting place.
 - If it is not possible to go on a field trip, bring videos of animals in nature for the girls to watch and discuss in the following activities.
- Animals, Energy, and Movement
 - Guide the girls in a discussion about what they have observed using the questions on pages 45 and 46 of the adult guide.

- Relate and Communicate
 - Encourage the girls to think about how animals get along and discuss what they noticed during their observations. See pages 46 and 47 of the adult guide for more information about this activity.
- Badge Work: Complete one or two activities from the *It's Your Planet—Love It!* Skill-Building Badge selected.
- **Snack Time**
 - Since the girls are out in nature, a portable snack such as homemade trail mix would be perfect for this meeting.
- **Clean Up**
- **Closing Ceremony**
 - In a circle, invite the girls to revisit their Energy Pledges using the questions on page 47 of the adult guide.

Meeting 6- Investigating Buildings

Goal: Juniors begin to explore energy use in buildings as they delve deeper into the science of energy and get ready to conduct an energy audit of a community building.

Prepare Ahead: Review Session 4 in adult guide, pages 48-56; make copies of pages 52 and 56 in adult guide (one for each girl)

Meeting Length: 60-90 min.

Award/Badge Connection: Girls receive their Energize awards; complete activities toward earning their Investigate award; complete activities for a skill-building badge (optional)

Supplies and Resources:

- ✓ Recurring Supplies (see Supplies and Resources for Meetings at the beginning of these plans)
- ✓ Copies of page 52 of the adult guide, one for each girl
- ✓ Copies of page 56 of the adult guide, one for each girl
- ✓ Healthy snack
- ✓ Supplies for Optional Activity: Hot Drink Cozies (cardboard coffee sleeves to use as pattern, scrap fabric from old blue jeans, pencil for tracing, sharp scissors, Velcro, items to decorate with (fabric paint, ribbon, etc...))

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening**
 - Open the meeting as previously determined.
 - Energy Pledges
 - In a circle, invite the girls to share how they are doing on their energy pledges. See pages 49 and 50 of the adult guide for some discussion ideas.

➤ **Business-Planning**

- Junior Circle: Review Team Agreement and assign kapers.
- Discuss and business and/or make necessary plans. Have girls decide on a building to do an energy audit. This could be their own homes, council office, regular meeting location, or community building.
- Meeting Topic: Investigating Buildings

➤ **Exploration**

- Plants and Energy Update
 - Check in on the plant experiment set up in meeting four. Use the questions on page 50 to help the Juniors observe the changes in the plants.
- Shining a Light on Light Bulbs
 - Start a discussion about lighting and how much energy different types of bulbs use, then help the girls conduct experiments. See pages 50-52 for more information about this activity.
- *Brr, That's Cold: Checking For Drafts*
 - Invite the girls to explore your meeting space and check it for drafts using the chart on the top of page 56 of the adult guide. For more information about this activity, see page 53 of the adult guide.
- Bundle Up for Comfort: The Value of Insulation
 - The Juniors will learn about the effectiveness of insulation by predicting what materials will best insulate jars of hot water. The chart for recording the outcomes of this activity can be found on the bottom half of page 56 of the adult guide. See page 54 of the adult guide for more information about this activity.
- Hot Drink Cozies (optional)
 - See page 55 in adult guide for instructions.
- Start the Presses! (optional)
 - Invite the girls to work together and create a newspaper about environmental issues in their neighborhood.
- Badge Work: Complete one or two activities from the *It's Your Planet—Love It!* Skill-Building Badge selected.

➤ **Snack Time**

- Since the girls are out in nature, a portable snack such as homemade trail mix would be perfect for this meeting.

➤ **Clean Up**

➤ **Closing Ceremony**

- In a circle, invite the girls to name one thing about energy they are curious about and would like to investigate. Use the script on page 55 of the adult guide for this ceremony.
- Invite the girls to choose a closing ceremony to end the day's meeting.

Meeting 7- The Energy Audit (Part 1)

Goal: The Juniors conduct an energy audit of a building in order to educate and inspire on the importance of energy efficiency.

Prepare Ahead: Review Sessions 5 & 6 in adult guide, pages 57-75; make copies of pages 62-75 in adult guide (one for each girl); gather any materials & supplies needed for meeting.

Meeting Length: 60-90 min.

Award/Badge Connection: Girl complete activities toward earning their Investigate award; complete activities for a skill-building badge (optional).

Supplies and Resources:

- ✓ A ball of yarn for the closing ceremony
- ✓ Recurring supplies
- ✓ Copies of pages 62-75 of the adult guide for each girl
- ✓ Healthy snack

Meeting Outline:

These meetings are set aside to conduct an energy audit of a community building. Be sure to contact your council and consult Safety Wise Checkpoints before planning any activities outside your normal meeting place.

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening**
 - Invite the girls to choose an opening ceremony to begin the day's meeting
 - Discuss the building audit with the girls and what kinds of questions they might like to ask.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Green Team Check In
 - Discuss the things each girl has done to help the environment and work towards your troop's eco- action pledge. Discuss any additional things your Green Team can do to help the environment.
- **Exploration**
 - The Energy Audit
 - See pages 57-61 for information about this activity and tips for planning the energy audit for your troop or group.
 - Discuss the energy audit and what the Juniors will do, as well as invite them to help plan the outing.
 - Communication Maze
 - In pairs the girls will complete the communication mazes on pages 66 and 67 of the adult guide. See page 62 of the adult guide for questions you can ask to encourage the girls to think more about communicating.
 - Relate and Communicate
 - Add to the list of Do's and Don'ts your troop started in Session 3 by asking the questions on page 62 of the adult guide.

- Badge Work: Complete one or two activities from the *It's Your Planet—Love It!* Skill-Building Badge selected.
- **Snack Time!**
- **Clean Up!**
- **Closing**
 - The Web of Life
 - Ask the girls what they know about the food chain and give them a brief overview of what the food chain is and how inhabitants of an ecosystem depend on one another. Use the handout at the end of this guide to help explain the food chain to the girls, then invite them to make a list of living things in one ecosystem that create various food chains.
 - Assign one organism to each girl, making sure to designate one girl as the sun and one as water. Invite the girls to form a circle, without any particular order, and choose one girl to stand in the center and give that girl the ball of yarn. Each girl will name the organism they are and name an organism they depend on for survival, see the handout for examples. The girl then tosses the ball of yarn to the girl with the organism they depend on, while holding a piece of the yarn. Once the yarn comes to water or the sun, that girl will pass it on to an organism she supports. It is okay if a student gets the ball of yarn more than once, the goal is to have a large web that is interconnected among organisms.
 - Once each girl has at least one piece of yarn, you will state a man made change to the environment, such as global warming or deforestation. Any organism affected by this change will drop their string, and any organism dependent on one of the affected organisms will also drop their yarn.
 - Discuss what the girls learned about how entire ecosystems can be affected by what may seem like a small change. Ask questions such as:
 - How can the interconnections of living things ensure survival and also put organisms at risk?
 - Why should we care rather species survive or not?
 - How does this affect humans?
 - Next Meeting: Energy Audit (Part 2), Performing the Energy Audit
 - Friendship circle, or closing ceremony that girls choose.
 - Collect name tags, sign out. Hand out permission forms if necessary.

Meeting 8- Energy Audit Part 2, Performing the Energy Audit

Goal: Girls perform their energy audit.

Prepare Ahead: Make sure to collect permission forms and coordinate chaperones and drivers if necessary; make copies of the Energy Audit form in Resources Guide for each girl; copies of pages 72-75 if needed.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls earn their Investigate award

Supplies and Resources:

- ✓ Energy audit forms
- ✓ Copies of How Does Your Building Stack Up and Advocate for Change sheets
- ✓ Writing utensils

Meeting Outline:

- **Gathering**
 - Greet, sign-in, name tags. Collect signed permission forms. Review off-site meeting rules with girls (if applicable).
- **Exploration**
 - Using tools from previous meetings, perform energy audit at selected location.
 - Complete “How Does Your Building Stack Up?” sheet
 - Help girls to write letters (optional) to report results
- **Closing**
 - Junior Circle: Friendship Circle
 - Collect name tags and sign out.

Meeting 9: Gearing Up to Go

Goal: The girls brainstorm for their Innovate project.

Prepare Ahead: Review Session 7 in adult guide, pages 76-83; make copies of pages 79, 81, & 83 in adult guide (one for each girl)

Meeting Length: 60-90 minutes

Award /Badge Connection: Girls receive their Investigate awards; Girls work toward earning their Innovate awards; complete steps toward earning skill-building badge (optional)

Supplies and Resources:

- ✓ Recurring supplies
- ✓ Investigate awards, one for each girl
- ✓ Portable stereo for closing ceremony
- ✓ Copies of pages 79, 81, & 83 in adult guide
- ✓ Light with a bright bulb (for silhouette activity)
- ✓ White paper, black paper
- ✓ Scissors, glue
- ✓ Healthy snack

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening: Risk and Impact**
 - Invite the girls to choose an opening ceremony to begin the day's meeting.
 - Invite the girls to look over page 107 of their books, and fill it out. If they have completed the requirements, they can earn their Investigate awards. Use the questions on pages 77 and 78 to help the girls think about and discuss what they have learned so far.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
 - Meeting Topic: Brainstorm for their Innovate Project
- **Exploration**
 - Light bulbs!
 - Discuss what being innovative means, make sure the girls understand the meaning of the word, then use the light bulbs to help the girls think about their innovate project. See page 78 of the adult guide for more information about this activity.
 - Old Fashioned Silhouettes
 - Discuss what a silhouette is and help the girls create silhouettes of each other. See page 80 of the adult guide for more information and directions to complete this activity.
 - How to Conduct an Interview
 - Go over the sheet found on page 81 of the adult guide to help the girls prepare to interview any energy experts you may have joining your group for a later meeting.
 - Energizing Food Check In
 - Check in with the girls to find out what changes they have made to their diets to include more energizing foods. Use the questions on page 82 of the adult guide to help the girls think more about their food choices and how that makes a difference in their lives.
 - Thinking about a Team Choice
 - The girls will now brainstorm about possible Innovate projects, and make a list of possible project ideas. Refer to pages 78 and 80 of the adult guide for more information and some ideas.
 - You might also discuss inviting energy experts to future meetings, and decide who the girls would like to contact.
 - Women's Work
 - The girls will review the stories of women throughout the Journey and choose one to do extra research on. If possible, the girls will conduct their research at the meeting place. If this is not possible, it can be completed as a Take Home Activity and shared in meeting eleven.
 - Badge Work: Complete one or two activities from the *It's Your Planet—Love It!* Skill-Building Badge selected.
- **Snack Time**
- **Clean Up**

➤ **Closing**

- Invite the girls to choose a ceremony to close the day's meeting.
- Follow the instructions on page 82 of the adult guide for this ceremony.
- Looking Ahead to Session 8
 - Invite the girls to help map out and plan details of the walk-ability or bike-ability activity for the next meeting. Be sure to consult Safety Wise Checkpoints before planning any outings from your normal meeting place. You might also send a note home with the girls to gather any needed adult volunteers.
- Collect name tags and sign out. Distribute any handouts to send home.

Meeting 10: Moving in New Directions

Goal: The girls explore the energy spent and saved in getting from here to there as they continue to move toward a team decision on an Innovate project.

Prepare Ahead: Review Session 8 in adult guide, pages 84-87; make copies of pages 83, 86-87, 90-91 in adult guide; gather any supplies and materials needed

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls complete steps toward earning their Innovate award; complete steps toward earning skill-building badge

Supplies and Resources:

- ✓ Recurring supplies (see page eight of this guide)
- ✓ Copies of pages 86-87, one for each girl or group of girls
- ✓ Copy of page 83, 90, and 91 of the adult guide
- ✓ Healthy snack

Meeting Outline:

➤ **Gathering**

- Greet, sign-in, and name tags.

➤ **Opening**

- Invite girls to decide on opening ceremony
- The girls will discuss the stars and constellations in a circle. See page 84 of the adult guide for more information about this ceremony

➤ **Business-Planning**

- Junior Circle: Review Team Agreement and assign kapers.
- Discuss and business and/or make necessary plans.
- Meeting Topic: Brainstorm for their Innovate Project

➤ **Exploration**

- Walkability/Bikeability
 - The team will determine the bikeability or walkability of a previously chosen route, Before everyone splits up, discuss safety and suggest the girls choose two person teams to conduct the survey. You might also pass out the surveys in teams to save paper. Use the questions on pages 84 and 85 to engage the girls in a discussion before setting out.

- Making a Team Decision
 - After the outing is complete, discuss the Innovate project using the list of ideas the girls created during meeting ten. Each girl will talk about her favorite ideas and narrow down the list by discussing the pros and cons of various ideas. Use the questions on page 85 of the adult guide to help the girls come to a decision about the focus of their Innovate project.
- Next Steps
 - Once the girls have come to a decision about their project, use the worksheet on page 83 and the checklist on pages 90 and 91 of the adult guide to help the girls plan the details of their project. You can give one copy of the worksheet to each girl, or decide to fill it out as a group to save paper.
- Badge Work: Complete one or two activities from the *It's Your Planet—Love It!* Skill-Building Badge selected.
- **Snack time**
- **Clean Up**
- **Closing**
 - Each girl will share their wish for the team's Innovate project and one way they can help make that wish come true. See page 85 of the adult guide for more information about this ceremony.
 - Take Home Activity
 - Ask the girls to collect one or two paper bags from home and bring them to the next meeting.
 - Collect name tags and sign out. Distribute any handouts to send home.

Meeting 11: Innovate!

Goal: The girls plan and carry out their Innovate project, taking action to create changes in energy use on Earth and educating and inspiring others along the way.

Prepare Ahead: Review Sessions 9 & 10 in adult guide, pages 88-91; gather any materials and supplies needed for meeting

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls complete steps toward earning Innovate award; complete steps toward earning skill-building badge.

Supplies and Resources:

- ✓ Recurring supplies
- ✓ Any materials the girls need to plan their Innovate project
- ✓ Any materials needed to make invitations for their guests
- ✓ Healthy snack

Meeting Outline

➤ **Opening**

- Invite the girls to choose a ceremony to open the day's meeting, see pages 88 and 89 of the adult guide for ceremony suggestions.

➤ **Business-Planning**

- Junior Circle: Review Team Agreement and assign kapers.
- Discuss and business and/or make necessary plans.
- Meeting Topic: Plan & Carry out Innovate Project

➤ **Exploration**

- Teamwork and Conflicts
 - Discuss the meaning of team work, and use the suggestions on page 89 of the adult guide to talk about conflict with the girls. If time allows, invite the girls to play-act scenarios to use some of the conflict resolution methods found on page 89.
- Innovate Project
 - Use this time to finalize any plans and work on any materials needed to carry out the Innovate project.
- Paper Rules!
 - Invite the girls to decorate paper bags to donate to a local grocery store. Be sure to contact local stores beforehand to work out any necessary details.
- Badge Work: Complete one or two activities from the *It's Your Planet—Love It!* Skill-Building Badge selected.

➤ **Clean Up**

➤ **Closing**

- Invite the girls to choose a ceremony to close the day's meeting.
- Thinking Ahead to meeting 13
 - Invite the girls to start thinking about people they would like to attend their award ceremony in Meeting 13, and prepare invitations for their guests. They can plan any additional details of this ceremony during this time.
- Collect name tags and sign out. Distribute any handouts/permission forms to send home.

Meeting 12: Innovate Project

This meeting is set aside for the Innovate project. If you troop or group requires more time to complete their project, you may take a few more meetings. Be sure to consult Safety Wise Checkpoints before going outside your normal meeting place. Don't forget to "leave a place cleaner than you found it!"

Meeting 13: Crossing the Finish Line

Goal: Girls reflect on and celebrate their accomplishments along the journey.

Prepare Ahead: Review Session 11 in adult guide, pages 92-95; gather decorations, materials, and supplies needed for meeting.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls receive Innovate award and any skill-building badges earned.

Supplies and Resources:

- ✓ Recurring supplies
- ✓ Index cards and string, or name tags, for the opening ceremony
- ✓ Innovate Awards, one for each girl
- ✓ Team strand of paper beads
- ✓ Boom box for freeze dance
- ✓ Healthy snack

Meeting Outline:

- **Opening:** Reflecting on the Journey as a Perpetual Motion Machine
 - See pages 92-94 for instructions and discussion questions to use during this activity.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Discuss and business and/or make necessary plans.
- **Innovate Award Ceremony**
 - The girls can plan a special awards ceremony to receive their Innovate awards. If your troop or group chose to complete any skill-building badges, you can award those as well.
- **Celebrate!**
 - See pages 94 and 95 for celebration suggestions, or choose a celebration the girls planned.
- **Clean Up!**



Junior Meeting Plans

Additional *Get Moving* Leadership Journey Award Activities

Energize Award Activity Plan

Goal: When girls have earned this award, they'll have learned about different kinds of energy and how to use energy-efficiently.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this award or simply try different activities, go for it! There are many ways to complete this award, including: completing the activities as listed in the *It's Your Planet—Love It!: Get Moving!* Journey, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the Energize Award if:

- They make an Energy Pledge to reduce their energy use
- They complete at least two Energize activities to learn about energy
- They have witnessed or learned about how others are tackling energy issues

Girls can continue their *Get Moving!* Journey by earning the remaining awards: Investigate Award and Innovate Award.

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *It's Your Planet—Love It: Get Moving!* Journey, which can be used for additional information and activities.

Activity #1: Ultimate Power Plant

Journey Connection: Session 1— Energy is Everywhere

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Optional: Make a poster with the outline of a power plant and include word or symbols representing the following types of energy: human power, solar power, electricity, chemical energy, heat and mechanical energy (such as a robot, engine or car).

Materials Needed:

- ✓ Poster of a power plant, whiteboard or easel
- ✓ Sticky notes
- ✓ Writing utensils

Steps:

1. Introduce the girls to the topic of energy by asking them to describe what they think energy is or does. If no one mentions it, point out that one way to think of energy is that it is the ability to do work.
2. Tell the girls that energy can take many different forms. The sun gives us energy in heat and light, and plants use that energy to produce food. We eat food to produce energy ourselves, which we can then use to do work and create other kinds of energy. We use electricity to make machines and devices work; the electricity is generated from coal, gas, nuclear energy, hydroelectric dams or heat from the earth. Chemicals react together to generate heat or movement, and things that are heated can be turned into mechanical energy in a machine's moving parts.
3. Give each girl some sticky notes and a writing utensil. Ask them to think about their week and recall a time when something they did involved energy.
4. The power plant or space on the board represents all of the different kinds of energy as if it all comes from one source. The girls' task is to write one of their energy uses on a sticky note and post it on top of the power plant. These are all things that need energy from our ultimate power plant source. If you have placed words or symbols on your power plant drawing, girls may choose to post their energy use near the energy type that seems most closely related. For example, if a girl writes, "play soccer" on her sticky note, she can post it near the "human power" word/symbol on the power plant poster.
5. Leave the sticky notes out, and inform girls that they can add more energy uses to the power plant poster as they think of them throughout the meeting.

Activity #2: Recycle Town

Journey Connection: Session 1—Energize Award

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Read through directions before leading girls through the activity.
- ✓ Before the game starts, spread your caps or chips around the play area. A grassy area is nice because the tokens will be harder to see. Fill your large container with water and put it at one end of the game area, and put the two empty buckets at the opposite end. There should be more than enough water in the large container to fill the two buckets.

Materials Needed:

- ✓ Bottle caps, poker chips or other small tokens (at least one per girl)
- ✓ Plastic or paper cups (one per girl)
- ✓ Two ice cream buckets or water pitchers of the same size
- ✓ Large water reservoir, such as a water cooler
- ✓ Open space

Steps:

1. Divide the group into two equal teams, and have each team line up behind one of the empty buckets. The teams represent two towns that are currently not recycling their pop cans. Each town makes its own pop cans by mining for bauxite ore, processing the ore into cans and filling the cans with pop. When the pop is gone, they throw the cans in the trash.
2. Station yourself with the cups off to the side, between the teams and the water.
3. When the game starts, the first person in each line collects a piece of bauxite by finding a token. They bring the token to the processor (you) to trade in for a cup, which represents the new aluminum can. Then they scoop up water in their cup (filling the can with pop) and bring it back to their line, where they empty the water into the bucket and stack the cup next to the bucket. Then they sit down at the end of the line, and the next person runs off to get her token. You can continue either until everyone has had a turn or until the bucket is full.
4. Ask the girls how it went. Ask them to look around at the bauxite area. Will they run out of bauxite (tokens) soon? What will the towns do when that happens? Are the remaining tokens harder to find? Look at the stacks of cups. What happens to these once they get thrown away?
5. Bring all the cups back to the processing site and spread the tokens out again. Now you will choose one of the towns to begin recycling (you may want to pick the team that came in second, but don't tell them that their process will be faster).
6. The first person in line at the recycling town will go through exactly the same process as before — find an ore token, trade it in for a cup, fill the cup with water, bring the water back to the bucket. Instead of starting a new stack of discarded cups, however, she hands the cup to the next person in line. This person does *not* look for ore, and does *not* get a new cup from you. Instead, they run straight to the water, fill up the cup and bring it back to the bucket, handing the cup off to the next person.
7. When finished, ask the girls what was different this time. They should notice that recycling helped the town in three different areas: raw material used (they didn't have to find more bauxite), amount of garbage sent to landfill (there were no cups stacked up in a pile) and energy consumed (in transportation and processing—it should have taken the recycling group less time to finish).

8. Introduce the idea of efficiency.

- Everything we do requires using some type of energy. Being energy-efficient means making the best possible use of that energy in ways that are the most inexpensive, healthy and sustainable.

Activity #3: Edible Compost Pile and Snack Chat
Journey Connection: Session 2—Energize Award

Prep Needed:

- ✓ Gather materials and supplies. If desired, assign a small team of girls to make a collage or poster of the information below as a fun visual aid.
- ✓ Make a poster listing different types of nitrogen-rich materials ("greens") and carbon-rich materials ("browns") that can be included in a compost pile. You might include:
 - Carbon-rich materials ("browns")
 - Dried weeds/leaves
 - Woody material, including sawdust
 - Paper products
 - Straw/hay
 - Nitrogen-rich materials ("greens")
 - Grass clippings
 - Raw fruit and vegetable waste, including peels, rinds, etc.
 - Egg shells
 - Coffee grounds
- ✓ Divide food materials to make serving easier, or assign someone to help set up the snack station on the day of the meeting.

Materials Needed:

- ✓ Clear cups or bowls
- ✓ Spoons
- ✓ Serving utensils
- ✓ A combination of "greens"
 - Pistachio pudding, lime yogurt, or mint chocolate chip ice cream
 - Coconut with green food coloring
 - Fruit
 - White chocolate chips (represents eggshells, which are "greens")
 - Oreo cookies, crumbled (represents coffee grounds, which are "greens")
- ✓ A combination of "browns"
 - Chopped nuts
 - Mini pretzels or pretzel pieces
 - Chocolate chips
 - Chow mein noodles
 - Trefoil or similar cookies, broken up
 - Optional: gummi worms

Steps:

1. Introduce the idea of a compost pile and find out if anyone has used one or contributed to one before. Compost piles break down some kinds of household waste into material that a yard, garden or farm can use to grow. Ask the girls to think about how compost piles are a good energy-use practice (there is less trash to be hauled away or put in landfills, gardeners and farmers don't have to buy other fertilizers. green plants produce food and oxygen, etc.)
2. Explain that the compost pile will decompose most efficiently (there's that word again) if there is just the right balance of nitrogen and carbon. If there isn't enough nitrogen (green), the pile temperature will be too cold for microbes to get to work. If there's too much nitrogen (green), the pile may get too warm for ideal decomposition or will develop an ammonia smell. Turning the pile every now and then adds oxygen and keeps the pile from getting too damp.
3. Go over the lists of greens and browns. Notice that there is no cooked food, meat or dairy in this compost pile. These items take longer to decompose and attract pests, so they are not recommended.
4. Sound yummy yet? Each person can now make her own pudding or ice cream reminder of what goes into a compost pile. Give each food item something to represent—for example, white chocolate for egg shells, chow mein noodles for straw, chopped peanuts for sawdust, green coconut for grass clippings, etc. Be creative!
5. Have girls layer the brown and green materials to maintain a balance in their pile. If they'd like, they can add gummi worms to their "compost piles" to speed up the process of decomposition.
6. While enjoying the "compost piles," here are some things to talk about:
 - Did you learn anything new about energy today? What did you learn?
 - What are some of your favorite things to do? What kinds of energy are you using when you do them?
 - Gardeners use compost to turn energy from humans and microbes (and earlier, plants and the sun) into new plant energy, while using less energy from power plants or vehicles. How can you use your human energy to reduce your carbon footprint?
 - Besides things to eat, what else do we get from plants?
 - Besides growing plants, what else can we get from the sun?
 - What activities do you like to do that make you feel energized?

Activity #5: Family Energy Pledge

Journey Connection: Session 2—Pledging to Save Energy

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Paper
- ✓ Writing utensils

Steps:

1. Hand out the sheets of paper.
2. Review the ultimate power plant from Activity #1 and ask the girls if they thought of anything else they can add to the poster.
3. Ask them for examples of how some of these things can be done more energy-efficiently. For example, girls can turn off lights and appliances when they're not in use, buy products that use less packaging, bring reusable bags to the store and ask their parents if they can bike or walk together instead of drive.
4. Ask girls what they can do between now and the next meeting to be more energy-efficient. Optional: if they have their *Get Moving!* Journey books, girls can turn to pages 19–21 to get more ideas.
5. Girls should then create an energy-saving pledge that they can promise to do with their families, including their energy-saving ideas and some of the ideas you discussed. Optional: girls can also take home their list and create the pledge with their families.
6. Explain the following two things that girls need to do with their families before the next meeting. In order to earn the Energize Award, girls must:
 - Take home the energy-saving pledge (or develop it at home) and talk with their families about how to meet the challenge. They may decide to change the goal with their families or even try to increase their energy savings.
 - Talk with family members, friends and neighbors to find out what they do at their jobs or community work to address energy use. Family, friends and neighbors might install new energy-efficient appliances, develop work systems to better use employee time, be on a committee to make their church building more green, set up community carpools, etc.
7. Tell girls to be ready to report back about the people they talked with who work on energy issues, and what worked well for their energy-saving pledge.

More to Explore:

- Field Trip Ideas:
 - Visit a building that has been made more energy-efficient, and has someone available to talk to your group about the details. You may find one that uses one or more of the following: solar panels, passive solar systems, green roof, roof garden, rain garden, wind power or greywater conservation.
 - Go to a grocery store or other large retail store and compare packaging on similar items. Where can a shopper make a big difference in reducing packaging waste?
 - Visit a regional recycling center or community compost facility.
- Speaker Ideas:
 - Invite family members to your meeting to do the activities with you.
 - Have a nutritionist, personal trainer or food scientist come to a meeting to talk about the energy we get from food.

Investigate Award Activity Plan

Goal: When girls have earned this award, they'll know about efficient use of energy in their meeting places and communities

Plan Length: 90 minutes

Customize It:

If your group wants to expand work on this award or simply try different activities, go for it! There are many ways to complete this award, including: completing the activities as listed in the It's Your Planet—Love it!: Get Moving Journey, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the Investigate Award if:

- They have learned about energy use in buildings
- They work with their families to improve energy use in their home
- They have worked together with others to investigate a building's energy use and proposed a way to improve its efficiency

Girls can continue their Get Moving Journey by earning the remaining Innovate Award.

Moving to Take Action: To complete the Get Moving! Journey, girls plan and carry out a Take Action project that addresses the root cause of a community issue in a sustainable way. During the process, here are some things to think about.

- Girls should play an active part in determining the “what, where, when, how and why” of their project, but Girl Scout Juniors will need your support and guidance throughout the process.
- Help girls scale the project to a manageable size, so they can have a successful experience. Even if the project has a small scope, what they are doing is important.
- Take Action projects are different from community service projects
- Take Action projects pick up where short-term community service projects leave off and are long-term solutions, rather than a short-term ones
- Take Action Projects are also:
 - measurable (can be evaluated in a concrete way, such as number of people involved or number of recycling bins placed in the park)
 - sustainable (continues on, even after the girls' specific role in it is complete)
 - identify the root cause of an issue (addresses the underlying problem(s) that are causing an issue to occur). Created to address the root cause of a community issue.

Examples:

Community Service	Take Action
Take part in a park clean-up.	Organize a park clean up with your neighbors.
Assemble and give first-aid kits to flood victims.	Teach younger kids about sever weather procedures and have them help you make first aid kits to give to flood victims.
Plan a meeting for a younger troop.	Mentor younger girls on healthy friendships.
Make and donate blankets to an animal shelter.	Teach younger kids about the responsibilities of owning a pet and have them help you make blankets to donate to the animal shelter.

- It's up to the girls to find a Take Action project that they are passionate about, but to get started, here are a few ideas:
 - Family project: Girls work with their families to track their current energy usage
 - Then together they set a budget and choose the best low or no cost methods to improve their efficiency
 - At the end of the month, they compare their electricity, heating and water bills to the same time last year.
 - School project: Girls share information on electricity use at home and school through posters and flyers.
 - Then they challenge classrooms or class teams to adopt the most electricity saving methods within the school or in their homes, with an in-class free period for the winner.
 - Community project: Sponsor a Clean Laundry Day in the summer to encourage people in the neighborhood to hang their laundry out to dry instead of using a dryer and using cold or warm water when possible.
 - Municipal project: Girls determine the most common places in their community where kids arrive by car but could travel by bike or public transportation. They meet with city council members or other civic leaders to present a plan for making biking or bussing easier or safer for more kids, such as selected bike lanes or changes in stops.

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made

Resources:

- This activity plan has been adapted from the It's Your Planet—Love It: Get Moving Journey, which can be used for additional information and activities.
- Check out additional badges from the Junior Girl's Guide to Girl Scouting for related topics in energy, engineering, innovation or ecosystems.
- The Energy Star website has pages for kids to explore energy use at home:
www.energystar.gov/index.cfm?c=kids.kids_index
- The US Green Building Council has given grants to a number of schools for education programs related to green buildings, and has links to many of their curricula and programs here:
www.usgbc.org/DisplayPage.aspx?CMSPageID=1887
- If your building manager can supply answers to the questions on pages 70–71 in the adult guide or reproduced below, you can go to energy.trane.com to enter your data and compare the building to others. Use the username "Girl Scouts" and the password "Trane" to enter your data.

Activity #1: Review Energy Pledges and Energy Innovators
Journey Connection: Sessions 1, 2, and 3

Materials Needed:

- ✓ Writing utensils
- ✓ Paper

Steps:

1. Remind the girls about the energy saving pledges they took home to their families in the first activity plan. Have them turn to a neighbor and share one way their families succeeded in being more energy efficient.
2. Now, have them think about the people that they found who worked with energy issues. Each girl will draw a portrait of one of their “energy innovators” in their energy-related role. They might have a uniform or protective clothing, be holding tools that help them with their task, or just be surrounded by the benefits of their work with energy.
3. Girls who were not at the last meeting and didn’t interview anyone can think of a job or role that works with energy and draw a picture of how they think this person is an energy innovator.

Activity #2: Building Biography

Journey Connection: Session 5—Investigate Award

Prep Needed:

- ✓ Well in advance: Connect with someone at the building where you hold your meetings
- ✓ If you cannot find someone to talk to your group, you can consider moving your meeting time or finding a building where you can find a personal connection with the building manager.
- ✓ Find out what things the building manager can tell you about the building, and help guide your girls' questions that direction. Topics may include: main energy use (type of heating and cooling systems, major appliances, peak use times in building, biggest single energy drain); ways the physical building limits energy use (type and amount of insulation, types of lighting, timers, window shades and draft blockers, low flow or dual-flush toilets); and systems people use to be better energy managers (water conservation plans, recycling, computer use policy).

Materials Needed:

- ✓ Sticky notes
- ✓ Writing utensils
- ✓ Thank-you card materials

Steps:

1. Introduce the guest speaker to the girls and let them know that s/he will be sharing this building’s energy story. Girls will find out how and where energy gets used in the building, and how both physical things in the building and people's actions make it work.
2. Hand out a few sticky notes and a writing utensil to each girl.
3. The speaker should begin with what she wants to share about the building.
4. If girls think of questions, they should write them down on sticky notes right away, while the questions are still fresh in their minds.

5. Allow time for questions after the speaker is done sharing the building's energy story. There may not be time for all questions; anything that isn't asked will be collected up on the wall, and you can return to them later if time allows.

Activity #2: Alternatives

1. If you were able to get answers from a building manager but not a visit, you can enter the information at the Trane website as listed in the Resources section at the beginning of the activity plan: energy.trane.com. Use the user name "Girl Scouts" and the password "Trane."
2. If you have internet and printer access outside of the meeting space, you can print out the mural poster and activities from this site: www.energyquest.ca.gov/teachers_resources/documents/POSTER.PDF. The mural shows a classroom that demonstrates both efficient and non-efficient energy use.

Activity #3: Meet an Energy Innovator

Journey Connection: Session 7

Prep Needed:

- ✓ Look through the profiles of energy innovators so you are familiar with the stories. They are available in the Get Moving! Girl Books, pages 24, 34, 40, 41, 42-43, 50, 67, 83, 84.
- ✓ Make copies of the innovator profiles, or tell girls to bring their Journey books to the meeting.

Materials Needed:

- ✓ Innovator profiles
- ✓ Large paper
- ✓ Markers

Steps:

1. Divide the girls into small teams and give them each an innovator profile. Teams can read one profile and discuss their highlights or other ideas they think of after reading it.
2. Have the girls take turns sharing one thing from their innovator's profile or project description that they thought sounded fun, surprising, or inspiring.
3. If they are getting stuck, ask them to share one thing they liked about what they've already done on the Get Moving! Journey. Record responses on the big paper, or have the girls add their responses themselves.

Activity #4: Becoming Building Detectives
Journey Connection: Sessions 4 and 5

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Look for magazines with pictures of houses, home improvement projects, or articles on energy efficiency. Bring them with you to the meeting. Print out a copy of the Easy Energy Action Plan from the Department of Energy at www1.eere.energy.gov/kids/pdfs/EnergyActionList.pdf
- Resources include:
 - The Earth Book by Todd Parr
 - Miss Fox’s Class Goes Green by Eileen Spinelli and Anne Kennedy
 - Winston of Churchill: One Bear’s Battle by Jean Okimoto and Jeremiah Trammell
 - National Geographic Kids magazine for tips and articles
 - Home Energy magazine, also online www.homeenergy.org
 - Home improvement project guides from home improvement stores
 - Webpages:
 - Kids Saving Energy: www1.eere.energy.gov/kids
 - TVA Kids: www.tvakids.com/electricity/conservation.htm
 - Energy games and parent guide: www.energyhog.org

Materials Needed:

- Books, magazines or catalogs with energy efficient appliances; waste reduction ideas; green buildings; or energy saving tips
- Paper
- Drawing utensils
- Whiteboard or large paper
- Marker
- Copies of energy audit questions from page 70 and 71 in the adult how-to guide, or see the Home Energy Audit questions in Resources Guide

Steps:

1. Hand out the sheets of paper and drawing utensils, and distribute reference materials between tables.
2. Now that girls know some of the ways buildings use energy and what people do to use it wisely, how can they use what they know? The building manager knows her building well, but what should girls look for in other buildings and how?
3. Brainstorm on the large paper or whiteboard some things that girls should find out if they were to investigate a building. They might want to find out what appliances or lights stay on and drain electricity, or what windows or doors have drafts, or how much water is used by certain jobs or appliances. Give the girls a few minutes to generate a significant list.
4. Some of the questions create other questions. For example, girls might want to know how much it costs to heat a building in the winter, but that number doesn’t really mean much unless it’s compared to the average cost of heating that type of building in winter. If there are questions like this on the girls’ list, put a star by them so girls know it's only part of the picture.
5. Now that girls have their questions, their job is to find answers. They might need to set up experiments, and test and compare products or methods to each other. They might have to

- interview someone like the building manager or a parent. They might have to write a survey to ask other people or invent a tool that measures something.
6. Each girl should choose a question (or invent a new one) and on her paper, and she should design a way of testing for the answer to that question. It might be a comparison chart of room temperatures at different times, a tissue paper ribbon to detect drafts, a grid for setting out measuring cans to see if the lawn is getting the right amount of water or a plan for measuring how much non-recycled packaging enters the building.
 7. Have the girls share their testing device or plan with the other girls at their tables.
 8. Let the investigation begin! Each girl will take the test she designed and do some detective work on her own building. It will probably be her home, but if the family may have a connection at another building that they would like to use (for example, if someone's workplace or church has been involved in energy saving plans). Girls should plan to use their testing devices, if practical, or ask for help in finding the answers. Send home copies of the example Home Energy Audit questions.

Activity #5: Take Action Plan

Journey Connection: Session 6 and 7

Prep Needed:

- ✓ Review the “Moving to Take Action” section at the beginning of the activity plan. Think of some possible categories for the Take Action project, to help girls get started.

Materials Needed:

- ✓ Papers and posters from previous activities
- ✓ Large paper
- ✓ Markers

Steps:

1. Tell girls now is their chance to use everything they've learned and experienced so far to pick an energy issue that they want to work on for their Take Action project. The first step will be brainstorming ideas and voting on the possibilities. Ask girls to think of specific, concrete steps they could take to help their community become smarter energy users. If the girls are having a hard time thinking of things, share the examples in the “Moving to Take Action” section, remind them of what they have already learned on their Get Moving! Journey, and have girls think of the different places they go-how to they be use energy better?
2. Once you have a few solid ideas to choose from, take a vote and choose a final project to move forward with.
3. Divide the girls into three groups. Give each group a piece of large paper and a marker.
4. Assign one group to list possible places and organizations in the community that could be involved or help with the project. Have a second group generate a list of supplies and equipment needed, adding where and how to get them if there's time. Tell the third group to develop ideas of how to share or promote the project.
5. Bring the groups back together to report their results.

More to Explore:

- Field Trip Ideas:
 - Visit a store that sells home appliances
 - Compare stickers on energy use for one type of appliance, such as refrigerators
 - What was the range of answers?
 - Which was the most efficient? What does that efficiency cost up front—that is, even though it saves money in the long run, how much more does the efficient appliance cost to buy?
 - Go to a grocery store or other large retail store and compare packaging on similar items
 - Where could a shopper make a big difference in reducing packaging waste?
 - Visit a regional recycling center or community compost facility.
- Speaker Idea
 - Invite family members to your meeting to do the activities with you.
 - Have a gardener come to a meeting to talk about what plants need to grow, what plants are best for our area and how gardens and green space are healthy for people.



Junior Meeting Plans

It's Your Planet, Love It! Skill-Building Badge Activity Plans

Jeweler Badge Activity Plan

Goal: When girls have earned this badge, they'll know how to make different kinds of jewelry.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior Skill Building Badge set for *It's Your Planet—Love It!*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They have viewed a variety of tools and traditions in jewelry making
- They have learned multiple jewelry making techniques
- They have made jewelry to share with others

Tips:

- Girls should never use knives, hot glue guns or sharp tools without an adult to help.
- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the Junior Skill Building Badge set for the *It's Your Planet—Love It!* Jeweler Badge, which can be used for additional information and activities.

Activity #1: Recycled Zig-Zag Bracelet

Badge Connection: Step 3—Turn everyday objects into jewelry

Prep Needed:

- ✓ Collect foil snack bags and/or candy wrappers; clean, and cut them into appropriate size sections.
- ✓ You will need 25–30 wrappers or sections per girl. Any thin wrapper or bag will work, but it is important that all of the pieces for one bracelet be the same size and material
 - Large potato chip bags can be cut into 1½ x 4 inch sections
 - Starburst or tootsie roll wrappers can be used as is
 - Others wrappers can be adapted as necessary
- ✓ Practice making a few to familiarize yourself with the activity and to show girls examples.

Materials Needed:

- ✓ Foil snack bags and candy wrappers
- ✓ Scissors
- ✓ Rulers
- ✓ Paper clips to help with threading

Steps:

See the diagram in the resources guide for more details.

You don't need expensive gemstones to make great jewelry. Just look around and you'll find what you need to create something unique and stylish. Lead girls through the steps below, demonstrating the steps as you go.

1. Start by making the chain links. Begin with folds going the long way, or "hot dog" folds. Fold the wrapper in half and then unfold, so you have a long crease going down the center.
2. Now, fold those edges in to meet along the original fold line. Fold the long way again, so the wrapper edges you just folded to the crease are completely inside.
3. Fold your new "link" in half the short way, or "hamburger" style, and then unfold it. Fold the two ends in to meet at this new center crease.
4. The resulting V-shaped piece is one link. You should have two edges, each with one crease and no loose ends, creating a vertex at the center. The tops of the two arms of the V are endpoints. If the edges of the last fold you made (which are the first ones that want to unfold) were lined up with each other and attached at the vertex, you would have two loops of wrapper, through which you could weave another link.
5. To weave the first two links, get the first link ready by loosening up the space in the loops without actually unfolding the last fold. Take the arms of the second link and put each through one loop of the first link. Use a paper clip if you have trouble getting through the loop and not one of the other folds. Slide the second link until the vertex is as close to the arm edges of the first link as possible.
6. The second link's arms are now the loops for the third link's arms, and so on.
7. To close, undo the last fold on the last link before threading the arms through. Thread them all the way through the first link, then fold the ends back over and tuck them in to finish.

Activity #2: Heart Anklet

Badge Connection: Step 2—Make jewelry with metal

Prep Needed:

- ✓ Gather materials and supplies. The girls will need to share two kinds of pliers. If you don't have enough, you may want to have the girls do these activities in stations.
- ✓ If possible, make an example to show the girls.
- ✓ For information on using jewelry tools, check out this single page of tips: www.domesticdivaonline.com/Site_1/How_to_use_Jewelry-tools-and-Techniques.html or two sets of step-by-step directions on making loops at jewelrymaking.about.com/od/wiretechniquesinfo/ss/050808.htm

Materials Needed:

- ✓ Paper clips—five per girl
- ✓ Needle nosed and round-nosed pliers
- ✓ Heart beads with vertical hole—five per girl
- ✓ Seed beads
- ✓ Head pins—five per girl
- ✓ Jump ring and spring clasp—one each per girl

Steps:

1. Flatten the paper clips with the needle nosed pliers.
2. Make a small loop at both ends of every paper clip using the round nosed pliers.
3. With the needle nosed pliers, bend angles and loops into each paper clip. They don't need to match; they'll actually look better if they don't.
4. String a heart bead onto each head pin. Add a seed bead and use the round nosed pliers to make a loop in the top of the head pin.
5. To attach the paper clips to each other, open the loop in one end of the first paper clip. Thread the loop of a head pin and the loop of another paper clip onto the loop you just opened. Close the loop.
6. Repeat the last step until you've attached all the paper clips and head pins.
7. Open the loop at the end of the last paper clip and attach the clasp. Attach the jump ring on the other end by using two pliers to ease the ring open and thread it on the end.

Activity #3: Origami Pins

Badge Connection: Step 4—Create jewelry inspired by another culture

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Optional: Make a large diagram of folding steps for the butterfly. A good diagram of the butterfly can be found at www.davidpetty.me.uk/mom/mom18.htm.
- ✓ Practice making a few to familiarize yourself with the activity and show examples to girls.

Materials Needed:

- ✓ Origami paper—in squares of one to three inches for final pin; four inches or more for practice
- ✓ Bobby pins or pin backs
- ✓ Glue
- ✓ Craft sticks or rulers
- ✓ Toothpicks
- ✓ Optional: clear nail polish or acrylic spray

Steps:

For step-by-step instructions, see the diagram in Resources Guide.

1. Origami is the Japanese art of paper folding. Paper cranes are perhaps the most famous of all origami shapes, from the legend that someone who folds a thousand cranes and makes a wish will have that wish come true. Origami cranes can make a nice ornament or earrings, but you will want to practice first on larger paper before trying to make one small enough for jewelry. We are going to pick a more forgiving shape—a butterfly. It can be attached to a bobby pin as a hair pin or to a regular pin back.
2. If there is time, have the girls make one butterfly out of larger origami paper that is at least four inches by four inches. This will be more forgiving of mistakes as the girls practice.
3. See the diagram directions for making the butterfly. This involves a lot of pre-folding; that is, making many folds that will then be unfolded for the sake of making creases that will be used later. Remind the girls to make sharp creases, using the rulers or craft sticks to help make a clean fold.
4. The butterfly will tend to unfold. To prevent this, add small amounts of white glue to the insides of the layers making up the wings and the folds on the underside of the butterfly. Remove excess glue and press down with a heavy weight for a few minutes before proceeding.
5. The butterfly can be attached to the pin immediately. However, if you want you can add a protective finish using either a clear spray acrylic (used in a ventilated area) or a thin coat of clear nail polish. You can decide if you have the capacity to have the girls add the sealer coat and leave their projects for next time, take them home and seal at home or leave them for now while you put them away and apply a sealer next time. Keep drying projects in egg carton compartments labeled with the girls' names.

More to Explore:

- Field Trip Ideas:
 - Visit a craft fair or local jewelry artisan.
 - Go to a museum with a display on rocks and minerals. Find out which minerals are used for jewelry, what they look like in their natural state, and where they are typically found.
 - Take a cave tour that includes information on the rocks and minerals found there and how the cave formed.
 - Visit a historic site that includes information on blacksmiths.
 - Visit a cultural festival where costumes include jewelry, and find out about their significance.
- Speaker Ideas:
 - Invite someone who makes jewelry, especially from found or natural objects, to your meeting.

Gardener Badge Activity Plan

Goal: When girls have earned this badge, they'll know how to help plants and flowers grow.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They have visited a garden and explored garden design.
- They can identify one factor that's important for choosing a plant for a garden.
- They have experimented with seeds and grown their own garden.

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Girl's Guide to Girl Scouting* Gardener Badge, which can be used for additional information and activities.

Activity #1: Garden Tour

Badge Connection: Step 1—Visit a garden

Prep Needed:

- ✓ • Look at the neighborhood around your meeting spot to find gardens. Plan a walking route to see as many different gardens as you can in 20 minutes.

Materials Needed:

- ✓ Optional: Flower field guide. Ask parents if they have a guide that the girls can borrow. You can also check your local library. Recommended guides are:
 - *The Audubon Society Pocket Guides; Familiar Flowers of North America*
 - *The Illustrated Encyclopedia of Wild Flowers and Trees of North America*
 - *A Field Guide to Trees and Shrubs: Northeastern and north-central United States and southeastern and south-central Canada*

Steps:

1. Walk around the area near your meeting place and look at different types of gardens and flowers.
2. Optional: Give the girls a flower ID guide and have them identify plants they really like. This can also be done once the girls return from their walk.
3. On the tour, ask the girls questions about the gardens they see:
 - What kind of flowers do you see? Are there any you really like?
 - Have you seen these plants before or are they new to you?
 - Are there flowers and plants that are growing well? Are there any that aren't?
 - What kind of soil are the plants in? Does it look like the rest of the soil in the area or do you think the person who planted the garden added it? Is there mulch or any other ground covering?
 - How are the gardens laid out? Is there a pattern?
 - What about the gardens are the same? What is different?
 - Which garden is your favorite? Why?
 - Have you seen any animals in the gardens? Were they around any specific plants or flowers?

Activity #2: Zen Gardens

Badge Connection: Step 2—Explore garden design

Prep Needed:

- ✓ Gather materials and supplies. Girls will need:
 - Stones for their Zen gardens. These can be collected during your meeting, brought by girls from home or purchased at a craft supply store.
 - Zen garden containers. Some options are:
 - Small plastic food takeout containers
 - Disposable storage containers
 - Altoids tins
 - Small cardboard boxes with the top taped shut and one wide side removed. If needed, cut the box sides off prior to the troop meeting.

Materials Needed:

- ✓ Small stones
- ✓ Sand or salt
- ✓ Toothpicks
- ✓ Zen garden containers

Steps:

1. Pass out one garden container to each girl. Explain they are going to make a special kind of garden to take home that doesn't have any plants. It's called a Zen garden and is used to promote peace and tranquility.
2. Have each girl pour some sand or salt into her garden container. It should be about ½–1 inch deep, depending on the garden container.
3. Have the girls choose rocks and arrange them in the container.
4. Give each girl a toothpick and show the group how to “rake” their garden in small wave patterns. This action is naturally calming.

Activity #3: Snack Chat

Badge Connection: Questions link to multiple badge steps

Materials needed:

- Radio (optional)

Steps:

1. While enjoying snack, here are some things for girls to talk about.
 - What kind of gardens did you see on the tour? Which was your favorite one?
 - What was your favorite plant? Why?
 - Does anyone have a garden at home? What kind of plants are in it?
 - Has anyone been to a botanical garden? Were the plants there the same or different than what we saw?
 - What is your favorite kind of flower?
2. For the last few minutes of snack, put on relaxing music (optional) and let girls rake their Zen Gardens.

Activity #3: Experimenting with Seeds

Badge Connection: Step 4—Experiment with seeds

Prep Needed:

- ✓ Cut the tops off the egg cartons. Cut the bottom portion into sets of two cups.

Materials Needed:

- ✓ Egg cartons (one per six girls)
- ✓ Sharp scissors
- ✓ Soil
- ✓ Seeds
- ✓ Small cups

Steps:

1. Give each girl one section of egg carton and four seeds.
2. Have each girl use the small cups to scoop soil into each hole in the egg carton. Then, she should gently put two seeds into the soil of each section.
3. Explain to the girls that they are going to do an experiment at home and report back at their next meeting. When they go home, they're going to water both sections of their seeds, but they should give one side one teaspoon of water each day and the other one tablespoon to see what will happen.
4. Ask the girls what they think will happen.

More to Explore:

- Field Trip Ideas:
 - Visit a local farmer to find out how they grow crops.
 - Visit a local park that has gardens.
 - Visit a botanical garden.
 - Visit a local nursery.
- Speaker Ideas:
 - Invite a gardener, landscaper or nursery owner to talk about what they do.

Detective Badge Activity Plan

Goal: When girls have earned this badge, they'll know how to follow clues and discover facts like a real detective.

Plan Length: 1.5 hours

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including completing the activities as listed in the *Junior Skill-Building Badge set for It's Your Planet—Love It!*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They have explored multiple clues used for evidence
- They have practiced logical thinking and looked for patterns
- They have put their new skills into practice in solving a mystery

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Skill-Building Badge set for It's Your Planet—Love It!* Detective Badge, which can be used for additional information and activities.

Activity #1: Five Changes

Badge Connection: Step 1—Practice the Power of Observation

Steps:

1. Use a suitable method to divide girls into pairs.
2. Have partners sit across from one another and talk about what they did today for one minute.
3. Stop the group and have partners turn and sit back to back, so that they cannot see one another.
4. Now they need to choose five things about their appearance to change. It has to be significant enough to be noticeable—setting your watch to the wrong time would be too small—and it can't be related to how you are sitting or posed (hand on chin, right leg crossed over left) because those change even as you are sitting. Possible hints for those who are stuck: rolling or unrolling sleeves, collars, or socks; tying or untying shoelaces; or trading something with someone else.
5. When all are ready, partners turn around and try to guess each other's changes.
6. If there's time, challenge them to turn around again and pick three new things to change.
7. Discuss with girls how easy or difficult it was to notice changes—big or small—in their surroundings. What, if anything, helped/could help make their powers of observation stronger?

Activity #2: Make a Fingerprint ID Card

Badge Connection: Step 3—Fingerprint for fun

Prep Needed:

- ✓ • Make copies of basic fingerprint patterns and, if desired, fingerprint record pages. You may also be able to get ID kits from you local police department.

Materials Needed:

- ✓ Pencils
- ✓ Index cards or scratch paper
- ✓ Clear tape, 3/4" or wider
- ✓ Optional: fingerprint record page printed on cardstock

Steps:

1. Give each girl a pencil and scratch paper to make a graphite "ink pad." Instead of ink, each will be using graphite dust to make a fingerprint record.
2. Direct girls to scribble with the pencil for a while, making a big, dark blob of silver gray dust.
3. Now it's time for girls to choose which hand to fingerprint. It's best to use the non-writing hand, so the one less used will be the one that's messy.
4. Start with the thumb. Rub the thumb in the dust until the entire finger pad, from tip to past the first joint crease, is covered in graphite. Notice that this is not like using ink or dye, where pushing the finger in or holding it down longer will soak up more color. It's more like rolling a donut in sugar.
5. Have girls help each other with this part: One person holds up her shiny gray thumb while the other pulls off a piece of clear tape about 1 1/2" long, holding at the edges to avoid adding other fingerprints. The tape helper places the tape so that the long direction runs up and down along her partner's finger— not wrapped around, like using an adhesive bandage.
6. The tape helper should smooth the tape down so it covers as much of the print as possible, without letting it wiggle. Then, from one edge, she can lift the tape up cleanly.
7. Direct girls to place the print in the box marked "thumb" on the record card. Or, if using index cards, place the tape print near one side and label the print with what finger and which hand it is from.
8. Complete the rest of the fingers on that hand.
9. NOTE: compared to using an ink pad, all of the prints taken this way are reversed. instead of taking the image normally left on a surface, we put the print on a clear surface (the tape) and looked at it from the other side. This is what the finger actually looks like, rather than the mirror image that the finger normally leaves behind in an ink print.

Activity #3: Dust for Fingerprints

Badge Connection: Step 3—Fingerprint for fun, extension

Prep Needed:

- ✓ Practice dusting for prints once at home, or have your activity leader practice. You can expect a clear image only about one out of every third time, so girls should not be surprised if they have trouble reading the prints.
- ✓ Place a small piece of masking tape on the back of the mirror or tile where the girls can write their names.

Materials Needed:

- ✓ Cocoa powder
- ✓ Shallow bowls or deep paper plates
- ✓ Identical smooth surfaces—small mirrors used for craft projects, ceramic tiles, etc.
- ✓ Masking tape
- ✓ Writing utensils
- ✓ Paper towels, and a place to wash up
- ✓ ID cards made in activity #2

Steps:

1. Give each girl a mirror or tile, and a writing utensil to write her name or initials on the tape on the back.
2. Have girls wipe off the mirror with a cloth or towel until it is free from prints.
3. Each girl will choose one finger of the hand she made a record of in #2, or tell everyone in the group use the same finger (for example, the index finger). Just make sure it is one of the fingers for which there is a record on the ID card.
4. Direct girls to rub the chosen finger on their face to pick up some additional oils.
5. Tell girls to hold the mirror or tile in the other hand (along the edge, without leaving additional prints) while pressing the chosen finger straight down onto the mirror. Roll the finger slightly from one side to the other but be very careful not to let the finger wiggle or smudge the print in any way.
6. Girls can now lift the finger straight up and make sure they can see a print. If not, they should wipe the mirror off and try again.
7. Divide girls into teams of three. For each team, set the three girls' ID cards out on the table and then the three girls' mirrors or tiles with prints. Have all three girls close their eyes while someone else mixes up the tiles. Each girl on the team will now pick one to dust.
8. To do so, have girls dip the makeup brush into the cocoa powder. Only the tips of the bristles need to be in the powder.
9. Girls should hold the mirror by the edges. Then, with the brush, try to leave powder behind without dragging any of the bristle through the print, which will only add more lines and smudge the print. Dab the cocoa gently onto the print, following the print ridges if they are visible.
10. Tell girls to face away from everyone else, and gently blow the extra cocoa powder off the print.
11. They can now compare this print to the ID cards (remember, they will be backwards.) Ask girls if they can tell whose print they have.

Activity #4: Dental Impressions

Badge Connection: Step 5—Types of evidence

Materials Needed:

- ✓ Styrofoam plates
- ✓ Scissors
- ✓ Ballpoint pens

Steps:

1. Each girl will need half a Styrofoam plate. Have each girl partner with a friend to cut one plate in two, and have each girl take half.
2. Girls should then cut the half plate in half again, so they each have two quarters.
3. Direct girls to label one along the edge with their name and "upper" and the other with their name and "lower."
4. Girls should now stack the two sections on top of each other so that the two curled edges, from the rim of the plate, curl away from each other rather than nesting together. That is, the surfaces that were the underside of the plate are touching, and the two interior or eating surfaces are now on the outside.
5. To make the completed impression, girls are going to put the points of the quarters (what used to be the center of the plate, away from the edges) in their mouths and bite down. If they think the point is going to get in the way and then they won't get many of their teeth on the plate, they can simply cut off a bit of the tip so they can fit more in their mouths.
6. Taking the impression doesn't take a lot of time. Each girl should put the plate quarters all the way in her mouth and bite down firmly, then let go. Now each girl has her basic dental record.
7. It's now time for the mystery. You can do this as one big group, or divide into smaller teams of about five–six to make it easier.
8. Cut one additional set of plate quarters and label them "mystery upper" and "mystery lower."
9. Direct everyone to sit or stand apart (so people can't get sound clues) with their eyes closed; tap one person on the shoulder to make the mystery dental record.
10. Call the group back together and set the mystery prints on the table, along with everyone's dental record prints. First, everyone gets to look at the impressions without picking any of them up. After about a minute, each person gets to pick up the mystery print in her hand, look at it carefully and pass it along to the next person (no one should give any opinions yet). Then, everyone who wants to do so gets a turn holding the print and holding it next to some of the dental record prints.
11. Count to three, and ask everyone to point to the record prints they think match the mystery prints. You may get all different answers, or there may be a majority (hopefully agreeing on the correct person!).
12. Discuss what things could make it hard to tell which print was which. Examples could be: prints looking very similar, not biting down hard enough or everyone using different amounts of pressure, using different amounts of pressure on the original and on the mystery print, inconsistencies in the Styrofoam, lighting or being able to see up close or using a magnifying lens, and others.

Activity #5: "Me" Latin

Badge Connection: Step 2—Communicate in code

Materials:

- ✓ Paper
- ✓ Pencils

Steps:

1. Ask if anyone has ever tried speaking or writing in "pig Latin." Explain that it is not a language at all, but a way of making your words hard to understand by anyone who doesn't know the trick. The trick itself, however, is short and easy to remember. Take the first letter, move it to the end, and add an "ay" sound. Vowels are hard to make work, so if it starts with a vowel you leave the word and just add "yay" to the end.
2. Have each girl write a short, simple sentence at the top of her paper.
3. Now ask each girl to come up with her own, easy to apply code. It should be easy to remember, and should have only one rule, unless you find some words or letters don't cooperate with the rule (like vowels in pig Latin) and you have to make an exception rule. It could be something that changes the starting letter in some way, or adds a syllable to every word, or changes the vowels, or just uses all the same words but the sentence is backwards.
4. Direct girls to use the paper to experiment with the test sentence.
5. When a girl is done, she will write her "Me Latin" code sentence on a new piece of paper. She can then trade with someone else who is finished to try to figure out each other's code.

More to Explore:

- Field Trip Ideas:
 - Visit a local police station.
 - Try looking for a letterbox. Go to www.letterboxing.org to find a box hidden near you and figure out the clues to find the box.
 - Participate in a local or seasonal treasure hunt
 - Visit a nature center and learn about animal tracks and signs.
- Speaker Ideas:
 - Invite someone who coaches or plays softball or baseball to demonstrate sending signals (what pitch to use, when to run, whether to bunt or swing away, etc.).

Camper Badge Activity Plan

Goal: When girls have earned this badge, they will know how to have a great overnight camping trip at a campsite or cabin.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior *Skill-Building Badge set for It's Your Planet—Love It!*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They know how to start planning their adventure
- They gain a new camping skill
- They find their inner camper chef
- They enjoy some nighttime campsite fun

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This lesson plan has been adapted from the Junior *Skill-Building Badge set for It's Your Planet—Love It!* Camper Badge, which can be used for additional information and activities.

Activity #1: Start planning your adventure!

Badge Connection: Step 1—Start planning your adventure

Prep Needed:

- Gather materials and supplies.

Materials Needed:

- Map of local campsites with information.

Steps:

Camping out is the perfect adventure. You get to spend the night surrounded by the great outdoors and do fun activities like canoeing, hiking and singing. You might even go to your favorite Girl Scout camp!

1. Divide girls into small groups and look at campsite maps for your local area. Review the map legend/key with girls first, if needed. Maps and information of Arizona state parks can be found on the following site: azstateparks.com
2. Discuss with the girls the kinds of things to look for in a campsite:
 - Is it large enough to accommodate our group?
 - How many people and/or tents are allowed in the site?
 - Are there open areas to play or other features such as a lake for swimming near our site?
 - How accessible is the site for everyone in our group?
 - Where do we get water and firewood?
 - Is there an entrance fee to the campground?
 - How long can we stay?
 - What time can we go and when do we have to leave?
 - Are there bathrooms and how close are they to our campsite?
 - Does this campsite fit our budget?
 - Is there shade, sun, protection from wind, a view, etc.?
3. As a group, choose a campsite that would be most suited for your group's needs and interests.

Activity #2: Camp Fashion

Badge Connection: Step 1—Start planning your adventure

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Ask each girl to bring three–five clothing items to the meeting. Bring extras in case girls forget.

Materials Needed:

- ✓ An assortment of clothing items
- ✓ Large paper or white board
- ✓ Marker

Steps:

1. Have girls put all their clothes in a pile.
2. Divide girls into small teams of three–four.
3. Tell teams they have five minutes to collect all the clothing they need for an overnight camping trip.
4. Each team can send one girl up at a time to choose an item she thinks would be needed on an overnight camping trip. If desired, you can set other parameters, such as the season, the location or activities planned.
5. Start the clock and let teams begin!
6. After the time is up, have teams gather together and discuss why they chose the items they did. If they ended up with some items that shouldn't be brought on a camping trip, discuss those as well.
7. Create a list of these clothing items, along with additional clothing items and other materials and supplies that are important to bring on an overnight camping adventure.

Activity #3: Leave No Trace

Badge Connection: Step 4—Try a new activity

Prep Needed:

- ✓ List Leave No Trace Principles on note cards (one per card)
 - Know Before You Go
 - Choose The Right Path
 - Trash Your Trash
 - Leave What You Find
 - Be Careful With Fire
 - Respect Wildlife
 - Be Kind To Other Visitors
- ✓ For additional Leave No Trace information, visit www.LNT.org.

Materials Needed:

- ✓ Leave No Trace index cards

Steps:

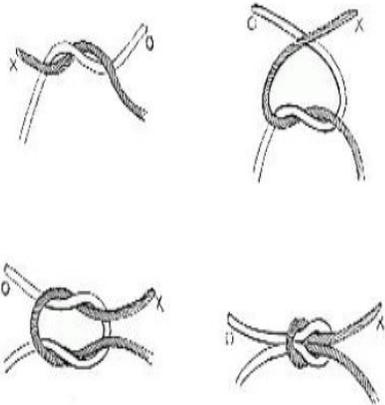
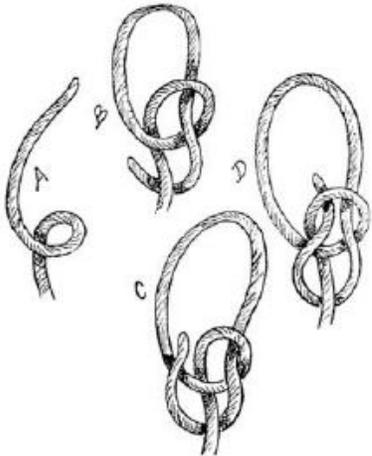
1. Ask girls what things they might see outside.
2. Next, ask girls what they think “leave no trace” might mean. How would leaving no trace affect the outside things they just mentioned?
3. Divide girls as equally as possible into seven groups of 2–4 girls.
4. Give each group a Leave No Trace note card and ask them to prepare a one–two-minute skit to demonstrate their Leave No Trace principle.
5. After the skits, discuss the principles demonstrated by each group and how girls can apply them to their future camping adventure.

Activity #4: Knots

Badge Connection: Step 2—Gain a new camping skill

Prep Needed:

- ✓ Gather ropes or cords that are about 18” long for each girl. Clothesline or shoestrings work well.
- ✓ Knot-Tying Relay
- ✓ Divide into teams. Each team gets two pieces of cord. From a bag, each team member selects a piece of paper with the name of a knot written on it. The first person pulls out a name of the type of knot, ties it, and passes the cord and bag to the second person. That person unties the knot, picks out the name of another knot and ties that knot. The game continues until each team member has tied a knot correctly.

The Square Knot	The Clove Hitch	The Bowline
		
Used to join two cords of the same thickness	Used to fasten one end of a rope to a tree or post	Used to make a loop that won't slip

Materials Needed:

- ✓ 18” long section of rope or cord (one per girl)
- ✓ Large paper or whiteboard
- ✓ Marker

Steps:

1. Ask girls why knot-tying might be important on camping overnights. What might girls use knots for while on their overnight adventure?
2. Give each girl a piece of cord/rope.
3. Starting with the square knot, go through each knot with the girls step by step. It helps if you have a second adult or older girl who can help the girls while you tie the knots.
4. Have girls practice each knot one at a time until they are comfortable tying that knot.
5. For the clove hitch, girls can use a chair or table leg.
6. Once girls know all three knots, you can have a race to see who can do them quickest. Call out a knot and as girls finish them, they should hold the knots over their heads.

Activity #5: Food for Your Campout

Badge Connection: Step 3—Find Your Inner Camp Chef

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Large paper or whiteboard
- ✓ Writing and coloring utensils
- ✓ Recipe cards or note cards

Steps:

1. Tell the girls that they are going to plan the menu for their camping adventure.
2. Ask girls to tell the group their favorite foods to eat at home or at school.
3. Next, ask girls to brainstorm things they should remember when planning an overnight camping menu. Examples include: no refrigeration required, easy to pack and prepare. Remind girls that to be safe with food on camp outs, they should make sure to keep cold food cold and hot food hot.
4. On the whiteboard or large paper, have girls create a plan of the meals they'd like to eat on their trip. Have them think about how the meals could be packed and prepared. See how creative they can be!
5. Once you have created a trip menu on the large paper or whiteboard, distribute recipe cards or note cards to the girls and have them create a recipe for one of the meals on the menu. For example, if girls listed sandwiches on their menu, the recipe would contain the individual food items needed to make sandwiches. A girl might list bread, peanut butter or almond butter, and jam.
6. If time allows, girls can decorate their recipe cards.

More to Explore:

- Field Trip Ideas:
 - Visit one of the council camps on a weekend adventure.
 - Visit a national or state park.
 - Visit an area outfitters or outdoor equipment store, such as REI.
- Speaker Ideas:
 - Invite a park ranger to talk to your group about wilderness safety, leave no trace or local wildlife.
 - Invite a camp director to your meeting to talk about Girl Scout camp ideas or to share a skill with you, such as first aid, orienteering, camp set-up, etc.

Independence Badge Activity Plan

Goal: When girls have earned this badge, they'll have confidence doing things on their own and will know how to help others have confidence in them.

Plan Length: 1.5 hours

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior Skill-Building Badge set for *It's Your Planet—Love it!*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They know what being independent means
- They can take responsibility for themselves and their actions
- They can show their independence by helping others

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the Junior Skill-Building Badge set for the *It's Your Planet—Love It!* Independence Badge, which can be used for additional information and activities.

Activity #1: Growing Up is Hard to Do

Badge Connection: Activity links to badge topic.

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Paper
- ✓ Writing utensils (markers, pens, pencils)
- ✓ Optional: Tape or hole punch and brass fasteners or string

Steps:

1. Give each of the girls six pieces of paper. Have them write the following age ranges on each sheet (one age range per sheet):
 - Baby/toddler
 - Elementary school
 - Junior high or middle school
 - High school
 - College
 - Adult
2. On each sheet of paper, ask the girls to write down skills that they had/have/or might have at each age and things that they can or cannot do on their own. As they progress through the ages, they should include responsibilities they anticipate having when they grow up. Girls can express these items with words and/or pictures.
3. After they are done, girls can either tape the sheets up together to make a personal time line or create a booklet with a hole punch and fasteners/string.
4. Ask the girls what they think it will take for them to achieve these skills and what it means to be more responsible. It all leads to being an independent person!

Activity #2: Let's Plan a Trip!

Badge Connection: Step 1—Get transportation smart

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ This activity calls for public transit schedules and/or maps. You can go to your local public transportation center or the public transit website to get copies of maps and schedules. If your area does not have its own public transportation system, you can use another city's public transit information by searching for it on the web or by visiting a local library or travel agency website. Or, use the example provided in the Resource Guide.

Materials Needed:

- ✓ Copies of public transit maps and schedules (see example in Resource Guide)
- ✓ Paper
- ✓ Writing utensils

Steps:

1. Reflect with the girls on Activity #1 and how getting around by themselves is a big part of becoming independent. Ask the girls to think about different ways they get from place to place from the time they are a baby to when they are an adult. Who plans the trip and how do they know how to get there?
2. Ask the girls if any of them have used public transportation before. How did it work?
3. Tell girls that they are going to plan an imaginary trip around town and will visit two–three different places they choose.
4. Divide the girls into small groups or pairs. Instruct the girls to create a story about where they are going and why they have to go there. For example:
 - “I have tickets to the theater tonight at 7 p.m. I need to go to the mall to get a new dress, go to a restaurant for dinner and then go to the theater for the show.”
5. Girls should then use the maps and schedules to help plan their trip. (Note: The destinations don't have to really be in a certain place on the map. Girls can choose a location or intersection and pretend that a specific destination, such as the theater, is at that location.)
6. The girls should also think about how much public transportation costs and how much money they will need to bring. They should also consider how much time it will take to complete their trip.
7. After their trip plan is complete, groups/pairs can share their trips with each other and explain why they chose that route to their specific destinations.

Activity #3: Watch Out Fashion, Here I Come!

Badge Connection: Step 2—Make your clothes look great

Prep Needed:

- ✓ Gather materials and supplies. Most items can be found at fabric or craft stores like Jo-Ann Fabrics or Michaels.
- ✓ Ask parents/guardians to send an article of clothing that needs mending to the meeting (e.g. their girl's button-up shirt with a missing button or her pair of pants with a small hole). The items should still fit the girls and they should be items that parents would allow their girls to decorate or alter.
- ✓ Bring a few extra clothing or accessory items that fit the activity in case anyone forgets (e.g. a girl's bandana, a t-shirt or some clean socks).

Materials Needed:

- ✓ Sewing needles
- ✓ Thread
- ✓ Tacky Glue or fabric glue
- ✓ Scrap fabrics or patches
- ✓ Buttons (different colors, shapes and designs)
- ✓ Optional: Sequins, embellishments, fabric paint or fabric markers
- ✓ Optional: iron-on fabric patches that can be substituted for scrap fabric, and an iron

Steps:

1. Ask the girls if anyone has ever had a button fall off their shirt or if they have ripped a hole in their jeans. Tell the girls that an important part of being independent is taking charge of their wardrobe by fixing fashion mishaps and creating their own personal styles. This activity will teach them how to do just that.
2. Have the girls patch up the holes in their pants or replace buttons on their shirts.
3. Optional: Girls can use other fabric or craft accessories like jewels, sequins, fun buttons, scrap fabric, or fabric paint/markers to change the look of their clothing item/accessory and create their own styles.

Activity #4: Snack Chat

Badge Connection: Questions link to multiple badge steps

Steps:

1. While enjoying snack, here are some things for girls to talk about:
 - Have you ever planned an imaginary trip to a far off place? Where would you go?
 - Is there anything that your parents do for you that you want to try and do by yourself?
 - Have you ever organized anything at home for yourself or someone else? What was it?
 - Now that you are your own fashion designer, what would you do if a family member got a hole in a favorite pair of jeans?
 - What is one thing that you can do at home or at school that will show others how to be independent (e.g. make your bed, do your own laundry and clean your own dishes)?

More to Explore:

- Field Trip Ideas:
 - Take a trip on public transit. Let the girls plan the itinerary and determine which route would be the most cost-effective and time efficient.
 - Visit a central bus or train station to see how everything works.
 - Take the girls to a shelter or food kitchen to volunteer and learn how to wash dishes or launder the tablecloths.
- Speaker Ideas:
 - Invite a public transit employee to come talk about the benefits of public transportation for people who don't have vehicles or choose not to drive.
 - Invite a travel planner to come to your meeting to discuss what they do for their job and how travel allows people to explore their independence.
 - Invite a small business owner to talk about what it means to run a business and how independence is important.



Junior Meeting Plans *aMuse* Leadership Journey

Supplies and Resources for Meetings

Enlist the parents of the girls in your troop, and even the girls themselves, to bring supplies to your meeting place that can be used for the Journey activities. Since the focus of this Journey series is on the environment, try to find as many recycled supplies as possible, even using supplies the girls already have at home is better than buying new ones.

Listed in the Supplies and Resources section of every meeting you will see “Recurring Supplies” rather than a list of common supplies that are needed for the day’s activities. Below is a list of the Recurring Supplies you might like to keep grouped together at your meeting place or somewhere easy to find before meetings.

- ✓ *How to Guide Girl Scout Juniors through aMuse*
- ✓ *aMuse* Girl Scout Juniors Journey book
- ✓ *Junior Girl Scout Girls Guide to Girl Scouting*
- ✓ *Its Your Story-Tell It!* Skill-Building Badge Activity Set
- ✓ Crayons
- ✓ Markers
- ✓ Pens
- ✓ Pencils
- ✓ Paper

Meeting 1: Customizing Our Journey

Goal: Girls review the basic Girl Scout values, determine their troop meeting structure, and select a leadership journey.

Prepare Ahead: Review the entire *aMuse* leadership journey (girls book and adult guide); familiarize yourself with accompanying Skill-Building badge activities; gather any materials and supplies needed to complete activities.

Meeting Length: 60-90 min

Award/Badge Connection: N/A

Supplies & Resources

- ✓ Sign-in/Sign-out sheet
- ✓ Materials to make name tags (i.e., cardstock, yarn, scissors, markers/crayons) see name tag template in Troop Leader Resource guide
- ✓ *It's Your Story-Tell It!* *aMuse* adult how to guide and girl’s book
- ✓ Girl Scout Juniors *The Girl’s Guide to Girl Scouting* (Girl’s Guide)
- ✓ Large sheet of paper
- ✓ Tape or pins

- ✓ Poster of Girl Scout Promise and Law (optional)
- ✓ Paper and pens for brainstorming;

Meeting Outline:

- **Gathering**
 - Greet and sign-in.
 - Make name tags and add your name and three things about yourself.
 - Game: Girls choose a game to play until everyone arrives.
- **Opening**
 - Introductions and sharing the three things about yourself from your name tag.
 - Recite the Girl Scout Promise and Law. (*If you have girls new to Girl Scouting, explain the Girl Scout Promise and Law and practice saying it together.*)
 - Brainstorm: What would you like to do every week while everyone arrives? Who will lead the gathering time (e.g., play games, and take turns choosing and leading games)?
 - Create a plan and schedule.
 - Brainstorm: How would you like to open future meetings (e.g., greeting each other with the Girl Scout handshake, reciting the Girl Scout Promise and Law, a simple flag ceremony, and singing songs, etc.)? *Note: Girl Scout Juniors The Girl's Guide to Girl Scouting has an explanation of Girl Scout traditions on page 9.*
 - Design an opening ceremony.
- **Business-Planning**
 - Game: Play Circles
 - Gather in a circle and say, “After our opening ceremony, we will meet in a circle for troop business and planning. For example, assigning jobs using a kaper chart, collecting dues, making announcements, planning an event or trip, and discussing what we will do.”
 - Say, “Strong teams have Team Agreements—or promises—about how team members cooperate together. We are going to write a Junior Team Agreement for our meeting times.”
 - Ask for a helper to write down the key words from the brainstorm.
 - Brainstorm: On this team, we think it is important to... (e.g., listen, help each other, let go of mistakes, talk kindly to one another, look at the person who is talking, etc.).
 - Finalize the Junior Team Agreement. Ask for a volunteer(s) to write it out and decorate.
- **Exploration**
 - Introduce Leadership Journey:
 - “After our business and planning session, we will do activities that help us gain a deeper understanding of ourselves, develop healthy relationships, connect with others, and have lots of fun.”
 - “Look at the theme and cover of the *It's Your Story-Tell It! aMuse* book. What does the journey theme mean to you?”
 - Then take some time to discuss to find out what the girls are most interested in accomplishing and enjoying over the year.
 - “Our journey will be unique and we will create it. At our next meeting, we will make our plans and map out our adventure together.”
 - Game Break
- **Snack Time** (optional).

➤ **Clean Up**

- Explain that when the Exploration time of the meeting is over, they will work together to clean up and leave the site better than they found it.
- Read about kaper charts in the Girl's Guide on page 9.
- Work together to create a list of the jobs that need to be done each meeting and decide if they are done alone or by a small group.
- Ask for a volunteer(s) to create the kaper chart or jar (or other method).
- Ask for ideas on how to clean up today.

➤ **Closure**

- Form a Junior Circle and explain that at the close of the meeting there is a time for reflecting on the meeting and a closing ritual. For example, sharing how to practice what they learned, a Friendship Circle, song, friendship squeeze, Girl Scout Out, Magic Tunnel, etc.
- Discuss how they would like to close the future meetings.
- Close with a Friendship Circle and Squeeze.
- Collect name tags and sign-out.

Meeting 2: Mapping Our Journey

Goal: Girls get to know one another better and customize their leadership journey.

Prepare Ahead: Research and gather information on Cookie Events, council-sponsored program events and summer camps, service unit events, and the leadership journey Skill-Building Badge Activity Set. Make copies of budget worksheets and calendars for each girl (Troop Leader Resource guide).

Meeting Length: 60-90 min.

Award/Badge Connection: N/A

Supplies & Resources:

- ✓ Name tags
- ✓ Sign-in/Sign-out sheet
- ✓ *It's Your Story-Tell It! aMuse* adult how to guide and girl's book
- ✓ Girl Scout Juniors *The Girl's Guide to Girl Scouting* (Girl's Guide)
- ✓ Poster of Girl Scout Promise and Law (optional)
- ✓ Paper and pens for brainstorming
- ✓ Newsprint and markers
- ✓ Copies of Budget worksheets and calendar sheets (Troop Leader Resource guide)
- ✓ Sticky notes
- ✓ Cookie Event information; information about council-sponsored program events and summer camps; list of service unit events; and the Skill- Building Badge Activity Set that corresponds to leadership journey.

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as determined at the previous meeting.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Mapping Our Journey.
- **Exploration**
 - Explain that the focus of the year as Girl Scout Juniors is the leadership journey selected, and that you will customize it. Today we will map out our journey.
 - Mapping Resources: Girl's Guide, leadership journey book set, Cookie Event information (if available), information about council-sponsored program events and summer camps, list of service unit events, and the leadership journey Skill-Building Badge Activity Set.
 - Making Choices: Whenever there is a choice, ask girls to think about what they want to do and privately make a choice. After girls have had time to choose, tally everyone's interests. Discuss and vote as necessary.
 - Summarize: Highlight a blank chart with girls' agreed upon choices to get a visual of their program plan. Ask, "How do you feel about what we have planned together?"
 - Game Break: Play People to People
 - Scheduling: Hand out the Scheduling Your Program Year Worksheet (Troop Leader Resource guide) and read together. Try to finalize the calendar together.
 - Reflection: Ask questions to reflect on the group process: What went well? What would you do differently? What did you learn?
 - Tell girls that the next step will be to prepare a budget for their program plan/year. At a meeting in the very near future, do the Budget Worksheet (Troop Leader Resource guide) with the girls.
- **Snack Time** (optional).
- **Clean Up**
 - Remind girls of kapers and work together to leave the site better than you found it.
- **Closure**
 - Form a Junior Circle and close as determined at the previous meeting.
 - Next Meeting: Casting Call
 - Collect name tags, and sign-out.

Meeting 3: Casting Call

Goal: The Juniors have fun getting to know all the roles available in the world for women and girls.

Prepare Ahead: Review Session 1 in adult guide, pages 28-33; make any copies necessary; gather any materials or supplies needed for activities.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls complete steps toward earning the Reach Out award; complete steps toward earning chosen skill-building badge

Supplies and Resources:

- ✓ Recurring Supplies (see Supplies and Resources for Meetings)
- ✓ Art stations (as needed)
- ✓ Large box
- ✓ Art Supplies (magazine, craft paper, fabric, beads, yarns, acrylic or any quick-drying paint, craft glue, markers)
- ✓ Snack
- ✓ Pre-Prepared slips of paper (page 29 *Adult Guide* sidebar)
- ✓ Hat or bag, pre-prepared slips of paper
- ✓ aMUSE-ing Snacks (page 32 of *Adult Guide*)

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as determined at the previous meeting.
 - Flurry of Roles
 - Gather the Juniors around the table with sticky notes and explain the each note names one of the many roles girls and women can play in life
 - When time is up have girls look at all the roles that are stuck to them
 - For role ideas and more details to activity refer to page 29 of *Adult Guide*
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Casting Call
- **Exploration**
 - Introducing the Journey's Themes
 - Explain to the girls the three awards they will be earning along this Journey. Briefly explain the Award Tracker and inform them of where it can be found (pages 8-9 of the Girls Book)
 - For more information refer to page 30 of the *Adult Guide*
 - Customize the Journey
 - Have a discussion with the girls about creating their own journey. Keep these ideas in mind and add to them as you and the girls explore the journey's themes.

- Take the Stage
 - Page 31 of the *Adult Guide*
 - Introduce the girls to “active” roles of women through role-playing
 - Have each girl choose a role, act the role out in 5 to 10 seconds and have other girls try to guess what role she’s playing. Continue game until all the girls have had 2 or more turns at playing a role.
- Artists Presentations
 - Ask girls to visit various “stations”. See page 31 in your *Adult Guide*
- Inside the Prop Box
 - Introduce this activity by letting girls know that theater companies keep prop boxes backstage to hold all the props they use in their productions. See instructions for this activity on page 32 of the *Adult Guide*
- “A Cheerleader for Actions”
 - Have girls to follow script on pages 14-15 of Girls Book
 - Have small discussion once finished with reading
- Word Play
 - Have Juniors practice activity located on page 18 of Girls Book
 - This activity gets the girls to practice “cold reading” and “sight-reading”
- Character Charades
 - Invite the girls to pull a slip of paper out of a bowl and act out the character on the slip of paper.
- Badge Work: Complete one or two activities from the *It’s Your Story—Tell It!* Skill-Building Badge selected.
- **Snack Time:** aMUSEing Snack
 - Refer to page 33 in the *Adult Guide*
 - You can discuss healthy snack options for future meetings and discuss food allergies to find out about any allergies the member of your troop or group may have.
- **Clean Up**
- **Closing**
 - Roles and more roles
 - Follow the prompt on page 33 of the *Adult Guide* for this ceremony
 - Form a Junior Circle and close as determined at the previous meeting.
 - Next Meeting: Girls Can be Anything!
 - Collect name tags, and sign-out.

Meeting 4: Girls Can Be Anything!

Goal: The Juniors continue to explore the many roles available to them and start to learn about stereotypes.

Prepare Ahead: Review Session 2 in adult guide, pages 34-41; gather any materials or supplies needed for meeting activities.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls complete steps toward earning the Reach Out award; complete steps toward earning chosen skill-building badge.

Supplies and Resources:

- ✓ Recurring Supplies
- ✓ Drawing paper
- ✓ Pencils and Erasers
- ✓ Sticky Notes (each with large red or blue dot, one for each girl)
- ✓ Team Prop Box
- ✓ Healthy Snack

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open the meeting as determined at the previous meeting.
 - Girls Are Supposed to Be...
 - Girls will gather in a circle and take turns naming one thing they believe girls are expected to be in life. See page 35 in *Adult Guide* for instructions and more information.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Girls Can Be Anything
- **Exploration**
 - Time to Mingle
 - Girls learn more about one another and their roles in daily life. Refer to page 36 in your *Adult Guide* for more information.
 - Logs and Leaders
 - Have girls turn to the Casting Call Log on page 16 of their book, inform them that they will be filling it out to get a step closer towards their Reach Out! For further instructions, refer to page 37 of *Adult Guide*.
 - Quick Draw
 - Girls will test their drawing skills in a neat way to picture various roles in life. See page 38 of your *Adult Guide* for more information.

- Role –Play Switcheroo
 - Discuss and engage girls in role-playing girls and boys in a classroom situation. Invite girls to act out a typical class scenario, with the “teacher” standing in front, asking questions and encouraging discussion. For more information on activity, refer to page 39 of the *Adult Guide*.
 - Also discussion stereotypes with girls. Use the Stereotypes- Limited Roles for guidance, which is located on page 38 (sidebar) of your *Adult Guide*.
- Crafty Option: Reminders to Wear or use
 - Encourage girls to make their own bracelet, pocket card or book marks. This activity helps serves as a reminder about avoiding stereotypes.
 - Towards end of discussion, point out to girls that page 27 in their book talks about a “Stereotype Tracker”. Encourage them to write down the stereotypes they notice in their daily lives. Refer to page 40 in your *Adult Guide*.
- “A Dancer who Dazzles” and “Think Again: Take 2!”
 - Scripts on pages 24-26 of the aMUSE book
 - Discuss with the girls stereotypes they may face
- Stereotype Tracker
 - Have girls fill out there tracker that is located on page 27 of the Girls Book.
- Moods and Moves
 - Invite the girls to show mood through movement. Have each girl choose a mood and then express the mood without saying a word and using body language. Have the others try and figure out which mood each girl is portraying. Do this until each girl has had a chance.
- Badge Work: Complete one or two activities from the *It’s Your Story—Tell It!* Skill-Building Badge selected.
- **Snack Time!**
 - Since the girls have learned about quick-draw, invite them to have fun “drawing” creatively. Refer to page 39 of *Adult Guide*.
- **Clean Up!**
- **Closing**
 - A New Role to Try
 - Gather girls around Team Prop Box, inviting them to take turns choosing a prop that looks interesting to them.
 - Have girls to name a role they might use it in and inform the group of whether or not it’s a role they already play or might be interested in trying out.
 - Form a Junior Circle and close as determined at the previous meeting.
 - Next Meeting: Callbacks
 - Collect name tags, and sign-out.
- Looking Ahead to Session 3
 - Ask girls to bring a new prop for their Team Prop Box that signifies one of their roles in life.
 - Reach out to your Network for photos of women and girls in a variety of real-life roles for “I Wonder...” (Page 43) and for snack foods (see page 47).

Meeting 5: Callbacks

Goal: The Juniors reach out to women in their community to explore all the roles available to them.

Prepare Ahead: Review Session 3 in adult guide, pages 42-47; make copies of pages 45 & 46 for each girl; gather any materials and supplies needed for meeting activities

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls complete steps toward earning the Reach Out award; complete steps toward chosen skill-building badge.

Supplies and Resources:

- ✓ Recurring Supplies
- ✓ Team Prop Box (props brought by girls)
- ✓ Photos of women in real-life roles
- ✓ Healthy Snack
- ✓ Copies of planning sheet and invitation

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
 - Game: Girls choose an active game to play until everyone arrives.
- **Opening**
 - Open meeting as previously determined.
 - I Can, I Am
 - Gather the girls in a circle and have them take turns sharing their new props with the group. As each girl places their prop in the Team Prop Box have her introduce her prop and the role it represents.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Girls Can Be Anything
- **Exploration**
 - Casting Call Check-in and “I Wonder...”
 - Check on the girls to see how they are coming along with their Casting Call Logs.
 - Then gather girls around to show them photos of various girls and women in real-life roles. Have girls choose one or more images they are curious about and have them take turns completing the sentence that is on page 43 of your *Adult Guide*.
 - Reaching Out: Planning the Team “Callback”
 - This is the second step for girls to earn their Reach Out! Award. The girls were asked to do a Callback with one of the women on their Casting Call Log. Tell girls to refer to their books, pages 28-31 for some helpful questions to ask. For more information on this activity refer to page 43-44 in your *Adult Guide*.
 - Girls will decide whether they want to do a panel discussion or individually. If girls decide on panel discussion refer to page 45-46 of the *Adult Guide*.
 - Girls will finish the planning their panel discussion

- Fast Note Taking
 - Introduce the girls to note-taking tricks! These helpful tips for note-taking can help them rather they have chosen panel discussion or Callbacks on their own! Check out the sidebar on page 47 of the *Adult Guide* for more tips.
- Badge Work: Complete one or two activities from the *It's Your Story—Tell It!* Skill-Building Badge selected.
- **Snack Time**
 - aMUSE-ing Snacks: Green Goddess Dip and Veggies
 - When Juniors are ready to enjoy the dip and veggies based on the recipe in the girls' book, let them know that this snack is in honor of the muses featured throughout the journey
 - For more information refer to page 47 of the *Adult Guide*
- **Clean up**
- **Closing**
 - Admire, Inspire
 - Invite girls to close their eyes and envision a role they admire or that inspires them. Have them think about the role and how it makes them feel. Refer to page 47 of the *Adult Guide* for more information.
 - Form a Junior Circle and close as determined previously
 - Next Meeting: Tell Us Your Story
 - Collect name tags, and sign-out.
- **Looking Ahead to Session 4**
 - Check in with all invited panelists to be sure they can attend and know the correct date, time and place of the discussion. Reach out to your Network, in case you need a backup panelist or two.
 - If Juniors are not hosting a panel discussion, start the session with a simple Opening Ceremony that makes use of the Team Prop Box and then skip right to “Ads Assume...” Ask the girls and your Network to bring old magazines with ads for products aimed at children the girls' age, which they can tear or cut up for this activity. Aim to have extras on hand.
 - Also, ask your Network for volunteers to prepare the mini popcorn balls (see page 52 for recipe) for the next session's snack, with some Juniors if possible.

Meeting 6: Tell Us Your Story

Goal: The Juniors learn more about the roles women play in real life and in the media.

Prepare Ahead: Review Session 4 in adult guide, pages 48-55; gather all materials and supplies needed for meeting activities

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls earn their Reach Out award; complete steps toward earning chosen skill-building badge

Supplies and Resources:

- ✓ Recurring Supplies
- ✓ Invited Panel
- ✓ Popcorn Snack (see page 52)
- ✓ 10-20 ads and/or packaging for products marketed to children ages 9 to 12 (i.e. toys, video or computer games, sports equipment; all materials should include photographs of children)

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening**
 - Welcoming Our Guests
 - Gather the Juniors in a circle around their guests and ask the girls to take turns stating their names and saying why they appreciate their visitors coming to their gathering today.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Tell Us Your Story
- **Exploration**
 - The Panel Discussion
 - This is the time for the panel discussion to get under way according to the girls' plan.
 - Ads Assume
 - Explain to girls that advertising experts have the job of selecting pictures or photos to place in ads and on packaging for products the girls see every day, such as toys, games, and sports equipment
 - Place the ads that you and the girls have collected in the center of a table. Ask the girls to take turns choosing an item and placing it in one of three piles
 - Ask girls whether they agree with the choices of the pile and if not, explain why. For more details of this activity refer to pages 50-52 of the *Adult Guide*.
 - Badge Work: Complete one or two activities from the *It's Your Story—Tell It!* Skill-Building Badge selected.
- **Snack Time**
 - aMUSE-ing Snacks: Mini Popcorn balls
- **Clean Up**

➤ **Closing**

- Reach Out! Award Ceremony and Closing
 - Gather Juniors together and ask each one to say one thing she learned while earning the Reach Out! Award. Then honor each girl with her award, and let them all know they can feel proud of having reached out into the community and found themselves a great group of muses. Refer to page 53 of *Adult Guide* for more information
- Form a Junior Circle and close as determined previously
- Next Meeting: A Gathering of Storytellers
- Collect name tags, and sign-out.

➤ Looking Ahead to Session 5

- In the next session, the girls start to focus on creating their own story about stereotypes.
- They will decide to whom to tell the story to, so they can inspire others to avoid stereotyping.
- Look to pages 54-55 in the Adult Guide for more information and details of what's to come.

Meeting 7: A Gathering of Storytellers

Goal: The Juniors team up to create an educational and inspiring story about stereotypes that sends others a call to action-to stop stereotyping.

Prepare Ahead: Review Session 5 in adult guide, pages 56-65; gather any materials and supplies needed for meeting activities.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls complete steps toward earning the Speak Out award; complete steps toward earning chosen skill-building badge

Supplies and Resources:

- ✓ Recurring supplies
- ✓ Ball of yarn
- ✓ Chart paper
- ✓ Whiteboard or chalkboard
- ✓ Marker or chalk
- ✓ Ingredients for S'mores and an oven, toaster oven or campfire

Meeting Outline:

➤ **Gathering**

- Greet, sign-in, and name tags.

➤ **Opening**

- A Good Yarn
 - Invite girls to join in a circle. Hand the ball of yarn to one girl and ask her to begin a tale with one sentence.
 - Her sentence can be humorous or as outrageous as she likes
 - Once the first girl has spoken, she holds onto the thread end of the yarn, tosses the ball to another girl so the yarn unwinds, and calls out, “What happens next?”
 - Allowing the second girl to add a sentence to the story.
 - This will continue until each girl has added a sentence
 - Once story has finished, point out that the yarn has formed a web, connecting all the girls and symbolizing that the story they told belongs to them all. For more details of activity refer to page 57 of *Adult Guide*.

➤ **Business-Planning**

- Junior Circle: Review Team Agreement and assign kapers.
- Meeting Topic: A Gathering of Storytellers

➤ **Exploration**

- First, the Stereotype
 - Remind the girls that they’ve learned about stereotypes so far
 - Then invite the girls to name any stereotypes they’ve noticed, especially since they’ve been asked to be on the lookout for them , in books, TV shows, movies, advertisements, real life.
 - Once everyone has had a chance to name a stereotype, get discussions going. Refer to page 58 of the *Adult Guide* for more information on activity.
- A Stereotype to Take Action On!
 - Guide girls to select a stereotype to focus their Speak Out! Story on. Point them to the section in their book about “Josefina and the Giant Tortilla” (page 50 Girls Book) For more information go to page 59 of the *Adult Guide*.
- Next, the Story Line
 - Have girls begin creating story from stereotypes they picked in last meeting.
 - Start by reviewing together the tips for creating a story line (page 61 *Adult Guide*) and share some of the examples.
 - Pass out paper and pencils, and get the girls talking and sharing ideas. More information for this activity can be found on pages 60-61 of the *Adult Guide*.
- Choosing our Audience
 - Have girls discuss their ideas of people they would like to share their stories to and what they want their audiences to do once they’ve heard the stories. Refer to page 62 of the *Adult Guide* for more information. Project Coaching Tip: See page 62 of the *Adult Guide* for more information.
- Deciding How to Tell Our Story
 - Let the Junior team know that their strengths and interests as a group will come into play when they decide how to tell their story to their chosen audience
 - Refer girls to “Your Heart, Your Art, Your Part” (pages 44-45 of the Girls Book). For more information for activity refer to pages 63-64 of the *Adult Guide*.

- Celebrating our Decisions
 - To Celebrate all the big decisions made in this session on the girls' Speak Out! Project, make and enjoy long-standing Girl Scout favorites, S'mores!
- Badge Work: Complete one or two activities from the *It's Your Story—Tell It!* Skill-Building Badge selected.
- **Snack Time**
 - If unsure how to make them indoors, just look up Indoor S'mores on the Web.
- **Clean Up**
- **Closing**
 - Form a Junior Circle and close as determined previously
 - Next Meeting: Our Muse, Your Project
 - Take Home Assignment: Have girls go home and think of who they would like to tell their stories to. Be prepared to discuss next meeting.
 - Collect name tags, and sign-out.

- **Looking Ahead to Sessions 6-7**
 - Session 6-7 are grouped together as time for the Juniors to get creative with their stereotype-busting story, so they can inspire their audience. These two combined session will be used to transform their story, so remind girls to bring any notes that they may have jotted down
 - This will also be the time to invite any artists from the kickoff, who can provide expertise and inspiration on the art form the girls have chosen. If possible, ask the artist about art materials and equipment to have on hand.
 - The local library will have how-to books with detailed instructions to help you step the girls through creating stories in various mediums.
 - Look ahead to the next sessions, and call on your Network to help gather any needed materials.

Meeting 8: Our Muse, Your Project

Goal: The Juniors turn their story into a form of creative expression that will educate and inspire others to stand up to stereotypes.

Prepare Ahead: Review Sessions 6 & 7 in adult guide, pages 66-75, copies of storyboard form, copies of Speak Out! Project Planner, Invitations; sign up sheets; gather and supplies and materials needed to complete meeting activities.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls complete steps toward earning the Speak Out award; complete steps toward earning chosen skill-building badge.

Supplies and Resources:

- ✓ Recurring supplies
- ✓ Computer (if showing storytelling video)
- ✓ Art supplies (whatever materials you desire)
- ✓ Copies of the storyboard form (page 70 *Adult Guide*)
- ✓ Guest artist (if invited)
- ✓ aMUSE-ing Snacks (see page 74 in *Adult Guide*)
- ✓ Copy of Speak Out! Project Planner
- ✓ Sign up sheet; copies of invitation

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening**
 - The Blob
 - Let the girls know that actors sometimes use an exercise called “The Blob” to practice working well as a team.
 - Explain that they will huddle together, shoulder to shoulder, facing any direction. The team becomes one creature, the Blob.
 - Have girls stand quietly, without speaking, and sense how the Blob wants to move.
 - Invite everyone to move together, going with the movement, with no one actually leading
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: A Gathering of Storytellers
- **Exploration**
 - Time to Create!
 - Gather Junior sisters around the materials they will use to tell their story and inform them that it is time for them to bring out their creativity, energy and teamwork to turn their stereotype-busting story into a work of art. Refer to page 67 of the *Adult Guide* for more information on this activity.
 - Secrets of Storytelling
 - Juniors pick up as many techniques as they can just by seeing and listening to other storytellers. Refer to page 68 in the *Adult Guide* for more information.

- Another Option: Story Dance: Refer to page 69 sidebar in the *Adult Guide* for more information.
- What's My Role?
 - Get the girls thinking about how they will present their story to their audience, and the roles they'd like to play when they present it.
 - They'll also want to plan out how they will invite their audience, who will send the initiations (if using), how they will greet their audience on the day of the performance and how they want to ask their audience to commit to their call to action.
 - Once girls have decided who to present story and what they'll need, pass around a planning and sign-up sheet, and have each girl write her name next to a role. Suggest that girls can take more than one role. For more information refer to page 73 of the *Adult Guide*.
- Bringing a Muse to Life. Follow the directions on page 73 of *Adult Guide*.
- Badge Work: Complete one or two activities from the *It's Your Story—Tell It!* Skill-Building Badge selected.
- **Snack Time**
 - aMUSE-ing Snacks: MUSIE SMOOTHIE & “Break A Banana” Split. Refer to page 74 for recipe
- **Clean Up**
- **Closing**
 - Crazy Curtain Calls
 - Curtain calls usually come at the end of a performance. It is tradition for all the cast to take a bow at the end.
 - Have girls line up and take turns in a fun and crazy curtain call
 - One girl steps forward, turns to face the line of girls and makes a playful curtain call by taking a bow and then by being silly as she likes
 - She might throw kisses to crowd, jump up and down, do a dance, or anything of her choice
 - Then the next girl steps forward to do her crazy curtain call, and so on, until all the Juniors have had a turn
 - Form a Junior Circle and close as determined previously
 - Next Meeting: Showtime
 - Collect name tags, and sign-out.

- **Looking Ahead to Session 8**
 - In the next session girls will present their Speak Out! Project and earn their Speak Out! Award. So guide them to confirm the date, time and location of their presentation, be sure they have chosen their audience.
 - For a smooth presentation, you might add in some additional rehearsal time for the girls, ahead of the big day.
 - Also call on your Network for any needed materials or snack ingredients.

Meeting 9: Showtime!

Goal: The Juniors tell their story to educate and inspire others about the importance of stopping stereotypes.

Prepare Ahead: Review Session 8 in adult guide, pages 76-77; gather and materials and supplies needed for meeting activities.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls earn Speak Out award; complete steps toward earning chosen skill-building badge.

Supplies and Resources:

- ✓ Recurring supplies
- ✓ Whatever items girls will need for performance
- ✓ Speak Out! Awards for each Junior
- ✓ Healthy Snack

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening**
 - Wacky Warm-up
 - Girls do silly shout outs to get ready. Refer to page 76 in *Adult Guide* for more information
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Showtime
- **Exploration**
 - Showtime!
 - The girls present their story and then deliver their message to their audience, asking them to join with the Juniors to bust stereotypes and support women and girls in whatever roles they choose in life. For more details refer to page 77 in the *Adult Guide*.
 - Badge Work: Complete one or two activities from the *It's Your Story—Tell It!* Skill-Building Badge selected.
- **Award Presentation and Closing**
 - Earning the Speak Out! Award. Look to page 77 in the *Adult Guide* for more information.
 - Form a Junior Circle and close as determined previously
 - Next Meeting: Who I Am Now
 - Collect name tags, and sign-out.

- **Looking Ahead to Session 9**
 - Explain that the “last act” of the journey begins next session. Tell girls they will need to bring their books with their filled-in Role Call Logs to the next gathering. For more information on looking ahead turn to page 77 of the *Adult Guide*.

Meeting 10: Who I Am Now

Goal: The Juniors explore what beauty means to them, how they see it themselves, and how it informs their story.

Prepare Ahead: Review Session 9 in adult guide, pages 78-83; gather any materials and supplies needed for meeting activities.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls complete steps toward earning Try Out award; complete steps toward earning chosen skill-building badge.

Supplies and Resources:

- ✓ Recurring supplies
- ✓ Art books offering a range of images
- ✓ Pad of stick notes
- ✓ Chalkboard, whiteboard or large sheets of paper
- ✓ Writing implements
- ✓ Art supplies (color pencils, paints, paper, construction paper, bits of fabric, foil, wrapping paper, buttons, found objects)
- ✓ Variety of art materials (drawing paper, pens, markers, paint, clay, digital camera, found materials)
- ✓ Selection of portraits of women and girls in any medium (books, magazine, or photos you have)
- ✓ Hand mirrors(one per girl)
- ✓ Healthy Snack

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening**
 - Me and You
 - Ask one girl to start off by naming something she likes about herself and then asking the girl next to her “what do you like about yourself?” The girls should continue around the circle numerous times
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Who I Am Now
- **Exploration**
 - Defining Real Beauty
 - Remind the girl that they have just told a story to an audience about the importance of steering clear of stereotypes and not letting someone else’s ideas limit what women and girls can do.
 - Now it is time to explore their own thoughts and feelings about beauty and the importance of not getting”typed” into someone else’s definition of beauty. For more information refer to page 79 of the Adult Guide.
 - Chat time
 - Follow script on page 80 of the *Adult Guide*.

- Picture This
 - Inform the girls that portraits show more than what a person looks like on the outside. The best portraits might even reveal how someone thinks and feels.
 - Then share portraits of women and girls you've brought in to show the Juniors, and the self-portrait of Margaret Bourke-White. For more information and portrait of Margaret Bourke-White refer to page 81 of the *Adult Guide*.
- Mirror, Mirror
 - Follow the directions on page 82 of the *Adult Guide* for this activity.
- Arty Party
 - Suggest that girls turn the meeting space into an art gallery by taping their completed self-portraits to the walls or displaying them on tables around the room, and then hold an arty exhibit-opening party.
 - They girls have fun playing the roles of both artists and gallery visitors. They can walk around and view, compliment, and discuss each other's work, all while nibbling on an "Arty Party Snack" (see sidebar on page 83 of *Adult Guide*)
- Badge Work: Complete one or two activities from the *It's Your Story—Tell It!* Skill-Building Badge selected.
- **Snack Time**
- **Clean Up**
- **Closing**
 - This Is My Story
 - Gather girls around in a circle and pass out small slips of lined paper. For more details of this activity refer to page 83 of the *Adult Guide*.
 - Form a Junior Circle and close as determined previously
 - Next Meeting: Who I Might Be
 - Collect name tags, and sign-out.
- **Looking Ahead to Session 10**
 - Ask the girls to try out the "Now, Head Out in a Hat or Scarf or..." activity in their book (page 69), which invites them to wear something a little different than what they would normally wear.
 - Also let the girls know that they'll enjoy a Dance Party at their next session, so talk a few minutes about what kind of music the girls want to do to. The girls and the Network might round up the music and any equipment needed to play it.
 - Reach out to the Network for ingredients for the Get-Up-and-Go Gorp snack and for photos of active women for "Our Bodies: Beautiful and Strong." You might ask the girls to bring photos, too. Refer to page 83 of the *Adult Guide* for more details.

Meeting 11: Who I Might Be

Goal: The Juniors explore how healthy bodies support them in taking on roles, and how they can support and appreciate their bodies.

Prepare Ahead: Review Session 10 in adult guide, pages 84-89; gather any materials and supplies needed for meeting activities.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls complete steps toward earning Try Out award; complete steps toward earning chosen skill-building badge.

Supplies and Resources:

- ✓ Recurring supplies
- ✓ 10-20 photos (from Web, magazine, etc.) of girls and women, not models, of varying sizes, shapes, ethnicities and ages doing something active

Meeting Outline:

- **Gathering**
 - Greet, sign-in, and name tags.
- **Opening**
 - Follow This Tune!
 - Invite girls to choose a song (or a verse of a song) they all know, and take turns conducting or leading it. The first conductor moves her arms up and down as the other girls sing.
 - The other girls watch her closely. When her arms are up, they sing fast. When her arms are down, they sing slowly. The conductor may signal to half the group to sing slowly while the other half sings fast.
- **Business-Planning**
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Who I Might Be
 - Planning Final Celebration
- **Exploration**
 - Sharing Our Accessories
 - Gather girls together and suggest that they strut down the runway with confidence, showing off the special accessory they are wearing.
 - Then get a discussion going about their experiences trying the “Now, Head Out in a Hat or Scarf or...” activity in their books (page 69). For more information on this activity refer to page 85 in the *Adult Guide*.
 - Our Bodies: Beautiful and Strong
 - Remind the girls of all that they’ve learned on this journey and the discussion wrap it up by letting the girls know that it’s nice to be attractive, but most roles in life call for bodies that are healthy and skilled. ○ Follow the script on page 86 of the *Adult Guide*.
 - Dancing Hands
 - Invite girls to line up one behind the other, facing a large mirror. Have the girl in front hold her arms out to her sides, waving them up and down and moving her hands in various patterns, while holding the rest of her body still.

- The girls being her hide their bodies behind hers, so only their arms and hands show. They wave their arms in patterns similar to the leader’s to create a dance of gracefully moving arms and hands. The girls can take turns being first in line for this “hand dance.”
 - Dance Party
 - Get out the music selections the girls decided on and get their Dance Party started. Follow the script, for more assistance, on page 87 of the *Adult Guide*.
 - Badge Work: Complete one or two activities from the *It’s Your Story—Tell It!* Skill-Building Badge selected.
- **Snack Time**
 - aMUSE-ing Snack: Get-Up-and-Go Gorp. See page 87 in the *Adult Guide* for recipe.
- **Clean Up**
- **Closing**
 - Thanking our Bodies
 - o Gather the girls and say, *we just joined together to thank our bodies with a big Dance Party and a healthy snack. Now let’s take turns saying one thing we will each do this week to show appreciation for our body.*
 - Form a Junior Circle and close as determined previously
 - Next Meeting: Final Celebration
 - Collect name tags, and sign-out. Handout any take home materials.

- **Looking Ahead to the Final Celebration**
 - Check with the girls and your Network to make sure all plans are on track. Remind the girls to bring their books because, at the Closing Ceremony, they’ll double as autograph books that the girls will sign for one another.

Meeting 12: Final Celebration: Celebrating Me/ Celebrating Us

Goal: Girls celebrate their roles and their accomplishments along the journey and gain the courage to continue trying on new roles throughout life.

Prepare Ahead: Review Session 11 (Final Celebration) in adult guide, pages 90-93; purchase any skill-building badges girls may have earned; gather any materials and supplies needed for final celebration.

Meeting Length: 60-90 minutes

Award/Badge Connection: Girls receive their Try Out awards and any skill-building badges they may have earned.

Meeting Outline:

- Gathering
 - Greet, sign-in, and name tags.
- Opening
 - Roles We've Discovered for Ourselves
 - Gather girls together ask them to take turns naming a role they now see for themselves that they never would have considered before this *aMUSE* journey they are now celebrating.
- Business-Planning
 - Junior Circle: Review Team Agreement and assign kapers.
 - Meeting Topic: Final Celebration
- Celebration
 - Earning the Try Out! Award
 - The girls will receive their awards, according to the plans they've created. They start off by reaching into the Team Prop Box to select a prop at random to symbolize their promise and their courage to continue trying on new roles. For more information refer to page 91 of the *Adult Guide*.
 - An *aMUSE*-ing Feast
 - Serve the *amuse-bouche* snacks or any other snack the girls have decided on, and celebrate!!
- Looking Ahead
 - My Dream Role, My Story
 - As the girls celebrate and enjoy their snacks, invite them to look ahead to new roles they might try in life and how these new roles will shape their life story. Ask the girls the questions listed on page 92 in the *Adult Guide*.
- Closing
 - Autographs All Around
 - ○ Gather the girls together one last time. Follow script on page 92 of the *Adult Guide*
 - Now, Give Yourself a Round of Applause. Refer to page 93 in the *Adult Guide* for more details!
 - Form a Junior Circle and close as determined previously
 - Collect name tags, and sign-out.



Junior Meeting Plans

Additional aMuse Leadership Journey Award Activities

Reach Out Award Activity Plan

Goal: When girls have earned this award, they'll understand the many roles women and girls play in the world around them and the leadership skills they use.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this award or simply try different activities, go for it! There are many ways to complete this award, including: completing the activities as listed in the *It's Your Story – Tell It! aMUSE* Journey, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the Reach Out Award if:

- They have explored at least five various roles of girls and women in the past, present or future
- They can recognize gender stereotypes in their own lives and in the media

Girls can continue their *aMUSE* Journey by earning the remaining awards: Speak Out and Try Out.

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from *It's Your Story—Tell It! aMUSE*, which can be used for additional information and activities.

Activity #1: Flurry of Roles

Journey Connection: Session 1—Flurry of Roles

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Write the roles below (or others, if desired) on sticky notes—one role per sticky note. Then, hang them around the room or put them all out on a table.

Roles	
<ul style="list-style-type: none">• Athlete• Pilot• Lawyer• Veterinarian• News Reporter• Princess-in-training• Artist• Dancer• Scientist• Insect expert• Ice skater• Song writer• Astronaut	<ul style="list-style-type: none">• Cartoonist• Surgeon• World traveler• Writer• Friend• Actor• Chef• Coach• Fashion stylist• Game creator• Architect• Mayor• Mother

Materials Needed:

- ✓ Sticky notes with roles

Steps:

1. Gather the girls around the table (or wall) with the sticky notes and explain that each note names one of the many roles girls and women can play in life.
2. When you say, “Start,” all girls will have one minute to grab some roles and stick them on themselves and one another.
3. Girls should place only those roles they think are truly good fits for themselves or whomever else they’re placing them on.
4. When the minute ends, call, “Time!” and bring the girls together. Ask them not to remove any of their sticky notes.
5. Give them a moment to look around at all the roles stuck to them. Ask:
 - What do you think about the roles you chose for yourself? The roles other girls chose for you?
 - What about the roles you gave other girls?
 - Which roles do you think are the best fit for you? Which aren’t a good fit at all? Why?
 - Which roles weren’t chosen by anyone? Why do you think that is? Are they roles you never imagined trying? Why?

Activity #2: Take the Stage

Journey Connection: Session 1—Take the Stage

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ On slips of paper, list a variety of active roles (one role per slip). You can use the following, or add some of your own: ballerina, karate teacher, builder, painter, orchestra conductor, theater usher, referee, baseball coach, dog walker, hair stylist, drummer, traffic officer, etc. Add any of your own.

Materials Needed:

- ✓ Active roles listed on slips of paper

Steps:

1. Get the girls moving with this role-play game about “active” roles for girls and women.
2. Invite the Juniors, one at a time, to choose one of the slips of paper on which you wrote the active roles.
3. After each girl chooses a role, ask her to jump into the “spotlight” and act out the role quickly, in just five–ten seconds, as the other girls try to guess what role she’s playing.
4. When her time is up, have the girl say who guessed her role correctly or call out what her role was.
5. Then, another girl takes the stage.
6. Continue the game until all the girls have had two or more turns at playing a role.

Activity #3: Snack Chat

Journey Connection: Questions link to multiple *aMUSE* activities

Steps:

1. While enjoying a healthy snack of your choice, ask the girls to list the women they see daily and what roles those women play. Discuss:
 - Which of these women play more than one role?
 - Which of these women do you consider leaders? Why?
 - What leadership traits do you see in the women around you that you also see in yourself?
 - What leadership traits do you see in the women around you that you aspire to?
 - Think about the Girl Scout Law. Which of its values do these women seem to honor in the roles they play?
 - Which of these values do you also honor?
 - Which of the roles played by these women might you like to try?

Activity #4: Quick Draw

Journey Connection: Session 2—Quick Draw Parts 1 and 2

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Pencils with erasers
- ✓ White copy paper (one sheet per girl)
- ✓ Optional: coloring utensils

Steps:

1. Hand out the supplies and let the girls know that they are about to try a fun way to learn how they picture various roles.
2. Tell the girls that you are going to call out roles, and they have one minute to draw the first picture that comes to mind. Just a quick sketch is needed—even a stick figure is fine. Possible roles include:

<ul style="list-style-type: none">• Tennis player• Newscaster• Farmer• Model• Dentist• Dancer• Mayor• Doctor• Nurse• Waiter• Flight Attendant• Basketball Player• Firefighter• Police Officer• President• Skier	<ul style="list-style-type: none">• Bike Racer• Mail Carrier• Banker• Pet Shop Owner• Veterinarian• Gym Teacher• Science Teacher• Librarian• Secretary• Math Teacher• English Teacher• College Student• Scientist• Scuba Diver• Pilot
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3. Now get the girls talking about who they see on TV or in the movies in those roles, whether they are mostly males or females, and how what they see may affect the way they think about certain roles.
4. Now, call out one of the characteristics listed below and ask the girls to erase and change one of their drawings to the opposite of what it is now.
5. For example, if the girls drew a male dentist and you call out “gender,” they erase and change the dentist’s hair and face to be female.
6. Point out that these attributes are some of the ones that people might unthinkingly use to limit a person’s roles, and that no one should feel limited. When we limit the roles people can play—even just in our minds—we put people in a role we choose for them, rather than a role they choose for themselves. That’s called stereotyping!

7. Do as many rounds of “Quick Draw!” as the girls like, using these characteristics:
 - Gender (male/female)
 - Age (young/old)
 - Size (short/tall; large/small)
8. As girls discuss these stereotypes, add in even more characteristics and encourage girls to do the same.

More to Explore:

- Field Trip Ideas:
 - Visit a local theater group and talk about the roles that they have played.
- Speaker Ideas:
 - Invite women from the community to your meeting to talk to the girls about the different roles they play in their lives.

Speak Out Award Activity Plan

Goal: When girls have earned this award, they'll understand how stereotypes affect roles.

Plan Length: 1.5 hours

Customize It: If your group wants to expand work on this award or simply try different activities, go for it! There are many ways to complete this award, including: completing the activities as listed in the *aMUSE Journey*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the Speak Out Award if:

- They can identify gender stereotypes in the media and/or their own lives
- They explore the definition of beauty from a variety of angles
- They build story-telling skills as a group

Girls can continue their *aMUSE Journey* by earning the remaining award—Try Out.

Moving to Take Action: To complete the aMUSE journey, girls plan and carry out a Take Action project that addresses the root cause of a community issue in a sustainable way. During the process, here are some things to think about.

- Girls should play an active part in determining the “what, where, when, how and why” of their project, but Girl Scout Juniors will need your support and guidance throughout the process.
- Help girls scale the project to a manageable size, so they can have a successful experience. Even if the project has a small scope, what they are doing is important.
- Take Action projects are different than community service projects. Take Action projects pick up where short-term community service projects leave off and are long-term solutions, rather than short-term ones. Take Action Projects are also:
 - measurable (can be evaluated in a concrete way, such as number of people involved or number of recycling bins placed in the park)
 - sustainable (continues on, even after the girls’ specific role in it is complete)
 - developed to identify the root cause of a community issue (addresses the underlying problem(s) that are causing an issue to occur).

Examples:

- Community Service Take Action
 - Take part in a park clean-up. Organize a park clean up with your neighbors.
 - Assemble and give first-aid kits to flood victims. Teach younger kids about severe weather procedures and have them help you make first aid kits to give to flood victims.
 - Plan a meeting for a younger troop. Mentor younger girls on healthy friendships.
 - Make and donate blankets to an animal shelter. Teach younger kids about the responsibilities of owning a pet and have them help you make blankets to donate to the animal shelter.

- It's up to the girls to find a Take Action project that they are passionate about, but to get started, here are a few ideas:
 - Family project: Girls and their families take deliberate notice of the things that they watch on TV and hear on the radio, and the messages that they receive – including stereotypes. They document the types of messages, as well as the messages' effects (positive and negative) on them personally. Girls and their families think of ways that they can combat the stereotypes they see around them. They put these actions into practice for at least one month.
 - School project: Girls develop a stereotype awareness campaign for their school. They create informative posters and speak during their school announcements with tips and tools for their peers.
 - Community project: Girls create a play about stereotypes and perform it at their community center or a local event/fair. They ask their audience to pledge to join them in stopping stereotypes.

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints.
- Ensure that your activities are accessible to everyone.

Resources:

- This activity plan has been adapted from *It's Your Story—Tell It! aMUSE*, which can be used for additional information and activities.

Activity #1: Ads Assume...

Journey Connection: Session 4—Ads Assume...

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Magazines
- ✓ Writing utensils
- ✓ Paper
- ✓ Colored pencils
- ✓ Scissors
- ✓ Optional: toy, game or sports equipment packaging

Steps:

1. Explain to the girls that advertising experts have the job of selecting pictures to place in ads and on packaging for girls to see every day.
2. Tell them that today, they will act as the executives in charge of picking the pictures used to sell products to young people. They will decide if the pictures are right for the ad or not. Ask girls to look through magazines and cut out a variety of advertisements, which they should place in the center of the table (along with any packaging brought to the meeting).
3. Next, ask girls to take turns choosing an item and placing it in one of three piles: products for girls, products for boys and products for both boys and girls.
4. Ask the girls to say quickly whether they agree with the choices for each pile and if not, explain why. Here are some questions you might pose to the group:
 - How would you describe the images you're seeing?
 - Who is shown using the product in these images? Who is in the background?
 - Are you seeing any stereotypical images in the ads?
 - Which images seem to appeal most to girls?
 - Which seem to appeal more to boys?
 - How does the image make you want to have the product it advertises?
 - Do any girls or boys you know use this product?
 - Do you know whether or not they like it?
 - Why might a boy or girl want or not want to use this product?
5. Now ask the girls to pile up any of the images or packaging they think should to be changed because it doesn't represent a real view of the way girls or boys act in the world.
6. Invite girls to use the art supplies on hand to alter the ads or packing to represent a real view of their world. They might cross out, redraw, rewrite or rearrange the ad.

Activity #2: Snack Chat

Journey Connection: Questions link to multiple *aMUSE* activities.

Steps:

1. While enjoying a healthy snack of your choice, here are some things to talk about:
 - What kinds of media do you enjoy the most? How is beauty defined in the media? How is the media definition similar or different to this group's definition of beauty?
 - Who is your favorite female protagonist? Why do you like her? Do you think she is beautiful? Why or why not?
 - What is the best story you have ever read or heard? What made it so great?

Activity #3: A Good Yarn

Journey Connection: Session 5—A Good Yarn

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Ball of yarn

Steps:

1. Have girls do this activity to get their creativity flowing and see how they can come together to create a story that belongs to them all. After all, to continue this journey and earn the Speak Out Award, the girls will need to work together to create and share a story that inspires others to prevent stereotyping.
2. Invite the girls into a circle.
3. Hand the ball of yarn to one girl and ask her to start a story—or “yarn”—with one sentence. Her sentence can be as humorous or as outrageous as she likes.
4. Once the first girl has spoken, she holds onto the thread end of the yarn, tosses the ball to another girl so they yarn unwinds, and calls out, “What happens next?”
5. The second girl adds a sentence to the story, and tosses the ball of yarn while still holding onto part of its thread, and so on around the circle.
6. When the story is finished, point out that the yarn has formed a web, connecting all the girls and symbolizing that the story they told belongs to every girl present.

Activity # 4: Thinking Like a Storyteller—Take Action Brainstorm
Journey connection: Session 5—First, the Stereotype

Prep Needed:

- ✓ Review steps below.
- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Large paper or whiteboard
- ✓ Markers

Steps:

1. Ask girls to brainstorm a list of stereotypes. Document them on the whiteboard or large paper.
2. Once everyone has had a chance to name a stereotype, help girls focus in on a stereotype that they might want to address for their Speak Out! Story. You might ask:
 - What stereotype really gets you upset?
 - Which stereotype on our list limits you and other girls the most?
 - Is there one stereotype that you hear a lot in our community? Why do you think that is?
 - Which stereotype would be the most exciting to create a story about?
 - What can be done to stop that stereotype?
 - What would you put in your story to show how to bust this stereotype? Remember, you want your story to educate and start some lasting effort toward change.

Activity #5: Defining Real Beauty

Journey Connection: Session 9—Defining Real Beauty (Try Out Award)

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

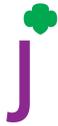
- ✓ Magazines or books offering a range of images
- ✓ Sticky notes
- ✓ Whiteboard or large paper
- ✓ Writing and coloring utensils
- ✓ Optional: other art supplies

Steps:

1. As the girls continue with this journey, they will create and share a story about the importance of steering clear of stereotypes and not letting someone else's ideas limit what women and girls can do. Before they take action on stereotypes, have them explore their own thoughts and feelings about beauty and the importance of not conforming to anyone else's definition of beauty.
2. Invite girls to leaf through the magazines and books. Ask each girl to select one image that she thinks is beautiful based on her own ideas, and put a sticky note with her name on it on the image.
3. Once all the girls have chosen an image, discuss why they chose what they did and in what ways they consider the image to be beautiful. What do the images have in common? Are any of them alike? How are they different?
4. As girls speak, create a list of the various reasons girls consider something beautiful. Label the list "Qualities of Beauty."
5. Next, ask girls to look at the list they've compiled and, using the list, come up with a definition of beauty that they all agree upon.
6. Ask girls what their definition says about beauty.

More to Explore

- Field Trip Ideas:
 - Go to a costume shop or a local youth theater group and have girls try on different roles. Use costumes, makeup, and acting techniques to make the roles more interesting.
- Speaker Ideas:
 - Invite a storyteller or an author to the meeting to talk to the girls about sharing stories in creative and inspiring ways.



Junior Meeting Plans

It's Your Story, Tell It! Skill-Building Badge Activity Plans

Geocacher Badge Activity Plan

Goal: When girls have earned this badge, they will know how to have a geocaching adventure.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior Skill-Building Badge set for *It's Your Story—Tell It!*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They have learned what is involved in a geocache adventure and are prepared for it
- They have learned to use a GPS receiver
- They have made a trade item—an item to leave at the geocache
- They have gone on a geocaching adventure

Tips:

- You will need a GPS receiver to do this badge. Many geocachers use a smartphone with a built-in GPS receiver. If you don't have a GPS receiver, and can't find or borrow one, contact River Valleys to see if GPS units are available for check-out.
- Check out ways to stay safe using Safety-Wise Checkpoints.
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources

- This lesson plan has been adapted from the Junior Skill-Building Badge set for the *It's Your Story—Tell It!* Geocacher Badge, which can be used for additional information and activities.

Activity #1: Geocache Word Challenge

Badge Connection: Step 1—Prepare for your adventure

Prep needed:

- ✓ Make copies of the word challenge header cards, terms and answer cards listed at the end of the activity plan. Cut out to separate cards. Keep a copy of the overall answers for yourself. Or have a small group of girls make one or more of these categories in advance, decorated however they'd like.
- ✓ If desired, use tape to put the term cards up on the wall in your meeting space, grouped under the appropriate heading cards. Otherwise, keep them in stacks on the table, still sorted by heading. Have a separate space to set out the answers.

Materials needed:

- ✓ Word challenge game cards

Steps:

1. Divide girls into small teams.
2. If you haven't already, set out terms cards under their categories in one space and answer cards on a table somewhere else.
3. Explain the rules: each team will take turns picking a category of initials, stuff to bring, stuff to find, or people and stuff to know. One team member will draw a card from that stack (or from the wall).
4. If the group thinks they know what the answer is, they can answer it right away for two points. Feel free to coach them as much as needed.
5. If girls aren't certain of their answer, they can go to the answer cards and find the answer they think matches.
6. If they have it right, they keep both the term and the answer cards and earn one point. If not, the next group can try to answer.
7. As the moderator, use the overall answer sheet with the longer answers to bring out the details or provide further explanations.

Activity #2: Learning Coordinates

Badge Connection: Step 2—Learn to use a GPS receiver

Prep Needed:

- Gather materials and supplies.

Materials Needed:

- GPS receiver(s)

Steps:

In order to be able to ‘geocache,’ girls will need to be able to find these hidden locations! For this, they will use a GPS unit. These units work with satellites in the sky to pinpoint specific locations on Earth using coordinates. Coordinates are measurements called longitude and latitude. Longitude is where something is on Earth east to west and latitude is measured based upon the distance between the North and South Pole. These two coordinates will eventually cross (just like on a graph) and that specific location will give you a number that can be located by your GPS.

1. There are two ways to use a GPS unit, depending upon whether girls are ‘treasure hunting’ or ‘treasure hiding’. The difference will be in how they use the coordinates. If they are treasure hunting, they will already know the coordinates they’re seeking and can plug those into the GPS unit. If they are treasure hiding, they will choose their location and use the GPS unit to record the exact coordinates of their position so someone else can go and find it. These can also be saved into the GPS unit and marked as a ‘waypoint’ (location).
2. Treasure Hunting: In order to find the treasure (geocache) girls will need to know the coordinates of the hidden object.
 - If these are not already saved in the GPS, you will need to manually put these in. Each GPS unit will be slightly different and you should follow the instructions provided with the GPS unit, but essentially you will perform the following steps:
 - ✓ Turn on your GPS
 - ✓ Allow time for it to acquire satellite coverage
 - ✓ Using the menu options, ‘mark’ the position that you are trying to find. Essentially, this is the same as entering an address into a car GPS except you are using numbers.
 - ✓ Select the option to navigate to the location or ‘way point’ and you will see a compass displaying on the screen pointing you in the right direction.
 - If the coordinates are already in your GPS, you can just jump straight to the navigate option and find your geocache.
3. Treasure Hiding: Hide a geocache and save the coordinates for someone else to find.
 - Select the location where girls want to hide their geocache. It should be somewhere that is slightly hidden, yet easily accessible and does not compromise the safety of anyone hiding it or finding it (for example, do not place something where it would require someone to climb up into a tree to place it or retrieve it).
 - On your GPS unit you will want to use the option to ‘mark’ the position you are currently in and save it as a waypoint. You can then navigate back to this with the GPS unit or record the coordinates so that someone else can find them.
 - It is sometimes helpful when you are hiding a geocache to use physical landmarks to help guide your treasure hunters. For example, you can provide the coordinates as well as a clue that the location is somewhere behind the sports field.

4. After reviewing the above GPS unit basics with the girls, ask them to find the GPS coordinates of three things near your meeting location. Items could be a neighborhood stop sign, a mark on the sidewalk or a girl's favorite tree.
5. Using the GPS units, girls should save the locations so that they (or someone else) can navigate to them again.
6. You can also have girls practice hiding and finding geocache boxes in small groups. This will give the girls some great practice at being both treasure hunters and treasure hidiers!
7. Treasure hidiers should hide their geocache, save the coordinates of the location and provide the treasure hunters with that information (and a clue, if desired).
8. Treasure hunters should use the GPS unit and saved coordinates to locate the hidden geocache.
9. Have groups switch roles.

Activity #3: Trade Items

Badge Connection: Step 3—Make a trade item

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Varies, depending upon trade item chosen. Potential supplies include: string, beads, safety pins, craft foam, tape, glue, cloth/fabric, paper, coloring utensils, etc.

Steps:

1. Before girls start out on a geocaching adventure, they will need to carry an item that they'll leave at the geocache. This item should be small enough to fit inside the box and should not be expensive. Some common items are sports trading cards and small toys.
2. Brainstorm as a troop what kind of trade item your group would like to make. Trade items can be things that represent Girl Scouts, like a patch or a SWAP; something that represents the individual members of your troop, like a drawing or collage; or a simple piece of jewelry that someone can wear.
3. The girls will need to make a trade item for each cache they would like to find.
4. Safety tip: When making a trade item, remind girls to never include personal photos or information like names, phone numbers or addresses.

Activity #4: Snack Chat

Badge Connection: Questions link to multiple badge steps

Steps:

1. While enjoying snack, here are some things for girls to talk about:
 - Can you remember what some geocaching words are and what they mean?
 - Where do you think would be a good location to hide a geocache?
 - What additional preparation would you need if you were going geocaching in the winter, as opposed to in the summer?

Animal Habitats Badge Activity Plan

Goal: When girls have earned this badge, they will know more about wild animals and how to protect animal habitats.

Plan Length: 1.5 hours

Customize It: If your group wants to expand work on this badge, or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior Skill-Building Badge set for *It's Your Story—Tell It!*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They have learned about wild animals and animal habitats
- They have created an animal house
- They have learned about and helped protect endangered animals and habitats

Tips:

- Just as girls need to be careful around pets, they need to be even more careful when observing wild animals. Girls should never feed or approach wild animals.
- Check out ways to stay safe using Safety-Wise Checkpoints.
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This lesson plan has been adapted from the Junior Skill-Building Badge set for the *It's Your Story—Tell It!* Animal Habitats Badge, which can be used for additional information and activities.

Activity #1: Observing Wild Animals

Badge Connection: Step 1—Find out about wild animals

Materials Needed:

- ✓ Optional: Paper and Pencils

Steps:

1. Imagine meeting a monkey or kicking up dust with a kangaroo. These animals live in the wild, so we won't get to spend time with them in their natural homes—their habitats. But that doesn't mean we can't find out more about where they live, how they play and how we can help them!
2. As a large group, brainstorm and list wild animals that can be found near your troop's town, school, homes or meeting place.
3. Next, have the girls survey the area with an adult. They can look out windows or venture outside, depending upon weather and time.
4. Ask girls to pick three animals they saw and talk about each one.
 - Why does this animal live here?
 - What makes this area a good natural home—or habitat—for this animal? What about the environment helps this animal survive?
 - Does this animal interact with humans?

Activity #2: Make a Habitat Collage

Badge Connection: Step 2—Investigate an animal habitat

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Old magazines
- ✓ Scissors
- ✓ Glue sticks or tape
- ✓ Paper

Steps:

1. There are specific ways that scientists group animals. Scientists use a system called “biological classification” to put living things into groups. There are seven ranks, or levels, in this system. The levels start with a large number of creatures and then get smaller.
2. Habitats are just one way that scientists group animals by things they have in common.
3. Have girls cut out 15–20 pictures of wild animals from old magazines. If you have a large group, you may wish to divide girls into small groups, so that each girl has a chance to find and cut out at least one–two wild animals.
4. Ask the girls to group the animals by habitat. Remind girls that a habitat is an animal's natural home. Which animals live in the same area?
5. Ask the girls to then group the animals by how they look, how they move or how they bear their young. Did the groups change?
6. If there is time, ask the girls to think of other ways that they might group animals.

Activity #3: Building Animal Shelters

Badge Connection: Step 3—Create an animal house

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Writing utensils
- ✓ Paper
- ✓ Mud, sticks, other items from nature and home to act as insulation and “building” materials (i.e. sticks, leaves, socks, Kleenex)
- ✓ Package of Jell-O
- ✓ Small container with lid/sealed top (i.e. baby food jar or Ziploc)

Steps:

Part 1: Insulate Your Own “Nest”

1. Girls have watched how animals use their habitats and have thought about why animals live in certain areas. Now, they will take a look at the houses animals build in their habitats. Each habitat has unique challenges for animal builders!
2. One of these challenges is temperature. Many animals use insulation to keep their homes cool in hot temperatures or warm in the cold. They may line a nest with feathers or burrow into snow or mud to hold in body heat. Try this experiment with the girls to see how insulation in a nest works.
3. Make a Jell-O Nest!
 - Mix a package of Jell-O. Before it sets, put part of the liquid into a small container with a lid or sealed top, like a baby food jar. Pour the rest into a mixing bowl.
 - Insulate the small container the way an animal might insulate its nest. You could bury the container in leaves and sticks in the yard or use materials in your house, like socks.
 - Keep the container in its warm, insulated place while the mixing bowl with the rest of the Jell-O stays out in the air—in the same area as your nest container.
 - When the bowl of Jell-O has set (gotten firm) uncover and check your “nest.” If the Jell-O is still liquid, you’ll know your insulation would have kept the animals inside warm. If it is set, try building your animal home again.
 - Ask girls to share what happened with their Junior friends, and talk about the “warmest” nest designs. What made them work well? What materials did not work as well?

Part 2: Make Your Own Animal House

1. Another challenge that animal builders face is how to build a home that protects them from predators and the elements. Meerkats live in large underground burrows with several entrances. Beavers make dome-shaped homes called lodges with branches and mud—and they usually have an underwater entrance.
2. As a group, find out more about animal homes like these.
3. Ask girls to try sketching their own meerkat burrows or building their own beaver lodges from sticks. Or, they can build a home for an entirely different animal. Remind them to think about what they’ve learned so far about animal homes.
4. Have girls share their “home” with the group and explain how and why it works.

Activity #3: Explore Endangered Habitats

Badge Connection: Step 4—Explore Endangered Habitats

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Information on endangered animals and animal habitats. Here are some suggestions:
 - Books:
 - *Will We Miss Them? Endangered Species (Nature's Treasures)* by Alexandra Wright and Marshall H. Peck
 - *Eyewitness: Endangered Animals (DK Eyewitness Books)* by Ben Hoare
 - Websites:
 - <http://www.kidsplanet.org/factsheets/map.html>
 - <http://www.fws.gov/endangered/>

Steps:

1. Although animals sometimes become endangered naturally, it is usually because of human activities in animal habitats. When animals no longer have their habitats, they have to adapt to new places to live. Some animals can't change and end up becoming endangered.
2. Have girls answer the questions below about an endangered animal habitat like the Arctic Circle, The Gulf of Mexico, or the Amazon Rainforest.
 - Why is it in danger?
 - What is happening to the animals?
 - What are people doing to help the habitat?
 - Are the animals able to adapt?
 - What can we do to help the habitat and the animals who live there?
3. Oil spills, which have affected both the Gulf of Mexico and the Arctic Circle, are just an example of how human activities negatively impact habitats and the animals that live there. Find out how hard they can be to clean up by creating your own.
4. Divide the girls into small groups. Give each group a bowl with water and help girls add some cooking oil to the bowl.
5. Direct girls to try different ways of cleaning up the oil, such as gathering it into one place using string, skimming it off with a spoon, or soaking it up with paper towels or cotton balls. Let the girls experiment and make observations. Discuss:
 - What else could you use?
 - What works best?
 - How do scientists try to clean up real oil spills?

Playing the Past Badge Activity Plan

Goal: When girls have earned this badge, they'll know how girls of the past lived, worked and played.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior Skill-Building Badge set for *It's Your Story—Tell It!*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They have explored daily life from at least one other historical time period.
- They have interacted with others as part of that time period.
- They have shared what they learned with others.

Tips:

- Girls should never use (or even touch!) the stove, oven, knives or other kitchen appliances without an adult to help.
- Check out ways to stay safe using Safety-Wise Checkpoints.
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources

- This activity plan has been adapted from the Junior Skill-Building Badge set for the *It's Your Story—Tell It!* Playing the Past Badge, which can be used for additional information and activities.

Activity #1: Personal Cartouche

Badge Connection: Step 1—Decide who you are

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Optional: Make copies of a hieroglyphics alphabet and a large blank cartouche.

Materials Needed:

- ✓ Paper: scratch paper and paper for final name (blank cartouche)
- ✓ Drawing utensils

Steps:

1. Hand out scratch paper and drawing supplies.
2. Show the charts of hieroglyphs to the girls. Explain that this was the formal writing system used in ancient Egypt. Egyptians preserved many official records on temple and tomb walls and clay tablets. For a long time, however, people forgot how to read them. Part of figuring out the code was in recognizing the names of royal figures, which were always contained in a loop called a cartouche.
 - Hieroglyphs were not the only form of writing, especially for everyday writing, and ordinary people did not get their names written on temple walls, much less have them encircled with cartouches.
 - Hieroglyphs sometimes also stood for words or ideas rather than just letters; part of deciphering the language was to figure out which was being used at a given time. We won't worry about that for writing out names.
 - Even experts don't always agree on what ancient Egyptian sounded like. This is one version.
3. Since the Egyptians didn't have the same alphabet or sounds as we have, not everyone's name easily translates into hieroglyphic symbols. You should translate the sounds rather than the specific letters. Here are some things to note:
 - The Egyptians didn't always include vowels in their hieroglyphs, so sometimes there are disagreements about how words were said or spelled.
 - A soft "c" is the same as an "s" (but a "z"-like "s" is different), a hard "c" is the same as a "k," and a soft "g" is the same as a "j."
 - "F" and "v" are the same letter.
 - "X" is written by combining "k" and "s," and "qu" is a combination of "k" and "w" (unless it's pronounced as a "k" sound, as in "Monique").
 - The consonant "y" (like in "yes") and the short "i" sound "y" (like in "gym") are the same letter, but the long vowel (like in "cherry") uses the long "e" symbol.
 - "Sh" and "ch" have their own letters, rather than using two letters together.
 - There is no "th" sound, so you'll have to use "d" instead.
4. Suggest to the girls that they practice first on scratch paper to get the spacing right and practice drawing the symbols. Symbols can run left to right, top to bottom, or you can stack some on top of others to make it look nicer. Then, they are ready to draw on their cartouche. The figures should all be in dark outlines.

5. If they would like, girls can color in their figures at the end. Black or dark colors would be appropriate, or dark color outlined with gold (this is her royal name, after all!). Other colors that would fit well would be blue (either royal or turquoise) or deep red.
6. After girls have finished their personal cartouches, discuss:
 - Do you think this set of symbols represents you?
 - Is there some part of it you like best?
 - If you were to start your own company and you needed a logo, can you imagine using some or all of this as part of it?

Activity #2: Egyptian Style Necklace

Badge Connection: Step 2—Create a costume

Prep Needed:

- ✓ Gather materials and supplies. If desired, pre-cut 24" of cord for each girl.

Materials Needed:

- ✓ Beads in the following colors: black, royal blue, light blue, red or maroon, gold
- ✓ Gold or black cord or hemp that fits inside the beads
- ✓ Clasp or closure (one per girl), or leave enough cord to make loop closures
- ✓ Pictures of ancient Egyptian jewelry
- ✓ Egg cartons cut in half or small shallow dishes for holding beads
- ✓ Optional: bead or charm (one per girl) with an ancient-Egyptian theme

Steps:

1. Ask the girls if they have any special clothes or jewelry that they don't wear on an ordinary day.
2. Present some pictures of ancient Egyptian jewelry. These are mostly examples of jewelry for special occasions, or for the wealthiest, or both. Our best records are of jewelry left in tombs, which are where people's most prized possessions were left. Ask girls if they notice any common themes in any of the jewelry.
 - For necklaces, the Egyptians often used a multi-strand close-fitting choker, a broad wide collar that was more like a scarf than a necklace (called a pectoral), or necklaces with many strands or interlaced threads hanging down. They often had wide, flat stripes of color made from either continuous flat pieces or many small beads of one color all stacked together.
 - They also concentrated on a few favorite minerals for gemstones: lapis lazuli, which is a deep blue with marbled effects; turquoise, which is the familiar turquoise light blue; jasper, a form of quartz in an opaque, dark brick red; and onyx, found in many colors but especially black. And, if could be afforded, it was all held together in gold.
3. For this example necklace, the colors of the beads match the minerals most common in this period in Egypt for expensive jewelry. Patterns were very consistent, with broad bands of each material, so girls should plan their pattern before beginning.
4. If you are using clasps, have the girls start by tying one end of their cord to the clasp. If not, have them tie off a small loop at one end before beginning with the beads. The buttons or beads that they use to make their enclosures should fit smoothly inside the loop; it should not be difficult to get undone.

5. They will need enough beads for at least eight inches of cord to be covered. Remind them to plan from beginning to end, so that they remember to attach their Egypt-themed bead or charm in the center if they use one.
6. At the end, tie off to the second clasp piece or tie the bead or button to the end, and have girls try them on!

Activity #3: Snack Chat

Badge Connection: Step 3—Experience daily life

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ See recipe page for recipes connected to Egypt and decide whether you want to make snack in advance.

Materials Needed:

- ✓ Dependent upon recipe choice

Steps:

1. While enjoying snack, here are some things for girls to talk about:
 - What do you know about where Egypt is located and how it is different from here, including the weather, plants and animals, size, its neighbors, etc.? What do you wish to know more about?
 - What do you think would be interesting or fun about living in ancient Egypt?
 - What might you not have liked so much?
 - What other recipes or foods does this snack remind you of?

Activity #4: Senet Game

Badge Connection: Step 4—Have some old-fashioned fun

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Make copies of Senet board.

Materials Needed:

- ✓ Senet board pages
- ✓ Coloring utensils
- ✓ Optional (if time allows for girls to play the game): four matching tokens per girl and one and dice per pair

Steps:

1. Every girl has a favorite game. In this activity, girls will find out what kinds of things girls in other time periods did for fun.
2. Hand out example board pages and coloring supplies. Explain the game:
 - One of the first board games may be this one from ancient Egypt called Senet. Original boards have been found and paintings show people playing the game. Unfortunately, no one actually wrote out the rules. But we do know some of the game.
 - Each player had four tokens, and the goal seemed to be to get every token to move over all the spaces and get to the end. Instead of dice, they used throwing sticks with flat and rounded sides to give them a number of spaces to move.
 - Many games allow players to bump an opponent backwards or protect their own markers in groups, so we think that happened here, too. A player could land on an opponent to send them back a space, but if two of a player's pieces were next to each other, the front one couldn't be bumped and the would-be bumper had to go to the end of the line.
3. Instruct the girls to create a board with 30 spaces in three rows of ten. On the original game, there were special marks on space 15 (in the middle), on spaces 26 and 27, and countdown spaces labeled with symbols for 3, 2, and 1 on 28, 29, and 30.
 - Space 26 has a water symbol, and some people think landing on it sent the player back to space 15 (not all the way to the beginning, but still a penalty).
 - The countdown spaces may have meant that a player had to get exactly that number to peg out—that is, once the person landed on space 28, they only got to move off the board with an exact roll of three or they stayed put.
4. Ask the girls:
 - What rules would you add? Would you make the bumped piece go back to the beginning?
 - Would you add other marked spaces? What would they do?
 - Can you split your die roll between your pieces?
5. Have the girls put their name on their model Senet board and decorate as they choose. If you have time, they can try out their rules with dice and tokens before they go.

Product Designer Badge Activity Plan

Goal: When girls have earned this badge, they'll know how to think like a product designer.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior Skill-Building Badge set for *It's Your Story—Tell It!*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They have identified tools, machines or innovations that are successful
- They have researched common needs and proposed solutions
- They have put their plans into action, tested the results and made new plans or revisions

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints.
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the Junior Skill-Building Badge set for the *It's Your Story—Tell It!* Product Designer Badge, which can be used for additional information and activities.

Activity #1: Introduction to SCAMPER

Badge Connection: Step 1—Observe what makes a good product

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Make a large poster with the SCAMPER acronym, unless you plan to write it out in front of the group during the activity.
 - SCAMPER
 - S—Substitute
 - C—Combine
 - A—Adapt
 - M—Magnify
 - P—Put to other uses
 - E—Eliminate or minimize
 - R—Rearrange or reverse

Materials Needed:

- ✓ Large paper
- ✓ Markers/drawing supplies
- ✓ Common household objects or pictures from magazines

Steps:

1. Divide into teams of about 4 girls.
2. Give each team an object or picture, or offer a choice of a few to each group. Each team also needs paper and markers.
3. New designs almost always have some connection to something that has worked in the past. In order to replace the old technology, the new product has to be at least as good as the old one, while improving some aspect, such as making a task faster or take less work, using less expensive material, or being stronger and more durable.
4. These types of changes can typically be summed up by the letters in SCAMPER. Here are examples of questions that fit each of the SCAMPER categories:
 - S—Substitute: Can I replace one part for something else? Can I use a different material? Can I change the shape, color, texture or sound?
 - C—Combine: Can some of the parts be mixed together to make one new part? What other objects can I mix with it? Can I combine multiple jobs or purposes to be accomplished by the same thing?
 - A—Adapt: What other product uses something similar, and how can I borrow that idea? Has something in the past solved a similar problem?
 - M—Magnify: Can some or all of it be bigger, taller or longer? Can there be more of them or have more parts or added features? Should some part be exaggerated or emphasized?
 - P—Put to other uses: If I didn't know what it was, what might I think it was? How would someone much older, much younger or with different abilities than me use it? What else does it remind me of?
 - E—Eliminate or minimize: What part could I take out and still have it work? Can the rules or uses be easier? Can it be split into smaller parts or made simpler?

- R—Rearrange or reverse: Can I turn it backwards, upside down or inside out? Can I turn cause into effect? Can I make one of its negatives into a positive?
5. Give teams a time limit of 10 minutes, which you may expand (M—Magnify) or limit (E—Eliminate) depending on how the groups are doing.
 6. For the first seven minutes, each group’s task is to propose at least one revision for their product using each of the letters of SCAMPER if they can. However, if they have a lot of ideas for one category, they can spend some extra time on one and less on the others.
 7. For the last three minutes, each girl should sketch a small diagram or write a few words about one of the adaptations they mentioned on the large paper. There can be duplicates, so there is no need for girls to argue about who gets to do their favorite.

Activity #2: Bird's Tool Box

Badge Connection: Step 3—Figure out what's working

Prep Needed:

- ✓ Gather materials and supplies. Allow some time at the site to spread out all of the supplies.

Materials Needed:

- ✓ Household tools that resemble bird beaks, with at least enough for every girl to have one:
 - Pliers or nutcrackers—cardinal or other seed eaters
 - Strainer or aquarium nets—ducks
 - Long eyedropper or turkey baster—hummingbird
 - Tweezers or needle nose pliers—woodpecker
 - Chopsticks—robin
 - Plain envelope—swallow
- ✓ Simulated food items for the bird beaks to try to "eat." Make identification signs for each:
 - *Nuts or seeds* in shell (the tool must do more than just pick up the shell; it must be able to open the shell and get the nut inside)
 - Tiny bits of torn up sponge, packing peanuts, or other things that float, in a bucket or tub of water—*duckweed and other aquatic plants*
 - Water in a vase—*nectar in a flower* (make sure the eyedropper or baster fits inside the vase)
 - Gummi candy or small bits of pipe cleaner stuffed inside holes of a natural sponge—*grubs in rotten log*
 - Gummi worms or bits of pipe cleaner in shallow pan of oatmeal or cornmeal—*worms in the mud*
 - Popcorn (which has to be thrown and caught in mid-air) —flying insects
- ✓ Note: if you have a small group, you can have everyone try to pick up one given food together, and then you can put that away and pull out another. With more girls, you will want to spread the food choices out at stations, and have small groups of girls rotate from one to the next.

Steps:

1. Pass out one bird beak tool to each girl.
2. Ask the group if they have a favorite food. Now imagine that you only ever eat that food, and so does your whole family. Are there now some appliances, utensils or dishes in your kitchen that you wouldn't use anymore? Some tools are very specific; they can only be used for one thing. Others are best for some things, but can still be used for other jobs even if they aren't the best tools.
3. Tell them to imagine that they are birds and the tools in their hands are actually their beaks. Do they have any guesses as to what kind of bird they might be?
4. Ask one small team of girls to demonstrate by bringing them to one station. Read off the ID sign to explain what kind of food it is. Have each girl attempt to pick up or capture the food in her "beak". Decide as a team: which was the best beak for eating this food?
5. Divide into small groups and have each group start at a station. Give girls about a minute to experiment with their beaks and decide on a best choice.
6. Rotate stations until small groups have tried out all of the food items.
7. At the end, have every individual girl stand by the station that seems like her bird's "favorite" or best option. There might be more than one good choice, but they should stand at only one.
8. Ask the girls at each station what kinds of birds they have seen or have heard would eat the food at their station. When they're finished, give the activity's standard answer for each beak tool, but point out that these are only some possible answers; none of the tools are exact matches for a bird beak.
9. Inventing is often about coming up with a new use for an old tool. Grouped by favorite food, have the girls brainstorm together and come up with at least three other jobs they could do with their bird beak/tool. If any stations have only one girl, encourage her to pick a next-best food and help that group brainstorm.

Activity #3: What Else Can It Do?

Badge Connection: Step 4—Innovate to find solutions

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ A variety of household tools, appliances or objects
- ✓ Paper
- ✓ Drawing utensils
- ✓ Rulers, tracing templates/stencils or other drawing aids
- ✓ Pictures of everyday objects being used for new tasks (below)

Steps:

1. Inventions that have a great impact often are simple objects that help with ordinary tasks but are used in a new way. Hand out paper and pencils, and have the girls take a minute to record some of the tasks they do every day or almost every day, such as brush their teeth, walk the dog, get to school, turn in homework, set the table and so on.
2. Now, choose one of the pictures of new uses for household items. Read the problem aloud and ask how many girls have seen or heard of the problem before. Then, show the picture and describe the solution. Ask if they have tried that solution, or if the picture makes them think of any other possible answers.
3. Go through the other examples briefly, and leave them out on the tables for the girls to check out later.
4. Tell the girls that their task is to come up with a solution to an everyday problem using an ordinary object in a new way. They can go through the collection of tools you brought or think of their own. They can consult their list of everyday tasks or add a new task they think they can address.
5. Once a girl has a possible solution, she should draw a picture or diagram of how her tool works in the new situation. Rulers can help with both scale and straight lines, and stencils for simple shapes or house blueprints can help girls feel more confident about their diagrams' accuracy. If the tool they want is among those you brought, they might be able to test the solution right away.

Activity #4: Snack Chat

Badge Connection: Questions link to multiple badge steps

Steps:

1. While enjoying snack, review the SCAMPER questions. How could our snack be modified in one of these ways? Would it be an improvement, or would the food lose some of its positive traits?

Social Butterfly Badge Activity Plan

Goal: When girls have earned this badge, they'll know how to act at many types of events, from picnics to weddings and parties.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior Skill-Building Badge set for *It's Your Story—Tell It!*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They can hold conversations with new people
- They are familiar with table etiquette
- They can demonstrate how to be a good hostess

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the Junior Skill-Building Badge set for *It's Your Story—Tell It!* Social Butterfly Badge, which can be used for additional information and activities.

Activity #1: Chatty Cathy

Badge Connection: Step 1—Hold a conversation

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Create the following four signs with four pieces of large paper and markers:
 - New next door neighbors
 - Your best friend’s cousin who is visiting from Nebraska
 - A new girl on your soccer team
 - The new principal at your school
- ✓ Hang the four signs at separate corners of the room.

Materials Needed:

- ✓ Large paper
- ✓ Markers
- ✓ Masking Tape
- ✓ Writing utensils
- ✓ Sticky notes

Steps:

1. Begin by asking girls to give examples of ways they can start a conversation with someone.
2. Explain that different people or different situations may require starting conversations in different ways. Instruct the girls to roam around the room reading the four signs of the “different people” they might meet. Once they think of how they might start a conversation with that person (or what kinds of questions they could ask that person), tell them to write it down on a sticky note and stick the note to that poster. Tell the girls to think of as many examples and stick as many sticky notes as they can.
3. After the girls finish tagging their sticky notes on the signs, instruct them to find a partner and take a post-it off of one of the signs. Tell the girls to role-play and practice an example of introducing themselves using the conversation starter they took off the sign. Allow the girls to practice many examples and rotate partners throughout the role-play.

Activity #2: “Interruption”

Badge Connection: Step 1—Hold a conversation

Prep Needed:

- ✓ Clear an open space large enough for girls to sit in a circle.

Steps:

1. This game will challenge girls to keep conversations rolling and will also help everyone get to know each other in new group settings. Girls might try playing this game to entertain guests at the next party they host.
2. Choose one girl to begin the game “conversation” by introducing herself and sharing things about herself with the rest of the group. The girl must keep talking about herself until someone else finds something in common with her, and “interrupts” her.
3. Then, that girl carries on the conversation by introducing herself and continuing the conversation. The game continues as girls find things in common and “interrupt” each other.
For example:
 - Girl 1: “Hi, my name is Mary. I am an only child and I have two dogs...”
 - Girl 2: “I have two dogs too! Hi my name is Sarah and I love to roller skate. I was originally born in California, but now I live in Minnesota...”
 - Girl 3: “Hey, I live in Minnesota! My name is Dana and I hate pickles...”
4. Tip: Finding things in common with new people can help girls start and carry on conversations with them. Encourage girls to think about some simple things about themselves, such as where they are from, what activities they enjoy or if they have siblings.

Activity #3: Table Etiquette Challenge and Snack Chat
Badge Connection: Step 2—Use table manners

Prep Needed:

- ✓ Gather and divide out materials and supplies.
- ✓ Snack prep may vary according to snack choice provided.
- ✓ Optional: print copies of the table placement outline sheet (provided).

Materials Needed:

- ✓ Disposable tableware of the following:
 - Dinner plates (large plates)—one per small group
 - Salad plates, bread plates, saucers (small plates)—one of each per small group
 - Soup bowls (small bowls)—one per small group
 - Napkins—one per small group
 - Two Forks, one spoon and two knives per small group
 - Cups or mugs—one per small group
- ✓ Snack item(s)
- ✓ Optional: table placement outline sheet (provided)

Steps:

1. Divide the girls into small groups and tell them to work together to set their own table in the way they think is correct.
2. Allow them five–seven minutes to think about and place their table settings.
3. Review all table sets to see if there is a correct table setting. If no girls have set their table correctly, choose the table with the fewest corrections.
4. After reviewing all tables, demonstrate the correct placement of all the items.
5. Start with a clear table. Ask for volunteers to help you set each item as you go through the list, one at a time. This allows everyone to see and for girls to actively do the setting themselves.
6. After the correct table placement demonstration is complete, instruct the groups to go back to their individual tables and make their own corrections.
7. Note: It may be helpful to print off the table placement outline sheet that shows where everything should go to speed the table review process.
8. Distribute snack and enjoy!
9. While enjoying snack, here are some things for girls to talk about:
 - What did you think of the table etiquette activity? Do you think you'll remember and use what you learned at home or for your next party?
 - What are some good conversation-starter questions?
 - Does anyone have a good icebreaker game to share that could be used at a party to entertain guests?



Junior Meeting Plans Legacy Badge Activity Plans

Junior Girl Scout Way Badge Activity Plan

Goal: When girls have earned this badge, they will better understand the sisterhood of women and girls to which they belong, and the traditions that are a part of it.

Plan Length: 90 min

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing two of these activity plans, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They can explain a sisterhood and describe the ways that Girl Scouts is a sisterhood.
- They understand the role that tradition plays within their Girl Scout sisterhood, and they try a couple of these traditions.

Tips:

- To find a troop willing to be pen pals, try posting a comment on the council Facebook page
- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Girl's Guide to Girl Scouting* Junior Girl Scout Way Badge, which can be used for additional information and activities.

Activity #1: Sisterhood Pen Pals

Badge Connection: Step 3—Share Sisterhood

Prep Needed:

- ✓ Contact a Junior troop within your council (or another council!) with a similar number of troop members.
- ✓ Arrange pen pals, pairing one girl from your troop with one girl from the other troop. Groups of three are also fine.

Materials Needed:

- ✓ Envelopes
- ✓ Stamps
- ✓ Lined paper
- ✓ Writing utensils

Steps:

1. Tell girls that “sisterhood” doesn’t mean just sisters in their families. All the girls and women who are Girl Scouts try to live by the Girl Scout Law. That’s what makes us a Girl Scout Sisterhood.
2. Use this pen pal activity to get closer to your Girl Scout sisters in other places.
3. Pass out the pre-arranged pen pal names to the girls.
4. Ask the girls to write a letter to their Girl Scout pen pal.
5. Suggestions for letter topics include:
 - Activities that girls are doing in their troops
 - Places that troops have visited or are planning to visit
 - Community service projects that the troops have undertaken
 - Friends that girls have made in Girl Scouts
6. Address and mail the envelopes.

Activity #2: Song

Badge Connection: Step 1—Match Songs to an Occasion

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Large paper or whiteboard
- ✓ Writing utensils
- ✓ Large marker

Steps:

1. Singing brings us all together and helps us feel connected, strong and proud. Girl Scouts sing in special places or to mark special times—or sometimes just for the fun of it. There are songs for many different events and choosing the right ones can make an occasion more meaningful.

2. Ask the girls to choose a topic or an event about which they would like to create a song.
3. Have girls brainstorm words that come to mind when they think of the topic. Write all the words down on the large paper or whiteboard.
4. Ask girls to choose a song and change the words to fit the topic or occasion they chose.
5. Next, girls can perform the song, creating hand motions or actions to accompany the words.

Activity #3: Take a Trash Walk

Badge Connection: Step 4: Leave A Place Better Than You Found It

Materials Needed:

- ✓ Garbage bags
- ✓ Plastic gloves
- ✓ Close-toed shoes

Steps:

1. Explain to girls that it's the Girl Scout way to care about the world around us, whether it's a room, a campground or the earth. In this activity, girls will have the chance to practice leaving a place in their community better than they found it.
2. Take a walk around your community or around the neighborhood/building in which your troop meets.
3. Have girls pick up all the trash they find along the way and put it in their bags. Remind girls not to touch anything sharp or dangerous. If they find anything like this, they should tell an adult.
4. Make it a friendly competition! Form teams of girls and see who can pick up the most trash in a set amount of time.

Activity #4: Snack Chat

Badge Connection: Questions link to multiple badge steps

Steps:

1. While enjoying snack, here are some things for girls to talk about:
 - What does sisterhood mean?
 - How is our troop like a sisterhood?
 - Do girls in a sisterhood have to like all the same things and act the same way?
 - What is your favorite thing you have done with Girl Scouts?
 - What is your favorite song to sing?

Expand the Activities:

- Field Trip Ideas:
 - Visit a local park and help the community by cleaning up the area.
- Speaker Ideas
 - Invite a Girl Scout Alumna to your meeting to talk about what Girl Scouts was like when she was a girl.

Drawing Badge Activity Plan

Goal: When girls have earned this badge, they'll know some great drawing techniques.

Plan Length: 1.5 hours

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing two of these activity plans, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They experiment with different drawing materials
- They learn about shading and perspective
- They use their imagination like a graphic artist
- They create a masterpiece and share it with others

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Girl's Guide to Girl Scouting Drawing Badge*, which can be used for additional information and activities.
- *Mark Kistler's Imagination Station* by Mark Kistler
- *Eyewitness: Perspective* by Alison Cole
- Secret City: www.youtube.com/watch?v=4tK70tHKhME
- Draw multiple cylinders in 3-D: www.youtube.com/watch?v=bDSk7O5GOqY
- Drawing a house in 3-D: www.youtube.com/watch?v=W4t8ZxcazCQ

Activity #1: Still Life Drawings

Badge Connection: Step 1—Experiment with different materials

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Optional: Ask each girl to bring an object from home to use for the still life.

Materials Needed:

- ✓ Drawing paper or any plain white paper
- ✓ Various drawing materials: pens, pencils, colored pencils, charcoal, chalk pastels, oil pastels, chalk, etc.
- ✓ Various objects for still life. Examples: fruit, vases, bowls, stuffed animals, knick-knacks, plants, etc.

Steps:

1. Have the girls create a still life by placing the items together on a table where everyone can see them.
2. Explain to the girls the different types of drawing materials you brought with you. Tell the girls they will have the opportunity to draw a still life using the various materials. Encourage the girls to try at least two–three different materials. Girls can choose to draw all of the objects in the still life or just a small portion.
3. While drawing, encourage girls to share their thoughts on the various materials. How are they different? How are they similar? What are their favorites?

Activity #2: We Love to Shade!

Badge Connection: Step 2—Learn how to add shading

Prep Needed:

- ✓ Gather materials and supplies

Materials Needed:

- ✓ Drawing materials from previous activity
- ✓ Still life drawings from previous activity
- ✓ Desk lamp or flashlight, or any additional source of light

Steps:

1. Position and shine a new source of light onto the still life for dramatic contrast.
2. Have the girls add shading to their still life drawings based on the added light. Ways to add shading include:
 - Hatching—drawing lines close together
 - Crosshatching—making a grid of lines close together, similar to hatching
 - Smudging—darkening shadow areas with pencil, charcoal or pastels and smudging them with a finger

Activity #3: 3-D Drawing!

Badge Connection: Step 3—Get some perspective

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ A book or video on perspective or 3-D drawing (see Resources above for ideas)
- ✓ Paper
- ✓ Pencils

Steps:

1. Have girls research perspective drawing in a book or video or try this technique:
 - First, ask girls to draw a horizon line across her page. Then, have her imagine she is standing right in front of her picture. Ask her to make the objects close to her look biggest and draw objects smaller as they get closer to the horizon.
2. Have the girls try out some of the other tips and tools they learned.

Activity #4: Snack Chat

Badge Connection: Questions link to multiple badge steps

Steps:

1. While enjoying snack, here are some things for girls to talk about:
 - What is your favorite material to create art with?
 - Do you have a favorite artist? If so, who?
 - What do you enjoy drawing pictures of?
 - Drawings are everywhere! From museums to comic books, children's books and cartoons.
2. What is your favorite artwork in a museum, book, comic or cartoon? Why?

Expand the Activities:

- Field Trip Ideas:
 - Visit an art museum or art studio.
- Speaker Ideas:
 - Invite an artist or illustrator to your meeting.

Practice with Purpose Badge Activity Plan

Goal: When girls have earned this badge, they'll know how to set a sports goal and practice to achieve it.

Plan Length: 90 min

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing two of these activity plans, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They decide on an exercise or sports-related goal
- They increase their strength and endurance
- They drill for skill
- They practice, practice, practice!

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Girls Guide to Girl Scouting Practice with Purpose Badge*, which can be used for additional information and activities.

Activity #1: Make a Goal!

Badge Connection: Step 1—Decide on your goal

1. To practice with purpose, it helps to have a goal. Have girls make an exercise or sports-related goal. They can make a goal individually or as a group.
2. Possible goal ideas:
 - Run a mile in a certain amount of time
 - Jump rope for ten minutes straight
 - Complete 50 push-ups in a row
 - Perform a new gymnastics move
 - Make three baskets in a row from the free-throw line

Activity #2: Get Advice!

Badge Connection: Step 1—Decide on your goal

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Paper, pens, envelope and stamps
- ✓ Optional: Computer with access to email

Steps:

1. Now that the girls have set their goals, they will seek advice from an expert in order to achieve them.
2. Have girls write a letter or compose an email to a coach, trainer or physical education teacher. In the letter, girls should ask questions about how they can achieve their goal. They can ask about training tips and ideas and staying motivated.
3. Follow up at a future meeting with the feedback received from the coach, trainer, or physical education teacher.

Activity #3: How long can you dance?

Badge Connection: Step 2—Increase your endurance

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ CD or MP3 player with speakers
- ✓ Upbeat music for dancing

Steps:

1. Tell the girls that one way to help them reach their goals is to build up their endurance.
2. Play the music and ask girls to dance for one minute. Ask girls to make up dance moves that use their entire bodies.
3. After dancing for one minute, take a brief break. Then, try for three minutes. After three minutes, try five. How long do they think they can dance without stopping?

Activity #4: How strong are you?

Badge Connection: Step 3—Build up your strength

Steps:

1. Tell the girls that another way to help them reach their goals is to build up their strength.
2. Take a few minutes to demonstrate the following strength activities:
 - Sit-ups
 - Push-ups
 - Squats
 - Lunges
 - Calf raises
 - Crunches
3. Have girls try 10 reps of each strength activity in the sequence. Then, have them try the sequence again, this time increasing the number to 15 or even 20!
4. After girls feel comfortable with these movements, turn this activity into a fun relay.
5. Divide girls into small groups of 3-6 girls. On the large paper or whiteboard, write the following:
 - 1 = sit-ups
 - 2 = push-ups
 - 3 = squats
 - 4 = lunges
 - 5 = calf raises
 - 6 = crunches
6. Ask small groups to sit in a circle and distribute a game die to each small group.

7. Have one girl in each group start by rolling the die. She should lead her small group in doing 10 reps of the activity that corresponds to the number she rolled. For example, if she rolled a 1, she would lead her group in doing 10 sit-ups. Remind girls that they should simply try their best to do 10 reps of an activity. If a girl can't, it's okay! That's what this badge is for—to set fitness goals and work to reach them.
 8. After the group has completed the activity for that die roll, she should pass the die to the girl sitting to her left.
 9. Girls should repeat the process until every girl in the circle has rolled the die.
 10. The goal of the activity is for every girl in each small group to roll the die and lead her group in the corresponding strength activity.
- Note: If you wish to add some friendly competition, the “winner” of this game would be the first group in which every girl has rolled the die and led a strength activity.

Activity #5: Snack Chat

Badge Connection: Questions link to multiple badge steps

Steps:

1. While enjoying a healthy snack, here are some things for girls to talk about:
 - What is your favorite sport or athletic activity to play or do?
 - How can you encourage your sister Girl Scouts to reach their goal?
 - Why do you think it is important to exercise and be active?
 - What activities do you do with your family to stay active?

Expand the Activities:

- Field Trip Ideas:
 - Visit a gym or an athletic club.
 - Attend a sports game related to your Practice with Purpose goal.
- Speaker Ideas:
 - Invite a coach, trainer, or physical education teacher to your meeting.

Simple Meals Badge Activity Plan

Goal: When girls have earned this badge, they'll know how to serve up a meal for their family and friends.

Plan Length: 90 min.

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They will be able to plan meals like a chef
- They have made multiple meals
- They have shared what they learned about healthy eating and meal-making with others

Tips:

- Girls should never use (or even touch!) the stove, oven, knives or other kitchen appliances without an adult to help.
- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Girl's Guide to Girl Scouting* Simple Meals Badge, which can be used for additional information and activities.

Activity #1: Kitchen Scavenger Hunt

Badge Connection: Step 1—Step up your skills with a pro

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Write out list of kitchen tools on note cards:
 - Spatula
 - Mixing bowl
 - Frying pan
 - Saucepan
 - Oven mitt
 - Baking sheet
 - Whisk
 - Cheese grater
 - Measuring cups
 - Measuring spoons
 - Casserole dish

Materials Needed:

- ✓ Kitchen cookware and utensils
- ✓ Scavenger list

Steps:

1. Place the items on the scavenger list throughout the room. If you have a kitchen available, you can have the girls search through the cupboards and drawers (with caution) to see where they might be stored. Designate any off-limit areas that contain potentially dangerous tools or equipment.
2. Break the girls into teams of two–three and give each group a scavenger hunt notecard (or more, if you have fewer teams than notecards).
3. Tell girls to search for the various utensils and cookware listed on their notecards.
4. Once girls find their item(s), have them think of meals or dishes that might use that item.
5. Once everyone has completed their hunt, go down the list and have girls describe the kitchen tool and share with everyone what meal they could make with it.

Activity #2: DIY Recipe Cards

Badge Connection: Step 5—Make your own meal

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Write different types of meals or occasions on note cards, for example:
 - Thanksgiving
 - Birthday
 - Mother's Day
 - Father's Day
 - Graduation
 - First Communion
 - "I got a good report card"
 - Various Holidays (Christmas, Easter, St. Patrick's Day, Valentines Day, etc...)

Materials Needed:

- ✓ Meals/occasions scenario note cards
- ✓ Blank note cards or recipe cards (see Resources Guide for Recipe card template) for girls to use to write recipes
- ✓ Writing utensils
- ✓ Markers, stickers and/or other craft supplies to decorate recipe cards

Steps:

1. Depending upon your group's size, split the girls into teams or have them do this activity individually.
2. Have each girl/group randomly choose one of the special occasion note cards and create a meal plan for that type of occasion.
3. After girls/groups have decided upon a meal plan, have them write their own recipes for their meal plan on the notecards that they can decorate. The girls can simply include the general ingredients needed and not actual measurements. For example if they want to serve tacos, ingredients would include meat, cheese, taco shells, lettuce, tomatoes, taco seasoning, etc.
4. Optional: For an extra challenge, the girls can create their meal plan around another theme in addition to a special occasion. Examples include:
 - Food from different cultures (i.e. Italian, Mexican, German)
 - Foods of similar color
 - Vegetarian options
 - Animal theme

Activity #3: Junior Iron Chef

Badge Connection: Step 2—Whip up a great breakfast and Step 3—Fix a healthy lunch or dinner

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Wash and cut assorted fruits and veggies.

Materials Needed:

- ✓ Assorted, washed and cut fresh fruits and vegetables
- ✓ Assorted toppings (cheese, whipped cream, etc.)
- ✓ Cream cheese, peanut butter and/or yogurt dip
- ✓ Pre-baked pizza crust or flatbread, English muffins, etc.
- ✓ Paper plates, plastic tableware and napkins
- ✓ Sink and soap to wash hands or hand sanitizer

Steps:

1. Using the various ingredients, have the girls compete in their own Iron Chef Challenge to create a meal for breakfast, lunch, dinner or dessert! Let each girl choose the type of meal they want to create based on the items provided or you can give them a theme around which to base their creation.
2. After the girls have finished, they can compare what they created with girls who made the same type of meal (example: girls who made a breakfast dish compare with other girls who made a breakfast dish).
3. Have girls share their creations with a friend and enjoy!

Activity #4: Meal Talk

Badge Connection: Questions link to multiple badge steps

Steps:

1. While enjoying their meal creations, here are some things for girls to talk about:
 - Have you ever made a meal for your family? What did you make?
 - If you were a famous chef, what would be your specialty?
 - What is your favorite mealtime of the day?
 - What can you do to stay safe in the kitchen?
 - If you could only have one meal for the rest of your life, what would it be?
 - Does your family eat any special foods or meals during holidays or celebrations?

Expand the Activities:

- Field Trip Ideas:
 - Visit a local health food store or co-op
 - Go to a local cooking school
 - Visit a local restaurant
- Speaker Ideas:
 - Invite a chef, cook, farmer or gardener to your meeting.

Inside Government Badge Activity Plan

Goal: When girls have earned this badge, they'll know more about how government runs.

Plan Length: 90 min.

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They can explain why it is important to vote
- They can identify what it means to be an active citizen

Tips:

- The topics of government and politics are potentially sensitive in nature. Remember, Girl Scouts does not advocate any one political view or candidate. Remind girls to respect all ideas and viewpoints present during today's session.
- Check out ways to stay safe using Safety-Wise at Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.
- A leader can help girls lead by using processes of troop government and decision-making to involve every girl, and dividing the work so that everyone does her part to make a plan a success. Learn more by attending an Extra! Extra! For Girl Scout Junior Leaders training session.

Resources

- This activity plan has been adapted from the *Junior Girl's Guide to Girl Scouting* Inside Government Badge, which can be used for additional information and activities.

Activity #1: What makes an active citizen?

Badge connection: Step 1—Decide what being an active citizen means to you

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Check out a book from the library about being a good citizen.

Materials Needed:

- ✓ Large paper or whiteboard
- ✓ Writing utensils
- ✓ Children’s book about being a good citizen. Examples include: *Being a good citizen: A Book About Citizenship* by Mary Previn or *being a good citizen* by Adrian Vigliano.

Steps:

1. As a large group, ask the girls to brainstorm characteristics of active citizens. Write them on the large paper or whiteboard for everyone to see. Answers will vary, but some ideas include:
 - Following laws
 - Paying taxes
 - Cleaning/protecting the environment
 - Being informed or knowledgeable about things going on in the world
 - Voting
2. Read the children’s story about being a good citizen.
3. Ask girls to list all the examples/traits of good citizenship they noted in the book.
4. Discuss these characteristics with the girls and ask why they are so important. What would happen if people didn’t do these things?
5. Note: speak about voting last so that you may easily transition into the next activity.

Activity #2: Planning Commission Hearing

Badge connection: Step 2—Go inside government

Prep Needed:

- ✓ Gather materials and supplies
- ✓ Make copies of the Planning Commission Public Hearing handout

Materials Needed:

- ✓ Planning Commission Public Hearing handout—one per small group
- ✓ Writing and coloring utensils
- ✓ Graph or drawing paper

Steps:

1. Explain to the girls that they will be acting out how the government takes part in making community decisions and each girl will have a part to play.
2. First, introduce the situation:
 - **PLANNING COMMISSION PUBLIC HEARING: Development Application Description:**
Site Plan approval for a Trampoline and Dodge Ball Park
 - I. Development Application
The Developers are requesting approval to open a 51,000 square foot indoor trampoline facility in the Excelsior and Grand redevelopment on Excelsior Boulevard and Grand Way. It would include various sized trampolines, a dodge ball arena, a foam pit, a basketball court and four long running tracks.
 - II. Apply City Rules
City Staff believe that according to the City's Rules, the developers must limit the park size to 51, 000 square feet, add parking rules, signs, shrubs, trees, security cameras and hire private security on the weekends.
 - IV. Action
The Planning Commission approves or denies the development of the trampoline and dodge ball park.
3. Divide the girls into three groups: developers, city staff (i.e. fire inspector, city attorney, building official, city planner) and citizens. The adults present will form the Planning Commission. Note: For larger groups, you may need to do two role plays in separate areas so every girl can actively participate.
4. Give each of the three groups copies of the Planning Commission handout so they may see their position on the proposed development.
5. Request that girls take the next 5–10 minutes drawing what they think the development should look like, based on the role they are playing. Give groups a few additional minutes to talk about the roles they are playing and the position they are taking. They can also use this time to think of any questions or statements to use in the role-play.
6. Now it's time for groups to present their position in front of the Planning Commission. The adults on the Planning Commission will facilitate the hearing and serve as moderators. Begin with the following:
Welcome to the {insert town name here} Planning Commission Public Hearing on {insert date and time here}. Today, the commissioners will hear from developers, city staff and residents about a site plan proposal for a trampoline and dodge ball park. The development application states the business will include various sized trampolines, a dodge ball arena, a foam pit, a

basketball court and four long running tracks.

Allow the developers a few minutes to present their application and talk about their position.

7. Next, the Planning Commission will ask for input and questions from city staff. *Does the city staff have any findings on the site plan proposal?* Allow the city staff a few minutes to ask questions, state concerns and present any of their own ideas or modifications to the proposal in front of the Planning Commission. Developers will answer questions as they are asked.
8. After city staff has had a chance to speak, the moderator will turn it over to the citizens in opposition of the development, followed by the citizens in support of the development. Each group should have a few minutes to voice their position and ask questions of the developers and city staff.
9. The adult Planning Commission will ask for any last questions, concerns or ideas, and then vote yes to approve or no to deny the proposal by a raise of hands.

Activity #3: Mock Vote and Snack Chat

Badge connection: Step 5—Get involved in community government

Prep Needed:

- ✓ Print ballots.
- ✓ Gather materials and supplies

Materials Needed:

- ✓ Writing utensils
- ✓ Ballot box—any type of small-medium size box, which can be decorated if desired
- ✓ Large paper or whiteboard
- ✓ Snack items

Steps:

1. Read the questions from the ballot out loud for the girls to think about before they vote.
2. Have girls vote yes or no for each question and then drop their ballots into the box.
3. Have one or two girls help count the votes and tally them on the large paper or whiteboard and say the results out loud.
4. After announcing the results, serve snack and pose the discussion questions below.
 - Was your vote the end result?
 - What would you change about the result?
 - Why do you think your answer is the right answer?
 - Why is voting a good way to make a group decision? What are its faults?
5. Next, have the girls think about laws that they might propose one day if they were in the following situations:
 - You are the mayor of the first town on the moon.
 - A toxic-waste dump is being built next to a farm.
 - There is a five-story building with no elevator. It only has one staircase inside.
6. If time, have girls vote on some of these proposals and discuss.

Expand the activities:

- Field Trip Ideas
 - Go to the state or city capital building, or visit a local government office
 - Attend a city council meeting
- Speaker Ideas
 - Invite local government officials (current or former) to your meeting
 - Invite a League of Women Voters member to your meeting

Flowers Badge Activity Plan

Goal: When girls have earned this badge, they will know all that's wonderful about flowers.

Plan Length: 1.5 hours

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They have learned about the science of at least one type of flower
- They have learned how flowers can help people
- They have made at least one creative flower project

Tips:

- Girls should have adult supervision when using any potentially dangerous tools, such as knives or scissors.
- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Girl's Guide to Girl Scouting Flowers Badge*, which can be used for additional information and activities.

Activity #1: The Science of Flowers

Badge Connection: Step 1—Uncover the science of one flower

Prep Needed:

- ✓ Find a location close to your meeting site with many flowers or bring flowers to the meeting

Materials Needed:

- ✓ Flowers, either indoors or outdoors.
- ✓ Paper
- ✓ Drawing and coloring utensils

Steps:

1. As girls are looking at the flowers, ask them what they think about them and if they have a favorite.
2. Have them describe the parts of the flower they can see.
3. Let girls know they are going to do one of the things a botanist might do.
4. Ask if they know what a botanist does. Explain that botanists often draw what they see.
5. Have each girl choose a flower and spend time drawing all of its details on paper.
6. Once finished, have girls share their pictures and one new thing that they discovered about their flowers.

Activity #2: Colorful Flowers

Badge Connection: Step 2—Look under the petals

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ White flowers—Carnations work well (one per girl, if possible)
- ✓ Multiple colors of food dye
- ✓ Bowls or small containers
- ✓ Towels (paper or scrap cloth)

Steps:

1. Flowers aren't just pretty. They may look like they aren't doing a lot, but they're actually quite busy! Try this activity to see a flower's root system in action.
2. Fill small containers with water. Have the girls choose food dye colors and place dye in water to make the colors.
3. Cut the flowers' stems and direct girls to put their flowers into the container with their favorite color. The petals should soon turn that color!
4. Have the girls record and/or discuss their observations:
 - What part of the flower changed color first?
 - How long did it take?
 - Are some parts of the flower now darker than others?
5. When flowers are dyed, let them dry on a towel or wrap their stems in wet paper towels so girls can take them home.

Activity #3: Fruit in Disguise

Badge Connection: Step 3—Find out how flowers help people

Prep Needed:

- Make copies of the Fruit in Disguise game cards (one set for each group of three–five girls)
- Cut apart the Fruit in Disguise game cards

Materials Needed:

- Fruit in Disguise game cards

Steps:

1. Split the girls into teams of three–five players.
2. Explain to the girls that many flowers are fruits in disguise. Fruit comes from plants or trees that flower before producing fruit.
3. Give each team one set of the Fruit in Disguise game cards. Have each team try to match the correct fruit to its flower.
4. Helpful hints: Tell girls to look closely at the pictures. Looking at the flowers, leaves, stems or branches may give them clues. Many of the flowers look similar at first glance, so matching two together may be tricky!
5. Once teams are finished, go over the correct answers. Briefly discuss the girls observations:
 - o Which flowers looked similar?
 - o Which fruits were easy to match? Why?
 - o Which fruits were difficult to match? Why?
 - o Were there any that surprised you?

Answers:

1. Apple 4. Grapes 7. Strawberry 10. Banana
2. Peach 5. Pear 8. Orange 11. Lemon
3. Cherry 6. Plum 9. Raspberry 12. Kiwi

Activity #4: Snack Chat

Badge Connection: Questions link to multiple badge steps

Prepare Ahead:

- Prepare a healthy snack ahead of time. Need a suggestion? Try hibiscus tea and sliced apples!
 - Boil two quarts water in a large pot. Remove water from stove.
 - Add 6-8 hibiscus tea bags and let stand for 3-5 minutes. Remove the tea bags.
 - Add ¼ cup honey or sugar (more to taste) and stir well.
 - Leave tea in pot until it comes to room temperature. Transfer to a sealed container and store in a refrigerator overnight.
 - Serve with sliced apples.

Steps:

1. While enjoying snack, here are some things for girls to talk about:
 - Do you have a favorite flower? What is it and why?
 - How do flowers help people?
 - Would you like to grow flowers inside or outside and why?
 - Where and when do you think it's okay to pick flowers?

Expand the activities:

- Field Trip Ideas:
 - Visit a flower garden or greenhouse to learn more about the science of flowers.
 - Visit a florist to learn more about floral arrangements.
- Speaker Ideas:
 - Invite a botanist (teacher or florist) to talk to the girls about parts of the flower and/or flower families.



Junior Meeting Plans Financial Literacy & Cookie Business Badges Activity Plans

Customer Insights Badge Activity Plan

Goal: When girls have earned this badge, they'll have a better understanding of their cookie customers.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the Junior *Girl's Guide to Girl Scouting*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They have a better understanding of their customers' wants
- They practice ways to market and sell a product to customer

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints.
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This lesson plan has been adapted from the Junior *Girl's Guide to Girl Scouting* Customer Insights Badge, which can be used for additional information and activities.

Activity #1: Cookie Snack Chat

Badge Connection: Questions link to multiple badge steps.

Prep Needed:

- Snack prep as needed.

Materials Needed:

- Food items, dependent upon snack choice

Steps:

1. While enjoying snack, discuss what the girls are most looking forward to this year during cookie sales.

Possible discussion questions include:

- Are you excited for cookie sales this year? What are you most excited for?
- Do you think you will sell more cookies this year than you did last year?
- Who will you sell cookies to?
- Have you sold at a cookie booth before? What did you like or dislike about it?

Activity #2: Customer Role-play

Badge Connection: Step 5—Listen for clues and ask great questions

Prep Needed:

- ✓ Gather materials and supplies.
- ✓ Write down potential customers on notecards. Include:
 - Older person/grandparent
 - Business person
 - Mom/Dad/guardian
 - Someone who is allergic to nuts
 - Family member over the phone
 - A brand new customer
 - Someone who doesn't like chocolate

Materials Needed:

- ✓ Notecards with customer examples

Steps:

1. Direct girls to get into pairs and give each pair a notecard.
2. Have one girl pretend to be the customer written on the note card and the other girl pretend to be a Girl Scout selling cookies. For example: the notecard reads, "Grandparent." The girl with card will play the role of the Grandparent and the other girl will play the role of a Girl Scout trying to sell cookies to her grandparent.
3. Have partners switch roles and then switch note cards with other pairs.
4. After girls have tried a variety of scenarios, ask them to think of other customers they might sell to, including those who may say no. Hearing people say no to cookies is a part of selling. Use each "no" to learn more about customers. Ask the girls to think about how to handle a situation when a customer says no to buying cookies. What might they say to this customer? Ask girls to think about what they would say to each statement below. They may choose to role-play more with the scenarios below or discuss it openly with the group.
 - My kids aren't at home anymore and they ate the cookies
 - I don't eat cookies because they aren't healthy
 - I really don't like chocolate
 - I already bought a box from someone else
 - I can find cheaper cookies at the grocery store

Activity #3: Blinged-Out Booth Sales

Badge Connection: Step 3— Find out who buys cookies and why

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Paper
- ✓ Writing utensils
- ✓ Markers
- ✓ Scissors
- ✓ Glue
- ✓ Glitter and other fun, bright decorating materials
- ✓ Magazine ads that show a variety of products

Steps:

1. Spread magazine ads out for girls to view.
2. Have girls look at the various ads and discuss briefly why they think the ad encourages people to buy the product.
 - Example questions:
 - a) Does it come in a fancy package or wrapping?
 - b) Is it the words or a catchy slogan in the advertisement that caught your eye?
 - c) Does it seem like a good deal?
 - d) Do they support a good cause?
3. Using what the girls determined from the advertisements, have girls begin to think about how they can sell more cookies by decorating a new sign for their cookie booth. Note: If your troop is not participating in a booth sale, have them design their own blinged-out cookie carrier box to tote cookies for their door-to-door sales.

More to Explore

- Field Trip Ideas:
 - Take a trip to your local grocery store. Take note of how goods are displayed to attract shoppers' attention. Note any signage or other marketing materials that catch your eye. See what you can learn about setting up your cookie booth to attract future cookie customers' attention to increase sales.
- Speaker Ideas:
 - Invite older Girl Scouts to the troop meeting to share their cookie sales experiences and ideas.

Junior Savvy Shopper Badge Activity Plan

Goal: When girls have earned this badge, they'll know the difference between what they need and want and will be able to smartly save money for both.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They understand the differences between needs and wants
- They understand how people's feelings influence their needs, wants and purchases.
- They know specific ways to save money for things they may need or want

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Girl's Guide to Girl Scouting Savvy Shopper Badge*, which can be used for additional information and activities.

Activity #1: Wants and Needs

Badge Connection: Step 1—Explore your needs and wants

Prep Needed:

- Gather materials and supplies.

Materials Needed:

- Writing utensils
- Paper
- Tape
- Sticky notes

Part I

Steps:

1. Give a brief overview of the differences between wants and needs. Food and water, clean clothes and a place to live are things everyone needs. A closet full of shoes, a new desk and movie tickets are things people want.
2. Ask girls to think of their rooms at home and/or at school and identify specific items they might find there. For example: a bed, a desk, an iPod, a TV, a bike, a backpack, clothes, shoes, etc.
3. Write each item at the top of a piece of paper. Mark a horizontal line just below the item, then a vertical line down the middle of the page below that. Mark the left side “Need” and the right side “Want.”
4. Ask girls to help you to post the signs around the room.
5. Ask girls to wander around the room, reading the signs and marking whether they think specific items are needs or wants.
6. After girls have had a chance to mark each sign, tally the responses.
7. Discuss:
 - How do other people’s responses compare to your responses? Are they all the same or are there some differences?
 - Are there any specific items that some girls consider a need, while others consider a want?
 - Are there any wants or needs you didn’t think of?

Part II

Steps:

1. Tell girls to imagine the following scenario: A family in your neighborhood recently lost everything they owned in a house fire. The family consists of a mother, a stepfather, an 11 year-old girl and a five year old boy. All family members got out of the house safely and are physically okay. The community wants to help the family by replacing the things they lost in the fire.
2. Ask girls to think of items that the family would really need. Have girls write one need per sticky note and then post the sticky notes on the wall. Give the girls a few minutes to do this. Once all sticky notes have been posted, remove any duplicates.
3. Next, ask girls to work as a group to line up the sticky notes from the items the family needs the most to items the family needs the least.
4. Discuss the order with the group. Which items are needs and which are wants?

Activity #2: I want that!

Badge Connection: Step 2—Look into why you want what you want

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Paper
- ✓ Writing utensils
- ✓ Coloring utensils
- ✓ Optional: Construction paper, scissors, glue sticks or tape

Steps:

1. Sometimes it's hard to tell the difference between needs and wants. Advertisers create exciting commercials to convince people to buy things they "need." Or, a person might want something simply because their best friend has it. Get girls thinking about all the forces that make them want something they may not need.
2. Ask girls to each think of one thing they want and why.
3. Have girls share their want with the group. Discuss why we want the things we want and how they make us feel when we have them or don't have them. Possible questions:
 - What triggers you to want something?
 - Do you think you're influenced by trends? Why or why not?
 - Have you ever realized that something you thought you needed was really just a want, and you didn't need it at all? What made you think you needed it in the first place? What made you realize that you don't need it?
4. Now, ask girls to think about the future and imagine what Junior Girl Scouts will want in the year 2099.
5. Have girls pair up or get into small groups and design an item they think Junior Girl Scouts will want in the year 2099.
6. Have girls share their design with the large group and explain why they think girls will want it. Will girls in the future be influenced by the same types of things as current girls? Will future girls want things for the same reasons that girls today do?

Activity #3: Go get it! Snack Chat

Badge Connection: Step 5—Make a plan to buy something you need or want

Prep Needed:

- ✓ Gather materials and supplies including snack items.

Materials Needed:

- ✓ Writing utensils
- ✓ Large paper or whiteboard
- ✓ Paper
- ✓ Sticky notes

Steps:

1. Invite girls to have snack. Girls will make a group decision about how they want to use the money that they'll earn this year through the Cookie Program Activity. Direct girls to start by brainstorming their needs and wants as a troop—let everyone know that there are no bad suggestions!
2. Write the list on the large paper or whiteboard and divide the girls into small teams.
3. Have teams pick their top three items and present their choices to the entire group.
4. Once all the teams have presented their ideas, hold a group vote to decide on the three best ways to use the money.
5. Next, have girls decide on a goal for this year's cookie sale. How many cookies do they want to sell and how much money do they want to make? Will their cookie goal be enough to be able to do one of the three things they chose?

More to Explore

- Field Trip Ideas:
 - Visit a local small business.
- Speaker Ideas:
 - Invite a local business owner to the troop meeting.

Junior Business Owner Badge Activity Plan

Goal: When girls have earned this badge, they'll know the basic steps to plan and create a new business.

Plan Length: 90 minutes

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing this activity plan, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They understand the basics of running a business
- They know why consumer research is important
- They have thought about businesses they might like to start someday

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Girl's Guide to Girl Scouting Business Owner Badge*, which can be used for additional information and activities.

Activity #1: My Own Business

Badge Connection: Step 1—Explore businesses you might like to start someday

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Paper
- ✓ Writing utensils

Steps:

It's possible for people to turn something they love into a successful business.

1. Ask girls to make a list of their top interests.
2. Have each girl select two–three of those interests that she could imagine turning into a business. For example, pet-lovers might think about working as a pet groomer, veterinarian, pet-store owner or dog trainer.

Activity #2: Consumer Research

Badge Connection: Step 5—Understand the importance of consumer research

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Old magazines and advertisements
- ✓ Posterboard
- ✓ Markers

Steps:

1. Review the following key business terms with girls:
 - CONSUMER is another word for customer, or the person who might be interested in buying your product or service. Knowing what your consumer likes or dislikes will help you develop the best business possible.
 - A PRODUCT is what the business sells. It can be a new object that serves a need or an improvement on an existing object, such as a new car or a new kind of cup holder.
 - A SERVICE is an action that serves a need—for example, an auto mechanic services broken cars.
 - A FOCUS GROUP is a group of people a business gathers together to give their opinions about the business's product or service.
2. Have girls do a “scavenger hunt” through the provided magazines and advertisements to find ads that target each of the consumer groups listed below:
 - Teen girls
 - Teen boys
 - Little kids
 - Moms
 - Dads
 - Business people
 - Athletes
 - Herself and other girls like her
3. Once girls have selected ads that market to different consumers, ask the large group to identify the 1) product or service and 2) targeted consumer. Discuss the questions below:
 - What product or service is being advertised?
 - To what type of consumer is the advertisement directed? Do you think the ad did a good job of appealing to those consumers?
 - What about the ad makes it successful or unsuccessful?
 - Do you think it is an effective ad? Would you change anything about it?

Activity #3: My Business Plan

Badge Connection: Step 1—Explore businesses you might like to start someday

Prep Needed:

- ✓ Gather materials and supplies.

Materials Needed:

- ✓ Note cards
- ✓ Paper
- ✓ Pencils
- ✓ Markers

Steps:

1. Ask girls to look back at their lists of potential businesses from Activity #1. Have each girl select one business that she would like to “start.”
2. Have girls create a very basic business plan by filling out the “My Business Worksheet,” which includes:
 - Business name
 - Description of Business
 - Product or service the business sells
 - Target customer/consumer
 - Cost of product or service
 - Mission statement (A brief description explaining the business’s purpose or goal)
3. Optional: After girls complete the worksheet, tell them to write “1, 2, 3” below each item.
4. At your direction, girls should exchange their business plan with another person and ask that person to rate each part of the plan by circling the number that tells how they feel about it. Use 1 for “dislike,” 2 for “no opinion,” and 3 for “like.”
5. After girls have exchanged their plan with at least three other people, they can tally the results and use the information to make their business plan even better.

Activity #4: My Business Design and Snack Chat

Badge Connection: Step 1—Explore businesses you might like to start someday

Prep Needed:

- Gather materials and supplies including snack items.

Materials Needed:

- Note cards
- Paper
- Writing utensils
- Coloring utensils

Steps:

1. While girls enjoy snack, discuss what a logo is and how logos are important to businesses and organizations. A logo is a graphic mark or symbol commonly used by businesses and organizations (and even individuals) to promote instant public recognition. Logos can be graphic-only, or they can include the name of the organization. Ask the girls:

- Which company logos can you think of?
- Do you like some businesses or companies more based on what their logo looks like?
- Do you think a logo can influence the success of a business?

2. Have the girls design a logo for their business on a notecard. Encourage them to look back at their business plan and use the information they came up with to create their logo.

3. Optional: Have girls design an advertisement for their business. They may design an ad utilizing their logo or create a commercial they can perform in front of the group.

More to Explore

- Field Trip Ideas:
 - Visit a local small business.
- Speaker Ideas:
 - Invite a local business owner to your troop meeting.

Junior Cookie CEO Badge Activity Plan

Goal: When girls have earned this badge, they'll know more about how to run all parts of their cookie business.

Plan Length: 1.5 hours

Customize It: If your group wants to expand work on this badge or simply try different activities, go for it! There are many ways to earn this award, including: completing the activities as listed in the *Junior Girl's Guide to Girl Scouting*, completing two of these activity plans, attending a council-sponsored event or customizing activities. Pick the one(s) that work best for your group. Girls will know they have earned the award if:

- They set a group cookie sales goal and monitor their sales to see if they're on track to meet their goal.
- They learn about jobs within a small business and choose jobs for their own cookie business.
- They know how to make a good impression on customers and potential customers.

Tips:

- Check out ways to stay safe using Safety-Wise Checkpoints
- Ensure that your activities are accessible to everyone. Ask in advance if any special accommodations need to be made.

Resources:

- This activity plan has been adapted from the *Junior Girl's Guide to Girl Scouting* Cookie CEO Badge, which can be used for additional information and activities.

Activity #1: Our Goal

Badge Connection: Step 1—Set a group goal

Prep Needed:

- ✓ If your girls sold cookies the previous year, make a poster that says “Last year, we had ____ girls and sold ____ boxes of cookies. That’s an average of ____ boxes of cookies per girl! We had ____ cookie booths and sold ____ boxes of cookies at each booth.” Use your records to fill in the blanks.
- ✓ Print the cookie proceeds chart (found below).

Materials Needed:

- ✓ Poster board or large paper
- ✓ Marker
- ✓ Writing utensils
- ✓ Cookie proceeds chart

Steps:

1. Lead the girls in a discussion to decide what their group cookie goal will be. Here are some factors to consider when making your decision:
 - Last year’s sales numbers or average per girl sales (168 packages per girl for Juniors)
 - The number of girls in your troop
 - The rise in the price of cookies (while your profits are higher per box, you will likely sell fewer cookies if you repeat practices from last year)
 - Weather
 - New cookie-selling ideas
 - Selling to reach a goal, like a trip or activity (use the “How the cookie crumbles” chart to calculate how many boxes you will have to sell to reach a specific financial goal)
 - Number of cookie booths
 - Location of cookie booths
 - Product management (did you run out of a specific type last year? Did you find a solution?)
 - Personal goals
 - Number of Girl Scouts selling cookies in your area
 - Is your troop attending a cookie rally? (Girls who attend rallies sell an average of 38 more boxes of cookies)

Activity #2: Keeping Our Goal in View

Badge Connection: Step 1—Set a group goal

Prep Needed:

- ✓ Gather materials and supplies

Materials Needed:

- ✓ Beads, multiple colors
- ✓ String
- ✓ Safety pins (one per girl)
- ✓ Scissors

Steps:

1. Once you have decided on a goal, have the girls divide that number by 100 and take that many beads. For troops with smaller or larger goals, you can also divide the number by 10, 1000, or another number.
2. Give each girl a piece of string. Have the girls string the beads and tie the two ends of the string together tightly.
3. Give each girl a safety pin and have her pin the string of beads to her uniform.
4. Tell girls that this will remind them to stick to their cookie goal. Also point out that while they all have the same number of beads, they all have different colors and patterns. This is because they all bring something different to the sale. They can't meet their goal without everyone working together.

Activity #3: Why Have Jobs?

Badge Connection: Step 2—Explore how a small business works

Prep Needed:

- Gather materials and supplies
- Shuffle each deck of cards

Materials Needed:

- Two decks of cards. If you have more than 14 girls, you will need one additional deck per 7 girls.

Steps:

1. Divide girls into groups of no more than 7 girls. Give each group a deck of cards.
2. Tell the girls that the objective of the game is to sort the cards in order, placing them face up on a table. They should sort them from Ace to King, same color, same suit. The team that finishes first is the winner.
3. Before telling the girls to start, take one group to an area where the other girls can't hear you. Assign the girls in this group specific jobs to help them complete the task faster. The jobs you assign them will depend on how many girls are in the group. Possible jobs are:
 - Place cards on table
 - Organize cards by color
 - Organize cards by suit
 - Place same colored/suit in order (Ace to King)
 - Leader—makes sure everyone is working and assigns additional duties or helps if someone is busy
4. Bring the group back and start the game. They will discuss the game during snack.

Activity #4: Snack Chat

Badge Connection: Step 2—Explore how a small business works

Steps:

1. While enjoying snack, here are some things for girls to talk about.
 - So what do you think I told the other group to do in the last activity? Did anyone see what they did differently?
 - Did any other groups assign jobs? Did everyone having a specific job help get the task done faster? Why do you think that is?
 - What does this have to do with our cookie sale? What jobs do you think we could create for our cookie business that would help our sale be more successful?

Activity #5: Running a Business

Badge Connection: Step 2—Explore how a small business works

Prep Needed:

- ✓ Write the following words in marker on the poster board or large sheets of paper (one word/phrase per sheet): marketing/advertising, product management, sales, CEO, accountant, customer service
- ✓ Tape the sheets onto the wall around the room

Materials Needed:

- ✓ 5 sheets of Poster board or large paper
- ✓ Markers
- ✓ Tape

Steps:

1. Explain to the girls that they are in charge of their own small business. We learned from the card activity that tasks go more smoothly if we all have different jobs and roles. Around the room, there are different jobs that someone might have in a small business. They are:
 - a) CEO or Chief Executive Officer. This is the person in charge of the business. They don't just tell everyone what to do; they also keep an eye on all the parts of the business to see if things are going well or if people need help.
 - b) Marketing/Sales. They come up with and enact creative new ways to sell a product. They might design a billboard or magazine ad or come up with a fun new way to advertise.
 - c) Customer Service. They make sure the customer is happy and taken care of. This might mean helping them choose a product to buy, listening to a complaint or even calling them to say "thank you" and to see if they were happy with their product.
 - d) Accounting/Finance. They keep track of the money to make sure it is correct and everything has been received.
 - e) Product Manager. They are in charge of everything related to the product, from getting it from the producers and checking quality to making sure there is enough in stock to sell.
2. Have the girls get in pairs and give each pair a marker. Give the girls about seven minutes to walk around the room and write things on each sheet to describe the person who as each job. You will probably need to cycle through the group and help them brainstorm. Things to think about:
 - a) What kind of personality would help this person do his or her job well?
 - b) What skills and talents might he or she have?
3. Once the girls are done, review the jobs and what girls wrote for each. Help the girls add any descriptions they may have missed. After discussing each job, ask the girls what they think this person or persons might do in their own cookie business.
4. Instruct each girl to think about these descriptions before your next meeting. They should think about which descriptions fit them best and which jobs they might be best suited for (not necessarily which job they want).