

Exploring the Girl Scout Daisy Adult Book

On a journey one should have a roadmap, a plan, and some tools to make a success of the trip. Can you identify where to find these in the adult book? Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

<p>What is the “roadmap” to help the girls achieve the Leadership Experience outcomes? Where can you find it in the Adult Guide?</p> <p>How many outcomes are addressed in this journey?</p>	<p>p.p. 28-29 Note:</p> <ul style="list-style-type: none"> o Overall message p. 28 o Outcomes tied into this journey p. 29 o Examples of ways these outcomes are integrated into experience p. 29 “Related Activities column. <p>7 Outcomes</p>
<p>How many example “plans” are available in the Adult Guide to help the girls on their journey? Where are they located in the Adult Guide? List some of the different ways these are shown in the Adult Guide?</p>	<p>p.p. 12-13 - Provides a big picture snapshot of how the journey could unfold.</p> <p>p. 44 - Definition & Examples of girl led “critters” p. 44 - After the garden game is underway, girls can lead it – see #4 p. 50 - Girls can teach each other – e.g. “Learning GS Sign”</p>
<p>What tools are available in the Adult Guide to help you guide the girls on their journey? Where can you find information on awards, Girl Scout tradition, etc.?</p>	<p>p.p. 10-11 Overview Then – options for earning *watering can p. 60 *Bee p. 73 *Daisy p. 79</p> <p>p.p. 24-25 Some Girl Scout background/ ideas for using during sessions p. 50 Teaching the Girl Scout Promise and Girl Scout Sign.</p>
<p>As the “Guide” (volunteer), where can you reflect on “Your Perspective on Leadership” in order to be purposeful in your role with girls?</p>	<p>p.p. 30-31 Encourages Volunteers to consider their own values (Discover), connections and actions.</p>
<p>How can the adult help to guide girls on their Take Action Project?</p>	<p>p.p. 16-17 Try to involve family/friends in developing “garden project possibilities” p.p. 62-63 - Offering ideas about garden project possibilities p. 67 - Engage girls in thinking about how they could help.</p>

Exploring the Girl Scout Daisy Girl Book

Using the girl book, your table group should complete the statement(s) assigned. Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

The theme girls are invited to explore on this leadership journey is....	p. 5 An adventure in a garden with new friends!
Where Girl Scout history, tradition, or ceremony is incorporated into the journey can be found ...	p. 6 p. 14-15 p. 20 p. 85-87 "The First Daisy" "The Promise" Getting to know Girl Scout Stuff "A letter about the Law"
Some of the people the girls will "meet" on the journey (fictional, historic, or real-life) are....	p. 6 p.p. 7-12 p. 36 p.p. 50-54 "Daisy" (Juliette Gordon Low) Cora, Campbell and Chandra Amazing Daisy Flower Friends from Around World
The message to girls about earning awards in the journey approach is.... Daisy level only substitute: One thing a girl can learn from a flower character is...	Note that the Daisy girl book does not mention awards. The award information –including tips for explaining the awards to girls – is in the adult book. p. 37 p. 54 p.p.79-81 Amazing Daisy and All About Daisies Rosie – Starting Out Girl Scout Law
One of the places girls will find inspiration, learn about or explore steps to Take Action to change the world is....	Note that the Daisy girl book does not list Take Action steps. The steps of the Take Action at this level are provided in the adult book along with guidance on making them girl led. p. 6 Story of Juliette Gordon Low p 11 Plants help p. 29 Letter from Daisy Low
Opportunity for girls to imagine or create can be found...	p. 26 "Draw It!"
An activity (shown or suggested) that girls may want to do "just for fun" can be found...	p. 9 p. 11 p. 13 All About Me! Me and My Family Me and My World!

Exploring the Girl Scout Brownie Adult Book

On a journey one should have a roadmap, a plan, and some tools to make a success of the trip. Can you identify where to find these in the adult book? Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

<p>What is the “roadmap” to help the girls achieve the Leadership Experience outcomes? Where can you find it in the Adult Guide? How many outcomes are addressed in this journey?</p>	<p>p.p. 32-33</p> <ul style="list-style-type: none"> o Message & diagram (p. 32) o Chart (p. 33) “Related Activities” column <p>9 Outcomes</p>
<p>How many example “plans” are available in the Adult Guide to help the girls on their journey? Where are they located in the Adult Guide? List some of the different ways these are shown in the Adult Guide?</p>	<p>p.10</p> <ul style="list-style-type: none"> ▪ Provides the basic roadmap or what happens and why (intentions) ▪ Creates a sense of flow/sequence for journey ▪ Choosing the Take Action <ul style="list-style-type: none"> p. 76 Brownie Brainstorm p. 78 Brownie Team Trade p. 89 Celebrating Brownies “Show & Tell” accomplishments p. 24 “Girl Led” p. 41 “Creative Detours”
<p>What tools are available in the Adult Guide to help you guide the girls on their journey? Where can you find information on awards, Girl Scout tradition, etc.?</p>	<p>p. 5 “Shhh...Finding the keys & their meaning=mystery and adventure</p> <p>p.p. 8-9 Awards Along Quest</p> <p>p.p. 90-91 Solving the Quest</p> <p>Inside Front Cover</p> <ul style="list-style-type: none"> History as a leadership organization, Promise, Law, Mission p.p. 6-7 Brownie ELF history p.p. 26-27 Sign, handshake, Friendship Circle, Ceremony p.p. 28-29 “Ceremonies from Archives”
<p>As the “Guide” (volunteer), where can you reflect on “Your Perspective on Leadership” in order to be purposeful in your role with girls?</p>	<p>p.p. 34-37 Apply three keys of leadership to your own intentional role with girls.</p>
<p>How can the adult help to guide girls on their Take Action Project?</p>	<p>p. 72 Top paragraph provides overview adult role</p> <p>p. 70 Checklist—gives volunteers big picture of what Brownie Take Action looks like</p> <p>p. p. 76-78 Guide Brownies Brainstorm & Team Trade</p>

Take Home Journey Answers – Facilitator – April 11, 2008

Exploring the Girl Scout Brownie Girl Book

Using the girl book, your table group should complete the statement(s) assigned. Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

<p>The theme girls are invited to explore on this leadership journey is....</p>	<p>p.p. 4-5</p>	<ul style="list-style-type: none"> ▪ You are on an adventure – trail – what will you find!? ▪ You'll meet new friends, an ELF with a secret & find 3 keys. Find out what they open!
<p>Where Girl Scout history, tradition, or ceremony is incorporated into the journey can be found ...</p>	<p>Inside Cover p. 45 p. 72</p>	<p>It's Girl Scouts – and You belong! Days to celebrate You and 800,000 Brownies – together Juliette Gordon Low</p>
<p>Some of the people the girls will "meet" on the journey (fictional, historic, or real-life) are....</p>	<p>p. 7 p. 40 p. 41 p. 43</p>	<p>Fictional Brownie friends, ELF & Grandma ELF "Katie" Genevieve Wangari Maathai</p>
<p>The message to girls about earning awards in the journey approach is....</p>	<p>p.p. 48-49 p. 52, 65, 70 p. 71</p>	<p>It's a mystery. Solve it. As you go, you'll uncover the meaning Record for themselves the name of each of the three key/awards and the meaning When I use all three, I "unlock" leadership"</p>
<p>One of the places girls will find inspiration, learn about or explore steps to Take Action to change the world is....</p>	<p>p. 66 p.p. 68-69</p>	<p>Note that the Brownie girl book does not label Take Action steps. The "steps" at this level are discussed in the adult book along with guidance on making them girl led. Brainstorm Basic plan and steps</p>
<p>Opportunity for girls to imagine or create can be found...</p>	<p>p. 28 p. 35 p. 46 p. 51</p>	<p>Haiku It's Your Turn! Imagine what you'll find on the quest! Create a family star</p>
<p>An activity (shown or suggested) that girls may want to do "just for fun" can be found...</p>	<p>p. 16 p. 48 p.p. 56-57 p. 67</p>	<p>Friendship Game Key puzzle Recipes Songs</p>

Exploring the Girl Scout Junior Adult Book

On a journey one should have a roadmap, a plan, and some tools to make a success of the trip. Can you identify where to find these in the adult book? Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

<p>What is the “roadmap” to help the girls achieve the Leadership Experience outcomes? Where can you find it in the Adult Guide?</p> <p>How many outcomes are addressed in this journey?</p>	<p>p.p. 34-35 ▪ Messages ▪ Diagram ▪ Chart with “Examples” column</p> <p>7 Outcomes</p>
<p>How many example “plans” are available in the Adult Guide to help the girls on their journey? Where are they located in the Adult Guide? List some of the different ways these are shown in the Adult Guide?</p>	<p>p.p. 14-15 Overview of how the journey can unfold Snapshot – how experiences tie together</p> <p>p. 24 Girl led examples</p> <p>p.p. 42-43 “Detours” based on girl interest</p>
<p>What tools are available in the Adult Guide to help you guide the girls on their journey? Where can you find information on awards, Girl Scout tradition, etc.?</p>	<p>p. 10 Summary and “let Juniors record own process”</p> <p>p. 48 Award icons marked through sessions – here is one example</p> <p>p.p. 28-29 Sign, Handshake, Friendship Circle, Ceremony</p>
<p>As the “Guide” (volunteer), where can you reflect on “Your Perspective on Leadership” in order to be purposeful in your role with girls?</p>	<p>p.p. 36-39 Apply the three keys of leadership to their own intentional role with girls.</p>
<p>How can the adult help to guide girls on their Take Action Project?</p>	<p>p. 19 Summarizes steps for volunteer</p> <p>p.p. 17-18 See if family members can support Take Action</p> <p>p. 68 Guiding girls to a team decision</p>

Exploring the Girl Scout Junior Girl Book

Using the girl book, your table group should complete the statement(s) assigned. Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

<p>The theme girls are invited to explore on this leadership journey is....</p>	<p>p. 5 Building your circle – power of one, team community</p>
<p>Where Girl Scout history, tradition, or ceremony is incorporated into the journey can be found ...</p>	<p>Inside Front Cover Welcome to Girl Scouts –You are part of it! p. 7 Powerful Awards p.p. 30-31 Ceremony, Circle, Celebration</p>
<p>Some of the people the girls will “meet” on the journey (fictional, historic, or real-life) are....</p>	<p>p.p 18-19 Women and girls from history changing the world p.p. 20-22 Women and girls from today changing the world p. 27 Real Girls p. 4, 32, 66 Dez p. 78 People they meet as a result of Take Action plan</p>
<p>The message to girls about earning awards in the journey approach is....</p>	<p>p. 7 What you can earn p.p. 8-9 You get to track your progress yourself-- and what you are learning</p>
<p>One of the places girls will find inspiration, learn about or explore steps to Take Action to change the world is....</p>	<p>p. 78 Make a Team Plan p.p. 72-73 Brainstorm possible ways to vet involved p.p. 69-71 Think creatively about “community”</p>
<p>Opportunity for girls to imagine or create can be found...</p>	<p>p. 68 Create their own story – as a team p. 71 Creative community map</p>
<p>An activity (shown or suggested) that girls may want to do "just for fun" can be found...</p>	<p>p. 88 Memories of Journey p. 26 Power Word Puzzle p. 23 Dream On p. 84 Slogans/Songs</p>

Exploring the Girl Scout Cadette Adult Book

On a journey one should have a roadmap, a plan, and some tools to make a success of the trip. Can you identify where to find these in the adult book? Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

<p>What is the “roadmap” to help the girls achieve the Leadership Experience outcomes? Where can you find it in the Adult Guide? How many outcomes are addressed in this journey?</p>	<p>p.p. 22-23</p> <ul style="list-style-type: none"> o Message (p. 22) o Diagram o Chart with “Examples” column <p>7 Outcomes</p>
<p>How many example “plans” are available in the Adult Guide to help the girls on their journey? Where are they located in the Adult Guide? List some of the different ways these are shown in the Adult Guide?</p>	<p>p.p. 10-11 Provides a roadmap – shows how experiences can tie together to form “whole”</p> <p>p. 16 Examples</p> <p>p.p. 28-29 “Trips & Team Building”</p> <p>p. 35 Team Agreement</p> <p>p. 63 Flip the Script</p>
<p>What tools are available in the Adult Guide to help you guide the girls on their journey? Where can you find information on awards, Girl Scout tradition, etc.?</p>	<p>p.p. 8-9 Overview</p> <p>p.60 “Interact” check in</p> <p>p. 67 “Toward Diplomat”</p> <p>p. 84 Ceremony</p> <p>p. 86 Committing to Peace</p> <p>Inside Front Cover - History, Promise, Law, Mission</p> <p>p.p. 18-19 Friendship Circles, Songs</p> <p>Inside Back Cover - Days to Celebrate</p>
<p>As the “Guide” (volunteer), where can you reflect on “Your Perspective on Leadership” in order to be purposeful in your role with girls?</p>	<p>p.p. 24-25 Using three keys to leadership for themselves - to be purposeful in role with girls</p>
<p>How can the adult help to guide girls on their Take Action Project?</p>	<p>p. 68 Scale and Scope</p> <p>p. 69 Provide idea starters if girls are stuck</p>

Exploring the Girl Scout Cadette Girl Book

Using the girl book, your table group should complete the statement(s) assigned. Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

The theme girls are invited to explore on this leadership journey is....	p. 7 aMAZE is a journey about relationships as you navigate the twists and turns can you create peace in your life? The world?
Where Girl Scout history, tradition, or ceremony is incorporated into the journey can be found ...	Inside Front Cover You belong! Pass it forward p. 97 Letter of the (GS) Law p. 148 Juliette Low quotation
Some of the people the girls will "meet" on the journey (fictional, historic, or real-life) are....	p. 24 Queen Rania p. 34 Famous Friendships p. 52 Emily Greene Balch p. 53 and throughout
The message to girls about earning awards in the journey approach is....	p. p. 8-9 A maze of your own p.p. 12-15 Interact p.p. 110-111 Peacemaker p.p. 114-115 Diplomat
One of the places girls will find inspiration, learn about or explore steps to Take Action to change the world is....	p. 9 Diplomat Award – Relationship Savvy p. 114 Diplomat Award 7 Steps p. 115 Brainstorm a Solution
Opportunity for girls to imagine or create can be found...	p. 35 Snack Friends p.p. 36-37 Say Cheese p. 51 Peace List p. 128 Publicity Ideas
An activity (shown or suggested) that girls may want to do "just for fun" can be found...	p. 47 Balancing Act p. 50 Peace List p. 117 More Ideas p.133 Costume Party

Exploring the Girl Scout Senior Adult Book

On a journey one should have a roadmap, a plan, and some tools to make a success of the trip. Can you identify where to find these in the adult book? Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

<p>What is the “roadmap” to help the girls achieve the Leadership Experience outcomes? Where can you find it in the Adult Guide? How many outcomes are addressed in this journey?</p>	<p>p.p. 26-27</p> <ul style="list-style-type: none"> o Outcomes Chart o “Examples in this journey” column on chart o Message (p. 26) <p>8 Outcomes</p>
<p>How many example “plans” are available in the Adult Guide to help the girls on their journey? Where are they located in the Adult Guide? List some of the different ways these are shown in the Adult Guide?</p>	<p>p.10 Assessing Time & Interest – asking girls to shape journey</p> <p>p. 14 “It’s All Up to the Girls”</p> <p>p. 20 Girl Led - tips</p> <p>p. 40-44 Guide Its</p> <p>p.12 Roadmap provides overview of what a journey could look like. See where and how they might start customizing.</p>
<p>What tools are available in the Adult Guide to help you guide the girls on their journey? Where can you find information on awards, Girl Scout tradition, etc.?</p>	<p>p.p. 6-7 Steps to Award</p> <p>p. 10 Ask girls if they want to earn</p> <p>p.p. 70-78 Planning a celebration and earning award.</p> <p>Inside Cover-Belonging in a proud tradition – Promise & Law</p> <p>p. 22</p> <ul style="list-style-type: none"> ▪ Ceremonies ▪ Swaps <p>p.p. 37-38 Applying values of the Law discussion</p>
<p>As the “Guide” (volunteer), where can you reflect on “Your Perspective on Leadership” in order to be purposeful in your role with girls?</p>	<p>p.p. 28-31</p> <ul style="list-style-type: none"> ▪ Considering how their own values, teaming up/ belonging and taking action ideas impact girls ▪ Thinking purposefully/intentionally about Their role (“calling”) on this journey
<p>How can the adult help to guide girls on their Take Action Project?</p>	<p>p.p. 8-9 Coaching tips for each step of Take Action</p> <p>p. 47 Asking questions to get girls thinking about how to “Take Action”. Guiding girls to seek information via informal surveys & interviews</p> <p>p. 52 Facilitating discussion on community needs & strengths.</p> <p>p. 73 Helping girls “scale & scope” a project—for impact and “do-ability”</p>

Exploring the Girl Scout Senior Girl Book

Using the girl book, your table group should complete the statement(s) assigned. Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

The theme girls are invited to explore on this leadership journey is....	p.p. 4-5, 8	Consider what's not right for girls in the world – and imagine an ideal word for girls!
Where Girl Scout history, tradition, or ceremony is incorporated into the journey can be found ...	Inside Cover p. 11 p. 57	Girl Scouts – You belong! Juliette Gordon Low Ceremony
Some of the people the girls will “meet” on the journey (fictional, historic, or real-life) are....	p. 10 p. 27 p. 39 p. 54 p. 65	Idealists – Sir Thomas Moore, Mary Cavendish, Sheri Tepper By showcasing their “create it” – who could they meet? “Neela” Elizabeth Cady Stanton & Susan B. Anthony Networking – who could they meet through the “Take Action”?
The message to girls about earning awards in the journey approach is....	p. 8 p. 28 p. 53 p. 99	What you can earn Reflection/Completing “Create It” Completing “Guide It” Completing Take Action
One of the places girls will find inspiration, learn about or explore steps to Take Action to change the world is....	p. 69 p.p. 80-81 p.p. 85-89 p.p. 102-103	Service & Action – the difference Planning Chart Finding some ways to get info (surveys and interviews) Evaluating (for themselves)
Opportunity for girls to imagine or create can be found...	p. 8 p.p.14-17 p.p. 20-26 p. 27 p. 28	“Create It” – art project – what “girl topic” looks like Create a vision for girls Inspirations for art project Sharing the art project “Create It” reflection page
An activity (shown or suggested) that girls may want to do “just for fun” can be found...	p. 58 p.p. 36-37 p. 32 p. 109	Create their own ceremonies “Get Voice” Leader (“Ode”, Bracelet) End – Reflection pages/Inspirational quotes

Take Home Journey Answers – Facilitator – April 11, 2008

Exploring the Girl Scout Ambassador Adult Book

On a journey one should have a roadmap, a plan, and some tools to make a success of the trip. Can you identify where to find these in the adult book? Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

<p>What is the “roadmap” to help the girls achieve the Leadership Experience outcomes? Where can you find it in the Adult Guide?</p> <p>How many outcomes are addressed in this journey?</p>	<p>p.p. 28-29</p> <ul style="list-style-type: none"> o Message o Diagram o Chart with “Examples” column <p>7 Outcomes</p>
<p>How many example “plans” are available in the Adult Guide to help the girls on their journey? Where are they located in the Adult Guide? List some of the different ways these are shown in the Adult Guide?</p>	<p>p.p. 14-15 Provides a roadmap – shows how experiences can tie together to form “whole”</p> <p>p. 20 Examples</p> <p>p. 36 Ceremony</p> <p>p. 40 Girl Led Guidelines</p> <p>p. 44 Silliness side-bar</p>
<p>What tools are available in the Adult Guide to help you guide the girls on their journey? Where can you find information on awards, Girl Scout tradition, etc.?</p>	<p>p.p. 7-9 Overview</p> <p>p.12 Pathways and Awards</p> <p>p. 53 Time Crunch and “Power of Multi-tasking”</p> <p>p. 81 Award Ceremony</p> <p>Inside Front Cover</p> <p>History, Promise, Law, Mission</p> <p>p.23 Ceremonies and Traditions</p> <p>p. 58 Marshmallow Madness</p> <p>Inside Back Cover</p> <p>Days to Celebrate</p>
<p>As the “Guide” (volunteer), where can you reflect on “Your Perspective on Leadership” in order to be purposeful in your role with girls?</p>	<p>p.p. 30-31 Using three keys to leadership for themselves - to be purposeful in role with girls</p>
<p>How can the adult help to guide girls on their Take Action Project?</p>	<p>p. 7 Steps to Advocacy</p> <p>p.p. 8-9 Tune In and Close the Loop</p> <p>p. 38 8 Steps to Advocacy</p> <p>p. 76 What next?</p>

Exploring the Girl Scout Ambassador Girl Book

Using the girl book, your table group should complete the statement(s) assigned. Please note the page number as we will share our findings with the large group once every one has had a chance to explore.

The theme girls are invited to explore on this leadership journey is....	p.p. 6-7 Create your own little whirlwind by raising your voice on behalf of others
Where Girl Scout history, tradition, or ceremony is incorporated into the journey can be found ...	<p>Inside Front Cover You belong! Pass it forward</p> <p>p. 8 Juliette and Girl Scout background (Advocate Extraordinaire!)</p> <p>p. 22 "Make it Yours"</p> <p>p. 5 Being an "Ambassador"</p>
Some of the people the girls will "meet" on the journey (fictional, historic, or real-life) are....	<p>p. 8 "Long Life of Advocates" Timeline (and it runs through the book)</p> <p>p. 21 Rosa from Guatemala</p> <p>p. 100 Maria Hinojosa, Wendy Kopp</p> <p>p. 58 "Partners"</p> <p>p. 66 "VIPs"</p>
The message to girls about earning awards in the journey approach is....	<p>p. 9 "Choosing your Route to Advocacy"</p> <p>p.p. 10-11 Advocacy steps are award steps</p> <p>p. 51 Toward the Award</p>
One of the places girls will find inspiration, learn about or explore steps to Take Action to change the world is....	<p>p.p. 12-14 Maps all steps</p> <p>Table of Contents</p> <p>Each section of book breaks a step down</p> <p>p.58 "Harmonize" – develop partner network</p>
Opportunity for girls to imagine or create can be found...	<p>p. 84 "Advoca-T"</p> <p>p.p. 26-27 Create their own meetings</p> <p>p.p. 74-80 Planning "pitch"—using your talents (visual, numbers, writing, etc.)</p>
An activity (shown or suggested) that girls may want to do "just for fun" can be found...	<ul style="list-style-type: none"> ▪ All the "Take 5" breaks <ul style="list-style-type: none"> e.g. p. 55 "Inner Child" p. 24 Snacks p. 47 Many moods ▪ Inspirational quotes/reflections <ul style="list-style-type: none"> e.g. p. 101