



# OUTDOOR SETTING BADGEWORK

DAISY • BROWNIE • JUNIOR • CADETTE

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These activities can take place outside of your normal meeting location, your town common, a public park, or even on one of our GSCWM camp properties. Be sure to reserve your space at camp by contacting [info@gscwm.org](mailto:info@gscwm.org). The badges are completely adapted to be earned outside following COVID-19 guidelines. As always, all badge requirements are customizable to meet the needs of your space, time, and the interest of the girls. Can you or the girls think of optional activities? Go for it!

**TIPS TO GET YOU STARTED:** Adjusting to any new situation can be challenging-but not impossible. To help you and your troop navigate through in-person, outdoor meaningful troop experiences safely, here are some tips for success:

- Be prepared: know the council's guidelines for in-person troop meetings found on our website at [GSCWM.org](http://GSCWM.org), search Troop Meeting Guidelines-Phase 3 Reopening under forms.
- Establish new routines for your "new normal" from the very first meeting; acknowledge that these are new routines to keep everyone safe and that it is understandable to feel some stress or anxiety, and that's okay. At a time of uncertainty, routines provide a sense of normalcy and helps girls know what to expect. Girls are more likely to develop new habits when they understand their importance.
- Positive thinking is important, and positive thinking stems from positive conversations. Go around the circle as part of your opening or closing and have girls share two things they appreciate about their day. These conversations help to foster empathy and patience with each other. The most important thing is to encourage open communication as you adjust to changes together.
- Model healthy habits yourself; you are always the girls' role model.
- Know that meetings do not have to be perfect and you should not feel pressured to have them be so. Meeting in person is already giving girls what they need most: a connection to others and a sense of normalcy.
- Build into your meeting some movement time, sitting in one place for any amount of time is not only boring, but unhealthy.
- Relax. You've got this. And when the girls see that-so will they!

**KEEP EVERYONE SAFE BY:**

- Enforcing that face coverings need to be worn at all times, except when eating or drinking. Let them know that they are protecting their sister Girl Scouts by doing so! Always appeal to their better nature and help them to expand their circle of caring.
- Finding creative ways to keep girls at least six feet apart, and make it part of the new routine.
- If water and soap are not available, have them use a hand sanitizer often. It's even a good idea to purchase little bottles, labeled with each girl's name, and make necklaces out of them or put them in their own supply box. Your first aid kit should have extra hand sanitizer at all times.
- If outside handwashing facilities are available and needed, having everyone wash their hands with soap and water for at least 20 seconds. That's the amount of time it takes to sing this new fun version of the song Make New Friends:  
    Make new friends, but keep the old  
    One is silver, and the other gold.  
    Wash your hands this entire song  
    20 seconds won't seem so long!  
    You protect me, and I'll protect you  
    And together, we will see this through!
- Remind girls that you have extra masks if they should cough or sneeze into theirs and need a new one. Be sure your first aid kit has plenty of extras. Have them immediately throw away their mask and wash hands and/or sanitize them.
- Remind girls to avoid touching their faces, including rubbing eyes, touching noses or mouths. Make it a game by telling them you need their help and to say BEEP every time they see you touching your face, and you'll say BOOP back to them to say thank you. And you'll help them by saying BEEP when

you see them touching their face, and they'll say BOOP back to thank you.

- Explain to the girls that they will always have their own supplies and should not share any supplies, snacks, food or drinks with others. This is one time when not sharing, is caring.

### **GIRLS CAN BE SOCIALLY DISTANT AND STILL HAVE FUN, HERE ARE SOME WAYS:**

- Large hula hoops for each girl, and they stay in the hula hoop for the meeting whether they are sitting, walking, or doing activities.
- Have girls make sit-upons at their first meeting that are used for activities, not only to sit on, but to be a reminder to keep their distance. You can lay them out before they arrive or have them do it when they arrive.
- Pool noodles are a great way to keep girls distant while moving about; you can even use them for a soft game of fast walking, distance tag if the girls need something active to do.
- Have girls bring their own blankets and/or lawn chairs that will serve as their special spot throughout the meeting that they will pack up and bring home at the end.
- Frisbees, discs, traffic cones-are all great items to use to mark off areas for girls to sit and to remind them of their boundaries during activities.
- Play Save the World: a quick game where the leader calls out "Save the World" to see how quickly girls can get back to their safe spots when girls need reminding.
- Dollar Store plastic caddies are a great way to keep each girls' personal supplies (like crayons, scissors, tissues, sanitizer, etc.), and also a way to mark where to be for meetings. They are also a great way to make preparing for meetings easy.
- If you are on large lawn, you can tape off "roads" and "parking lots" to help girls know where they can walk and how distant to be. Use chalk if you have a large parking lot space for your outdoor meeting.
- You don't have to stay put! Take the girls on a socially distant walk around your meeting location. Use a rope with knots tied AT LEAST six feet apart for each girl to hold onto during your walk.
- If you're doing an activity that would require an adult to help the girls with, consider inviting their own adult to attend the meeting to work directly with her; this may mean splitting your troop up into two separate meetings to stay within the current guidelines. Also consider making it a walk-away activity that the girls can take home, work on them with their own adults and bring them back next meeting.

**GENERAL MEETING INFORMATION:** All Girl Scout meetings have some of the same components:

#### **PREMEETINGS:**

**Supplies:** Dues container, Leader's notebook, pen/pencil, a table or surface to put materials on; any activity supplies that will be needed pre-sorted, placed out for girls to take back with them to their spots or on the table/ground to be picked up one at a time before the activity begins.

**Time:** 10 minutes

**Directions:** As girls are arriving, make sure everyone is staying at least six feet apart. You can place items out (sit-upons, blankets, supply caddies, etc.) where they should sit, or have them pick up their items and find their own spot. Take attendance as girls arrive and have the girls put their dues in the container. Be good role models and make sure the leaders are staying six feet apart from the table and girls at all times.

#### **SNACK TIME:**

**Supplies:** If your troop is doing snacks, you can have the girls bring their own or supply individually wrapped, pre-packaged food and drinks. There is no shared cooking or serving utensils for food allowed under the COVID-19 guidelines.

**Directions:** Have the girls enjoy their snacks as they arrive before the official start of your meeting (unless it is part of a later activity), especially if you meet right after school. Remind girls that they are not to share their snacks with anyone. This is one time when sharing is not caring. While girls are eating, remind them that as soon as they are done, they will need to put their face coverings right back on. Have the girls bring their trash up one at a time to dispose of in your trash bag before the meeting starts. \*If your troop is shortening your meetings due to being outside, you might even think of dropping snacks at this time so your meeting time is spent on your activity, not eating.

### **OPENING AND WELCOME:**

**Supplies:** Any size American Flag

**Time:** 10 minutes

**Direction:** Bring the girls together in a wide circle, at least six feet apart from each other. Welcome the girls to your outdoor space. Start the meeting by saying the Pledge of Allegiance, and the Girl Scout Promise and Law. Only one girl should hold the flag and they can take turns weekly doing it. Make introductions if this is your first meeting by having girls go around the circle and share their name and something about themselves. Do your housekeeping by sharing where the bathrooms are (if they are available to you) and how they are to be used. Go over the COVID-19 guidelines for the meeting (mask at all times except when eating, maintain six feet of distance, sanitizing, etc.). Tell them what badge you are working on today. If this is not your first meeting, ask the girls if they remember what they did last week and do a brief review. Have the girls go to their activity spots, or stay in the circle depending on what your activity will be.

### **BADGE ACTIVITY:**

**Supplies and time:** Will vary, depending on the badge activity you and the girls picked. Badge activities are listed below. As always, all badge activities are customizable based upon your space, time together, and the interest of the girls. Did you or the girls think of something that might be more fun or creative to do, that would still meet the basic idea of the activity? Go for it!

**CLEAN UP:** Girls should always be encouraged to clean up their areas, and leave the meeting location better than they found it. When it is clean up time, remind the girls that they need to keep at least six-feet apart. You can encourage girls to bring their materials and trash to the front of your meeting area one at a time. Having a bag/box out for your supplies and a bag for your trash is a great way to get everything put away quickly and ready for your pack up.

### **CLOSING AND WRAP UP:**

**Supplies:** None

**Time:** 10 minutes

**Directions:** Bring the girls back together in a wide circle at least six feet apart from each other. Have the girls share something at the end of every meeting related to the badge work that they did; for example: something new that they learned, why they think learning about this subject is important, etc. Or have them share something they appreciate about their day or about Girl Scouts. While in the circle, remind the girls (and the parents now there and listening) about any items they need to bring next week, or information they need to hear again. This is a good time to also positively reinforce the girls on the great

job they did today keeping their masks on, socially distancing, etc. and thank them for being responsible Girl Scouts and keeping their sisters safe. If this is the last meeting to completing a badge, congratulate the girls and show them the badge that they have earned. Dismiss the girls one at a time to the table where you have laid out the badges to get their badges before leaving (unless you plan to hold a Court of Awards Ceremony where they receive their earned badges and awards all at once).

Have the girls cross their arms right over left (still distant, and never touching) and start the Friendship Squeeze by pretending to squeeze the girl's hand next to them, and putting their right foot out to show the squeeze has been passed. The next girl in the circle does the same, until all members of the circle have had the "squeeze" and their right foot is out. Have the girls twist out in place and say, "Do a good turn, Girl Scout". You can change that up to say anything you want, like: "Good night, Girl Scouts"; "Stay safe, sisters", etc. Remind the girls to wait until they are dismissed to leave, and to grab any materials that they need to take home.

**BADGE ACTIVITIES:** Have the girls pick the activities they want to complete based upon their level.

**Have extra time after completing your badge activity or need to change it up? See the list of Back Pocket Activity Fillers following the badge activities for some quick, socially distant fun! And again, all badge activities-as always-are customizable based upon your space, your time, and the interest of the girls.**

**BACK POCKET ACTIVITY FILLERS:** Here are some great activities that you can do without any prep or equipment, and keep girls socially distant. The girls can be in a wide circle, six feet apart or spread out over your meeting area. Use these activities when you find yourself with extra time after doing your meeting activities or when girls are getting fidgety and need a change of pace. These will help keep girls having a fun meeting, and not running around next to each other!

**Freeze Dance:** Everyone dances while the music plays and freezes as soon as the music stops. Hold that position until the music starts again. If someone doesn't immediately freeze or starts before the music, have them do either 10 jumping jacks or five push-ups before taking their seat.

**Simon Says:** Girls follow the directions of Simon, and sit when Simon doesn't say "Simon says" until one girl remains standing. Use directions like: Simon says jump in place 10 times; Simon says turn around; etc. Do not use directions like: Simon says take five steps forward, as these will move girls from their spots. You can even spice it up for older girls by telling them to do the opposite of what Simon says!

**Bust a Rhyme:** Choose a leader to say a word like "cat", the next girl to the right says a word that rhymes with it. Continue around until it gets back to the leader, and then the next girl is the leader and the game continues. If someone gets a word wrong, can't think of something or says a made-up word, all girls do five jumping jacks (or five squats, etc.).

**Detective:** Choose a "detective" to put their heads down and cover their ears and eyes. Choose a leader who will start initiating movements (like jumping jacks, kicks, hand waving, etc.) that everyone else will copy. The "detective" stands in the middle of the wide circle, at least six feet away from others, and has to figure out the leader in three guesses. Next game, the leader becomes the detective and the game continues.

**Storytellers:** Select one girl to start as the storyteller. The storyteller says either one word or one sentence, and then each girl adds on their own word or sentence. When you get back to the storyteller, she has to retell the story and all of its add ons. To add in movement, once a player says their part, have them do a physical activity like run in place or hold a position like a tree pose until all players have gone.

**Animal Kingdom:** Have the girls form a wide circle, with at least six feet between each other. Select one girl to be the zookeeper and have her stand in the middle of the circle, still keeping her distance from others. The zookeeper closes her eyes and turns around a few times before stopping, pointing at someone, and shouts out an animal. The girl who was pointed at makes the sound of the animal the zookeeper shouted out. The zookeeper has three chances to guess who made the sound before switching places with the person who made the sound.

**Up, Down, Stomp, Clap:** Explain and demonstrate that when the leader says: UP, girls will stand and lift their arms up; DOWN, girls will scrunch down and put their arms down; STOMP, girls will stomp their feet once; CLAP, girls will clap their hands once. Choose a leader, who will give a series of commands for the girls to follow, for example: Stomp, clap, stomp, up. Everyone follows the commands. Change up the game by making it a little more fun: round 2: UP and DOWN become opposites; round 3: STOMP and CLAP become opposites.

**Kitty Cat Careers:** One girl is chosen to be the kitty cat and stands up front of everyone (you can mark the spot so it is consistently distant from the other girls). The kitty cat acts out a career without talking-meowing is OK! For example, she acts out cutting someone's hair. The other girls shout out their guesses and when the kitty cat hears the correct career, she shouts out YES and everyone sings, "Meow, meow, meow, meow, meow, meow, meow, meow. Kitty Cat Careers! (clap, clap), Kitty Cat Careers!" The girl who guessed correctly is the next kitty cat.

**Heart Smart:** Pick a girl to be the "doctor". The doctor will call out an activity that can be done in place (like jumping jacks, push ups, toe touches, etc.). The doctor then calls out things that are good for the heart (walking, vegetables, sports, fruits, running, etc.). When the doctor calls out the item, players do the activity that was called. If the doctor calls out things that are bad for the heart (germs, fast food, soda, not wearing a mask, not socially distancing, smoking, etc.), the players do not do anything. If a player messes up, she does a quick little silly dance and rejoins the game.

**Memory Making:** Say to the girls, "I have been on many different adventures recently, but I forgot my camera on every one of them! I need you to help me recreate some of my favorite moments so I can have some photos. I am going to describe some of my memories, and I need you to try and recreate them in 30 seconds using only your body and your imagination." The player who demonstrates moves closest to the leader's memory wins! You can even take an actual socially distant photo to make a scrapbook! All of the other girls will do five star jumps.

# CIVIC BADGES:

## FOR DAISIES, BROWNIES, JUNIORS AND CADETTES



### Democracy for Daisies: Grades K-1

- Meet the people who work together in your government.
- Complete 3 Activities



### Democracy for Brownies: Grades 2-3

- Find out how people in the government decide what rules are made and how they are followed.
- Complete 6 Activities



### Democracy for Juniors: Grades 4-5

- Learn more about how your government works—from your town or city to the whole country.
- Complete 7 Activities, including activity #11



### Democracy for Cadettes: Grades 6-8

- Learn more about how your government works and become informed citizens to make a difference.
- Complete 8 Activities, including activity #11.



## Activity 1: Find Out About Local Government

Steps: Girls will learn all about their local government and how they can use their own voices one day to make a difference.

Prep: Arrange for your troop to meet outside of your local town hall, city hall or mayor's office and have your parents drop the girls off at that location for this meeting. Make sure there is enough outdoor meeting space to maintain social distancing of at least six feet. If the building is open, you can even arrange for smaller groups of girls to tour the building while the others do activities outside, and switch up the groups so that they all have a chance to tour. Even if the building is not open to the public at this time, meeting there will hold more meaning than your normal meeting location. You can arrange for a guest speaker (public official such as a select person, mayor, etc.; history teacher; even the town clerk, etc.) to join you outside to visit with the girls either way. Go over all of the COVID guidelines with your guests before the meeting so they are familiar with them and what to expect. Even if you cannot find someone to talk to the girls, you can share your local government's people and process.

Materials:

- No additional materials needed for this activity

*To the girls: Do you know what the word "government" means? It's a big word for something that's important! When a group of people in a town, city, state or country live together they follow rules. These rules, and the people who make the rules, are called the government. The people who make the rules in our city of (your city/town) are called the local government. Even the smallest town has a local government. Today we are going to learn about our town's local government!*

If you are meeting at a local building, share a little bit about the location, including any safety tips and rules they will need to follow. If you have made arrangements for them to talk to someone, let them know who that person is and suggest what kinds of questions they might want to ask.

*To the girls: As you're asking questions and listening to other people talk, you may hear words that are new to you. If you don't know what something means, ask! There's a good chance someone else has the same questions, and then we'll all know the answer. One word you may hear is "citizen". A citizen is a member of a community, state, or country. So raise your hand if YOU are a citizen. All of us are members of our community, right? Another word you may hear is "democracy." The United States is a democracy, which means that citizens help decide how our country is run. They share their opinions by voting in elections. We use democracy sometimes in our troop to vote on things, don't we? Let's find out how we can use our voices in our own communities!*

Introduce your speaker, if you have one. Otherwise, continue your conversation about your local government. Whether you are taking a tour, having a speaker, or simply holding your meeting outdoors as normal, the girls should learn about their local government and what their role will be in it, some day.

If there is time, have the girls use what they have learned about being a citizen and democracy to vote on a game from the list at the back of this booklet or have the girls make a thank you card for their speaker, if there was one. They may even invite the speaker to "join" their Friendship Circle at the end!

## Activity 2: Find Out About State Government

Steps: Girls will learn about their state governor and write a letter or draw a picture to them.

Materials:

- Paper for each girl (a drawing pad is good, it has a cardboard surface to draw/write on)
- Crayons/markers for each girl
- Large piece of newsprint and marker for the leader to use or use a white board that can be propped up
- Paper and a pen for the leader

*To the girls: Now that we've learned about our local government, let's find out about our state government! Who can tell me what state we live in? Can anyone tell me how many states there are in the United States? That's right, there are 50 states! And every state in the country has a state government- just like every little town like ours has a local government. There are three parts of the state government. They are called the three branches of government-like parts of a tree!*

*The leader of the state government is call a governor. The governor is kind of like the president of a state, and every state in the United States has one. So how many governors are there? That's right, 50! Like the president, a governor is chosen by people who vote in elections. When you turn 18, you'll be able to help pick our governor by voting! Does anyone know the name of our governor?*

Talk a little bit about who your governor is, when they were elected, how longer their term will be, and what kinds of things they do. You can even share some recent news-worthy items as appropriate, just be sure to stay politically neutral. Many girls may even recognize the governor's name and what he has recently done due to the pandemic and the decisions he's had to recently make, such as school decisions.

*Now that you know a little bit more about our governor, we're going to work together to write a letter to him. We could tell the governor about something you'd like to change or ask any questions you have about the things they do to help kids in our state. Let's get started! Does anyone have an idea for something they'd like to write about?*

Take some time to brainstorm a list and capture their ideas on your large paper or whiteboard-and then have the girls vote on the idea they'd like to use. Then capture their thoughts in a letter to send in the mail. Be sure to share the response with the girls if you receive one in the future!

Ask the girls if they remember who makes the decisions in their own town (or the closest city) and how the mayors of cities and the governor of the state might work together. Have the girls draw a picture of a governmental job that they might like to do or imagine they are running for Governor and write a campaign speech. If there is time, have girls share what they did.

### Activity 3: Find Out About National Government

Step: Girls will listen to two short stories about presidents, then make a campaign poster.

Materials:

- Two short stories about presidents from history (be sure to keep them politically balanced-you can find them at the library or stories online and print)
- Crayons/markers for each girl
- Drawing paper for each girl (a drawing pad works good-it has a hard surface to draw on)
- A large mirror

*To the girls: The government for the whole country is called the national government. Just like the state government, it has three branches. One branch is the office of the president. Anyone over the age of 18 can vote for the president of the United States every four years. Do you know who the president is right now?*

*Does anyone know three rules for who can be president of the United States?*

- \* Be born a citizen of the United States.*
- \* Be at least 35 years old.*
- \* Have lived in the United States for at least 14 years.*

*That's it! The president can be a man or a woman. It doesn't matter where in the United States they live, what they look like, or anything else. We're going to read two short stories about presidents today. Read the stories out loud, pausing to answer any questions the girls may have. Be sure to stay politically neutral.*

*Let's see what the future president of the United States might look like some day!*

Invite the girls one at a time to come up and grab their materials that you have laid out ahead of time, and stop to look into the mirror that you have set out before returning to their seats. If you have your phone, play "Hail to the Chief" as the girls look into the mirror!

*So, what did the possible future president look like? Have you ever thought that you'd like to be president one day? Take your paper and markers or crayons and draw a picture of yourself as president. If you were president, think about what you would like to do to help people. There are no wrong answers-be as creative as you'd like!*

When they are done, invite them to share their pictures and how they would help people when they become the president.

#### Activity 4: Find Out About Our Country's Legislative Branch

Steps: Girls make a drawing, painting, or sculpture of the Capital Building while learning about the legislative branch.

Materials:

- Pencils, paint, or modeling clay (girls will be drawing, painting, or making a clay model) for each girl
- Paper if painting or drawing, for each girl (drawing pads have hard cardboard surfaces to work on)
- Printed out pictures of the Capital Building (can be found in your VTK Brownie Democracy resources or just a picture from the internet), one per girl

*To the girls: We have talked a little bit about the three branches of the government. Does anyone remember what they are? That's right, the three branches of government are legislative, executive, and judicial. The legislative branch of our government is the branch that makes laws. The legislative branch of government is also called Congress. Congress is made up of two parts: the House of Representatives and the Senate. Congress meets in Washington, D.C., in a place called the Capital Building. You can see a picture of the building in your handout.*

*Do you see how this building has two sides? The Senate meets on one side of the building and the House of Representatives meets on the other side. Today you're going to make your own (pick one) model, painting, or drawing of The Capital Building. It's okay if yours doesn't look exactly like this picture!*

While the girls are working on their own art projects, give them a little more information as time allows. For example: Who are your state's two United States Senators? How many representatives does your state have? What kinds of issues are important to some of them? Does anyone know of any laws that are currently being voted on at The Capital Building? You can even share some recent news-worthy items as appropriate, just be sure to stay politically neutral.

When they are done, they can show their art projects to the rest of the girls and take them home to share with their families.

## Activity 5: Find Out About Our Country's Executive Branch

Steps: Girls will hold a pretend Presidential Election.

Materials:

- Poster board or construction paper for each girl
- Markers/crayons for each girl
- A plain piece of paper
- A box to act as the voting poll
- Plastic gloves for the leader to use while counting votes

*To the girls: Does anyone know who the head of the executive branch of our country's government is? The head of the executive branch of government is the president. Do you know who the president is now? Starting at age 18, American citizens can vote for president every four years. But you're going to pretend to vote today! We're going to decide on two "candidates" and then we'll do some campaigning! We'll create some campaign posters for our candidate and even choose someone from our group to make a little campaign speech. We are going to vote by secret ballot and see which candidate comes out on top!*

Decide on two choices to run against one another for the pretend election. You could do cake versus pie, dogs versus cats, or something else entirely—just keep it light and avoid using real political candidates.

Break girls into two groups and assign one "candidate" to each one. Have the girls form two separate wide circles, at least six feet apart. Have the girls make campaign posters for their candidate. Have each group pick one girl to make a little speech about why their candidate should win while the other girls hold up their campaign signs to rally behind her.

*Okay, it's time to vote! Everyone is going to place their vote by secret ballot and we'll see which candidate gets to go to the White House for the next four years! Write the name of the candidate you want to vote for down on your piece of paper, and fold the paper in half. One at a time you are going to go to the voting poll and place your vote. Remember, your vote is your secret! Bring up your supplies at the same time.*

*Call the girls up one at a time to cast their votes. When they have finished, put on your plastic gloves and count the votes. Make a big deal of announcing who the next President of the United States is!*

## Activity 6: Find Out About Our Country's Judicial Branch

*To the girls: We've talked about the executive branch and the legislative branch, who remembers the third branch of our government? That's right-the judicial branch! The judicial branch is in charge of deciding the meaning of laws, how to apply them to real situations, and whether a law breaks the rules of the Constitution. The Constitution is the highest law of our nation. The United States Supreme Court is the highest court in the United States and is part of the judicial branch.*

*Can you think of different jobs that are part of the judicial branch? Judges, lawyers, court clerks, court reporters-all are different jobs within the judicial branch. Did you know that there are 9 judges, known as justices, on the Supreme Court?*

*Let's have a quick demonstration of how the courts work! Think of different characters that you think could be put on trial for something they did-characters from movies, tv shows, even books-go ahead and shout them out!*

Pick a character from those shared who all of the girls will know and could be put on trial for something they did, for example, the Big Bad Wolf should be put on trial for blowing down the Three Little Pigs' home; or Goldie Locks could be put on trial for breaking into the Three Little Bear's home. Divide the girls up into two groups and have them form two separate wide circles, at least six feet apart. Give one group of girls the job of thinking up ways to defend the character-proving the character is not guilty of the crime; and the other group the job of thinking up evidence and information against the character-to convict the character. Give them a little time to form their ideas and thoughts together before having them try their case and state their arguments.

*In a real court case, each side's lawyers would take turns stating their case and cross-examining the evidence and witnesses in front of a judge and jury before the jury goes into deliberation to decide the verdict of whether someone is guilty or innocent. But we are going to decide as a group what the verdict of (their character's name) is today! It doesn't matter which side of the argument you were on right now; raise your hand if you think that the case was made to prove that (the character's name) broke the law and is guilty? You can only vote once. Now raise your hand if you think that the case was made that (the character's name) did not break any actual law and therefore, is not guilty as charged.*

*Sometimes it is very hard to find someone guilty of breaking a law, even if they did something wrong-some cases end up with questionable verdicts because even though they did something wrong, they didn't break an actual law. And sometimes, court cases need to be pushed up to a higher court when the law is really called into question.*

Teach this song to help remember the three branches: Sung to "Three Blind Mice"

Three government branches! Three government branches!  
Here's how they work! Here's how they work!  
The Legislative branch, makes all the laws.  
The Judicial branch, makes sure they're obeyed.  
The Executive branch, carries them out.  
Three government branches!

## Activity 7: The Power of Your Voice

Steps: Girls will write a letter to one of their state representatives about an issue they care about and call for action.

Prep: pull up the names and some basic information of some of your local members of the House of Representatives so that you can share with the girls. Also pull up their local addresses. It would be good to have a couple of females on your list, as well as some topics or projects that they are interested in to help the girls decide which one to write to about their specific issue.

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Envelope for each girl

*To the girls: We have talked a little bit about the three branches of government-what are they again? The three branches of government are legislative, executive, and judicial. The legislative branch is the branch that makes laws and it is also called Congress. Congress is made up of two parts-or chambers- the House of Representatives and the Senate.*

*Big or small, every state in the country is represented by two people in the United States Senate. Do you know the names of our two state Senators?*

*The House of Representatives is a little more complicated. There are currently 435 House members, and the number for each state is decided by the size of its population. Does anyone know the names of some of our House of Representatives? We are going to pick one to write to today.*

Share with the girls the information you brought on a few of your local members to the House of Representatives and have them decide which one they would like to write to.

*The goal today is to write a letter about an issue that matters to YOU. Think about your issue for a few minutes, what really matters to YOU? Do you think there's something more that lawmakers can do to help your issue? When you write your letter, be sure to put the date on your letter at the top. Begin your letter with: Dear Representative LAST NAME. Your first sentence should be an introduction to who you are: your name, and that you are a Girl Scout working on your Democracy Badge living in their district. Be sure to be courteous and informative in your letter. Include detail of why the issue is important to you, including a personal story if it will back up your reasoning of why it's important. And what action you would like to see from them. Invite them to reach out to you if they have any questions and that you would like a response. Be sure to sign your letter with your name, and print your name and address at the end.*

You can give the girls copies of what their letter should include, if you want. When the girls are done, have them address the envelope with their name and address, and the name and address of the State Representative they wrote to. Let the girls know you will mail these letters the next day and that if they get a response, they should bring it back to the troop to share.

## Activity 8: Draft a Bill

Steps: Girls learn how bills become laws and try to create a bill of their own.

### Materials

- How a Bill Becomes a Law sheet, one for each girl or read the information to them below (found on the VTK for the Junior Democracy Badge, meeting 2)
- Notebook for each girl
- Pencils or pens, one for each girl

*To the girls: We have talked a little bit about the three branches of government. Does anyone remember what they are? That's right, the three branches of government are legislative, executive, and judicial. The legislative branch of our government is the branch that makes up laws. The legislative branch of government is also called Congress. Congress is made up of two parts: the House of Representatives and the Senate. Today we're going to talk a little bit about the process of making laws.*

You can supply this information to the girls or read it to them:

1. Someone has an idea. This idea can start with anyone, even kids like you! If an elected official likes the idea and wants to make it a law, they write a bill.
2. The bill is introduced. Bills are officially introduced in the House of Representatives when they are placed in a special box called "the hopper".
3. The bill goes to committee. A group of committee members (senators and representatives) meets to work on the bill and revise it, if necessary. Then they take a vote to reject or accept the bill. Depending on the outcome, the bill goes to a subcommittee for additional work or to the House or Senate floor for debate.
4. Congress debates and votes. During the debate, members of the House or Senate can suggest changes to the bill. Then they can take a vote. If it passes, the bill is sent to the other house of Congress to go through this process again. If both houses receive a majority vote on the same version of the bill, it goes to the president.
5. The president takes action. Now it's the president's turn. \*The president can: approve and pass. The bill is law! \*The president can: veto: the president rejects the bill and sends it back to Congress. Congress can then take a vote. If the bill receives a two-thirds majority vote from the House and Senate, they can override the veto. The bill becomes law. \*The president can: choose no action. The president does nothing. After ten days with no action, if Congress is in session, the bill becomes law. \*The president can: pocket veto. If Congress adjourns or goes out of session within ten days after the president receives the bill, the president can choose not to sign it. The bill does not become law.

*Does anyone have any questions about how a bill becomes law? Do you see any examples of checks and balances, where the powers of one branch can be challenged by another branch, in this process?*

Once they've done that, break girls into pairs and sit at least six feet apart. Have them draft their own bills on a topic or issue that's important to them. Then have them share their bills with the larger group. Let them know they should be prepared to defend their bill and answer questions! Let the other girls act as Congress to ask questions, do a little light debating and then vote. Don't forget, if it passes the Congress, to send it to the President!



## Activity 9: Craft Branches

Step: Girls make a craft project that shows the “leaves” on each branch of government.

Materials:

- Drawing paper for each girl (drawing pads work great because they have a hard surface cardboard to work on)
- Markers/crayons per girl
- 1 sheet of green construction paper per girl
- 1 pair of scissors per girl
- 1 glue stick per girl
- 1 list per girl: President; Judges; Supreme Court; Senate; House of Representatives; Vice President; Secretary of State; Secretary of Agriculture (or you can say them out loud to the girls one at a time and have them write them down on their leaves as you go)

*To the girls: We’ve talked about the three branches of our government, and now we’re going to start looking at how the three branches of government work together. The head of the United States executive branch is the president. Starting at age 18, citizens of the United States can vote for a new president every four years. What are the other two branches? That’s right, the judicial branch and the legislative branch.*

*First, go ahead and draw a tree on your paper with just three branches. Label the branches with each branch of the government: legislative, executive, and judicial. Great! Now go ahead and cut out 8 leaves from your green construction paper (if the leaves have started to fall, you can even have the girls gather leaves to glue on their paper instead of cutting them out—they will just have to write the people on the paper instead of the leaf. Remind them to keep at least six feet between them while collecting their leaves!).*

*Once you’ve done that, use the list of people or groups of people and write one on each leaf. So for example, write president on one leaf, judges on another; and so on.*

*Now take your leaves and glue them onto the branch that they belong on. Remember: The Legislative branch, makes all the laws. The Judicial branch, makes sure they’re obeyed. The Executive branch, carries them out. If you’re not sure where a leaf goes, let me know and we’ll talk about it.*

KEY: President-executive; Judges-judicial; Supreme Court-judicial; Senate-legislative; House of Representatives-legislative; Vice President-executive; Secretary of State-executive; Secretary of Agriculture-executive

Talk about how each of these people or groups of people work together and how a system of “checks and balances” helps to keep power evenly distributed between the three branches. Each branch “checks” the power of the other. For example, the legislative branch makes laws, but the president (or executive branch) can veto laws, and the judicial branch can declare a law unconstitutional.

If there is more time, have the girls think up other people and groups of people that they can add to their trees.

## Activity 10: Create a Presidential Trivia Game

Steps: Girls come up with presidential trivia to use in a quiz game as they learn more about the presidents.

Prep: Find different fun presidential facts and print them out, enough so each girl gets at least a few different ones. If the girls have cell phones, they can also go online to look up their own fun facts. You can also provide enough books that girls would not need to share books to do a little research.

Materials:

- 4-6 index cards per girl
- Pens/pencils for each girl
- Presidential facts for each girl

*To the girls: The head of the executive branch of the United States government is who? Yes, the president. Can anyone think of some other people or roles that are part of the executive branch? This branch also includes the vice president and cabinet members. The president chooses members of their cabinet. Cabinet members are advisors to the president and are approved by the Senate. Members of the president's cabinet include the Secretary of Housing and Development, the Secretary of Education, and the Secretary of Transportation, for example.*

*We're going to find out more about presidents in this activity. Do any of you know some fun facts about presidents? I have a couple of examples for you. How many presidents have won Grammy Awards? (Answer: three. President Carter, President Clinton, and President Obama.) Which president was known for his love of jelly beans? (Answer: President Reagan.)*

*Today you're going to create your own presidential trivia contest to have a little fun while we learn about our presidents. You can write down the questions you already know, and you can use the materials I have for you to look up some new fun facts. Write down the questions on the front of your index cards, and the answers on the back. Then we're going to have a little trivia contest!*

Give girls time to find questions and answers. They'll be quizzing each other, so tell them to make sure they keep the answers a secret! Encourage the girls to develop their own trivia game, using their cards as the questions.

## \*Activity 11: Meet the People of the Judicial Branch

Steps: Girls talk to a representative of the judicial branch of the government.

Prep: Invite one of the following to your meeting: A lawyer; a judge; a social studies, history, or civics teacher. Ask them to speak for about 20 minutes about their job and that the girls will be asking questions. Share the COVID guidelines your troop needs to follow so that they are prepared to be good role models.

Materials:

- None

*To the girls: We've spent some time learning about the three branches of our government; who remembers them? That's right, the executive branch, the legislative branch, and the judicial branch. Remember, the judicial branch is the branch of our government that is made up of courts and judges. It's the branch of the government that evaluates laws.*

*We have a special guest here today. She is a (insert title) who can talk to you about the judicial branch and answer any questions you may have. Ask any questions that you can think of so that we all find out the answers. Some questions you might want to ask her are:*

Depending on the job:

Teacher: How do they teach their students about the judicial branch? How does the judicial branch work with the other two branches of the government?

Judge: How does the judicial branch work with the other two branches of government? What's the difference between the Supreme Court and local courts? How does a case make it to the Supreme Court?

Lawyer: How did they choose their profession? How do the courts work with the other two branches of government? What do they think are the most important cases in national history?

Have the speaker introduce herself, talk a little bit about her job, and answer the girls' questions. You can have questions already written out on slips of paper in case the girls cannot think of their own and ask for volunteers to read them. Don't forget to have the girls make thank you cards for your speaker. They may even want to invite her to stay and "join" their Friendship Circle for closing.

# ENTREPRENEUR BADGES: FOR DAISIES, BROWNIES, JUNIORS AND CADETTES



## **Toy Business Designer for Daisies: Grades K-1**

- Have some fun getting into the toy business!
- Do 4 activities (including activity #3)



## **Budding Entrepreneur for Brownies: Grades 2-3**

- Become an entrepreneur by making something, testing it out, and improving your idea to make it the best it can be.
- Do 5 activities



## **Business Jumpstart for Juniors: Grades 4-5**

- Everyone has the ability to come up with an idea-it's what you do to bring it to life that makes you an entrepreneur!
- Do 7 activities, including 2 \* activities



## **Business Creator for Cadettes: Grades 6-8**

- Become a business creator and learn the skills you need for success in life, not matter what future path choose.
- Do 8 activities, including the \* activities

## Activity #1: I Wish There Was a Way To

Steps: Girls will play a fun game to learn about brainstorming.

Materials: None

To the girls: We are going to play a game to help us get our brainstorming muscles working! We are going to go around the circle and say, "I wish there was a way to..." and then fill in the blank! No repeat answers-and no answer is too silly so be creative!

With younger girls, you can get them started with your own example, ie. I wish there was a way to go to Disney this year, or I wish there was a way to keep my leggings from riding up at my ankles! When they are done, pick one of the ideas that the girls came up with to continue.

*These were great! Okay, so we are going to pick one of these-let's see, let's do this one! I wish there was a way to go to Disney this year! Now we are going to go around the circle again, only this time we are going to say, "I could go to Disney this year if..." and then fill in the blank. I'll start, I could go to Disney this year if I sell a lot of Girl Scout cookies!*

*Wow-we had lots of great ideas, didn't we? That is the whole idea of brainstorming! Brainstorming is simply a way of gathering lots and lots of different ideas to solve a problem -getting ideas to solve the challenge or task. When we are brainstorming, there is no wrong answer. Remember-no answer is too silly! The object is simply to get as many ideas out there as possible. Sharing ideas like this together also helps us to inspire others with their own ideas. And everyone's ideas count.*

Depending on your time and other activities, you can continue this game with other prompts such as:  
If I knew how to fly I would:

If I met (pick a character or famous person such as Cinderella, Juliette Gordon Low, the president) I would ask them:

Hold up a simple object like a large rubber band or piece of rope and ask: What could this be?

If I were president of the United States I would:

## Activity #2: What If Game

Materials: None

Steps: Girls will play a quick little game to get those creative minds working.

*To the girls: What if anything was possible? Can you imagine all of the possibilities! What if no one told you no, you can't do that? Or what if no one told you your idea was impossible? What if anything you hoped existed, existed? We are going to go around the circle and really dream! For example, what if you could listen to music while swimming? What if you could throw a Frisbee three times the length you can now? Don't be afraid to let your mind wander and dream! What do you really wish were possible? The more we excersize our creative muscle, the easier it will be to regularly create new products and services that improve our lives-the easier it will be to think like entrepreneurs and get into our entrepreneur mindset!*

Go around the circle as many times as the girls want to-the more the better!

*Was it easy to think of things to say? Why? Was it hard? Why do you think that is?*

### Activity #3: Make a Toy Model

Steps: Girls come up with an idea for a new toy and make a model of it.

Materials:

- Drawing paper for each girl (drawing pads work great, they have a hard cardboard surface to draw on)
- Pencils for each girl
- Craft supplies, such as clay, craft sticks, and colored markers for each girl
- Other upcycled materials like: corks from bottles, cardboard paper rolls, shoeboxes, plastic bottles, milk cartons, buttons, egg cartons, food takeout cartons, straws, bubble wrap: a large variety
- One copy of Inspiring Entrepreneurs for your reference (found in your VTK resources or find some female entrepreneurs online and print a copy)

Prep: The week or two prior, ask parents to send some of the upcycled supplies that their daughter might like to use. These supplies will only be used by their daughter. Lay your supplies out on the table or ground ahead of time.

*To the girls: An entrepreneur might improve something that already exists or make something new. (Share some of the stories from the Inspiring Entrepreneurs handout or ones that you found.)*

*You're going to think of a new toy you would like to play with and then design it! Or find a way to make your favorite-or least favorite-toy better. Think about the way your favorite toy works. Can you use any of those ideas in your toy design? First, take a few minutes to sketch out your basic ideas-go ahead!*

*Creating a model of your design will help your idea come to life! One at a time you are going to come up to the front and pick out a few general supplies, based off of your sketched design. Be careful not to touch any supplies that you are not going to use. If you brought some materials today, you can use those too!*

While the girls are picking their supplies, you can continue sharing stories about other female entrepreneurs from your print out.

*Okay, you have your supplies-make your sketch come to life! And don't worry, prototypes and models are not supposed to be perfect!*

While girls are creating their models, guide them with these questions: What makes your toy fun? Who is it for? How do you play with it? What is it made of?

*Now that you've made a model of your toy, why do you think it is something other kids would like to play with? What was it like to come up with a toy idea? Did you improve a toy you already have or create something completely new?*

*Any idea can always be improved by making changes! Entrepreneurs always want to improve their projects, so they ask other people for feedback. This just means finding out what others think of your toy design. You are going to show your toy idea to your Girl Scout friends and have them tell you what they like about it, and what they would change. Show your toy model or sketch to the group and tell them what your toy does. Then ask them what they like about your idea, and if they would change anything. Who wants to start?*

Help guide the girls in their presentations with the suggestions above.

*What kind of feedback did you get that would improve your toy design? What changes will you make to improve your toy design? Don't be afraid to make changes to your idea. It will only help make your idea better. That's part of being an entrepreneur!*

If girls have time, have them make changes to their toy design. Ask the girls to take their models and sketches home to show to their families to get their feedback as well. Encourage them to make any changes to their toy and bring it back to the next meeting to finish working on their badge.



## Activity #4: Get Inspired at Home

Steps: Girls will be inspired by their surroundings and create a prototype to make something better.

Materials:

- Notebook for each girl
- Pen/pencils for each girl
- Copies of Inspiring Entrepreneurs, cut up one per girl (found in the VTK resources)
- Craft materials such as cardboard pieces, glue sticks, paper, string, rubber bands and any other supplies you can think of – you'll need plenty to allow the girls to pick what they need to use

Prep: The week prior, ask parents to send in some upcycled materials next week; only their daughter will be able to use these materials so don't send too many!

*To the girls: Take a few minutes to close your eyes and think about where you live and who you live with—where you sleep, the kitchen, the bathroom, and living room. What are some things that bug you or others that you notice could use help or be improved on? For example, if you have trouble reaching things on a high shelf, what could help? What can you create to remind you to brush your teeth? How can you make a chore easier to do? Maybe a family member is always losing their glasses or keys, or small items keep falling out of your bicycle basket. Today you're going to come up with an idea, and then create a prototype! You might even come up with a few ideas before deciding on one.*

*You each have a copy of an inspiring entrepreneur. Who wants to read out loud the one that they have?*

After the girls are done sharing (or you have read them out loud to the group):

*Here are a few ideas for other products that came from girls just like you: One girl invented a plastic tube that wraps around crayons to protect them from breaking. To cool down her hot food, another girl designed a fork with a fan attached to it. After seeing her cousin stash her phone in her boot because her leggings didn't have pockets, a girl created a business selling socks and leggings with pockets.*

*A prototype is a model of your product that will help your idea come to life! It can be as simple as a drawing or it could be a 3-D model made with things like cardboard, paper, string, or rubber bands. Don't worry; prototypes are not supposed to be perfect! One at a time you're going to come to the front and go "shopping" for your materials. Remember not to touch anything you aren't taking, and only take what you think you will need. In the meantime, keep thinking about what your idea is going to be!*

After the girls have designed their prototype:

*Did any of the entrepreneurs we heard about today inspire you? Who and why? What was harder, coming up with an idea or creating your prototype? Why? Did you come up with more than one idea?*

*Any idea can be improved by making changes. An entrepreneur finds out how to make her idea the best it can be. Can you think of any ways an entrepreneur can get ideas to make changes? How about asking others?*

*You're going to share your prototype with the group and start by finding out what people like, or what they would change about your idea. When someone gives you opinions or information, or offers you a way to make something better, that's called feedback.*

*First, you're going to tell us a little bit about your idea and what problem it is going to solve. Does it have a name? And then you are going to ask the group, "What do you like about my idea?" and then, "What would you change about my idea?" Who wants to start?*

When all have shared:

*What kind of feedback did you get from the group that would improve your idea? What changes will you make to improve your idea? Don't be afraid to make changes to your idea, it will only help make your idea better. That's part of being an entrepreneur!*

If there is time, have the girls make any changes they want to their prototypes. Invite the girls to bring their prototypes home to share their ideas with their families and to get their feedback. They can make changes to their prototypes at home, and be sure to test it out! Tell them (and their parents) that they need to bring their prototype back to the next meeting to complete working on their badge.

## Activity #5: Look Around Your Community

Girls come up with ideas that would make life easier or better in the community and make a prototype of their idea.

Materials:

- Inspiring Entrepreneurs, one for each girl (found in the VTK resources or find female entrepreneurs online)
- Notebook for each girl
- Pen/Pencils for each girl
- Craft materials such as cardboard pieces, glue sticks, paper, paper, string, rubber bands and any other supplies you can think of – you'll need plenty to allow the girls to pick what they need to us (you can even ask parents to send in some materials that their girl can use)
- A long rope, tied off at every 6-8 feet with a knot, placed in a circle where your meeting will begin

*To the girls: We're going to take a walk around our neighborhood and community to come up with ideas of what we can do to help improve our community. Some examples: you could come up with a way to make a playground more fun for kids with physical challenges, or find a way to make a street crossing safer.*

*Speaking of safety, let's remember that we have to keep our six foot distance so that we can keep our Girl Scout sisters safe. I've thought of a fun way to do that! Pick up the rope by the knot. The object is to keep our straight line-while keeping our rope tight-not too tight! Just tight enough that we are keeping our safe distance!*

*While we are walking, we are going to be observing everything we see and thinking about something you've always wanted to create.*

When you return to your meeting place, have the girls-still holding onto their knots-form a circle and sit down. Ask for some volunteers to read Inspiring Entrepreneurs and have them come up one at a time to take the sheets from the table/ground back to their spot in the circle. Have one girl at a time stand up and read out loud about their entrepreneur for inspiration. After they read, you can share some further inspiration with them:

*After seeing her cousin stash her phone in her boot because her leggings did not have pockets, a girl created a business selling socks and leggings with pockets. A girl came up with a way to microwave bacon in a hanging position to catch the drips of fat. And another girl created an app to help kids rate hotels, restaurants, and attractions.*

*What inspiration did you have from our walk? Did you think of any ideas of something you could create to help others or improve our community?*

*Who knows what a prototype is? It's a model of a product that will help your idea come to life. It can be as simple as a drawing or it could be a 3-D model made with things like cardboard, paper, string, or rubber bands. Don't worry, your prototype does not have to be perfect! While you are thinking about your ideas, you are going to come up one at a time to the supplies and go "shopping" for what you need to create your prototype. Remember, touch only what you are taking and take only what you will need. If you brought materials from home, you can use those as well.*

After the girls have designed their prototype:

*Did any of the entrepreneurs we heard about today inspire you? Who and why? Did walking outdoors to observe help you come up with ideas? What was more challenging, coming up with an idea or creating your prototype? Why? Did you come up with more than one idea? If so, how?*

*Any idea can be improved by making changes. An entrepreneur finds out how to make her idea the best it can be. Can you think of any ways an entrepreneur can get ideas to make changes? How about asking others?*

*You're going to share your prototype with the group and start by finding out what people like, or what they would change about your idea. When someone gives you opinions or information, or offers you a way to make something better, that's called feedback.*

*First, you're going to tell us a little bit about your idea and what problem it is going to solve. Does it have a name? And then you are going to ask the group, "What do you like about my idea?" and then, "What would you change about my idea?" Who wants to start?*

When all have shared:

*What kind of feedback did you get from the group that would improve your idea? What changes will you make to improve your idea? Don't be afraid to make changes to your idea, it will only help make your idea better. That's part of being an entrepreneur!*

If there is time, have the girls make any changes they want to their prototypes. Invite the girls to bring their prototypes home to share their ideas with their families and to get their feedback. They can make changes to their prototypes at home, and be sure to test it out! Tell them (and their parents) that they need to bring their prototype back to the next meeting to complete working on their badge.

## Activity #6: Make A Commercial

Steps: Girls will learn what a pitch is, make a commercial and present it to the troop.

Materials:

- Notebook for each girl
- Pencils for each girl

*To the girls: Does anyone know what the word “pitch” means? You may know the word “pitch” from sports, where it means throwing a ball. But for entrepreneurs, the word “pitch” means sharing your idea with people to get them to support your idea or to buy your product.*

*Have you ever tried to convince your parents into letting you stay up past your bedtime? The speech you make to try to convince your parents is an example of a pitch. You may have seen salespeople pitch whatever they are selling on TV or online. Can anyone tell us about an ad they have seen on TV or on a billboard? What was it about?*

*Today we are going to make commercials for the prototype you designed, just like you might see on TV or online. Be sure to show us what it does, why it’s special, and don’t forget to include the cost! If you didn’t bring your prototype back today, that’s okay! We have great imaginations and you can describe your product to us in your commercial. You can use the paper to jot down some of your ideas and then practice. Be sure to keep your sisters safe by staying at least six feet apart while you rehearse your pitch.*

Give girls 15 minutes to create and practice their pitch. Then have each girl present her pitch to the group in a wide circle, at least six feet apart. Be creative and even pretend there is a TV up front, where the girls will stand while they present!

*Okay, who wants to go first? Great!*

When the girls are done presenting:

*Was creating a pitch easy or hard? Why? Was pitching your product to the group easy or hard? Why? Did anyone give you ideas about how you might improve your pitch or product? Why do you think it’s good to keep working on your product idea to make it better? How did the audience react to your product? When you get home, share your commercial with your family to get feedback from them, too!*

## \*Activity #7: Meet an Entrepreneur

Prep: Invite a female entrepreneur to your troop meeting. Share the COVID-19 guidelines ahead of time so she knows what is expected. Tell her you'd like her to share her story, how she was inspired, etc., the girls would like to hear her business pitch, and that the girls will be encouraged to ask questions following her presentation. The girls will also share their prototypes and ideas to get her feedback on them.

Materials:

- Notebook for each girl
- Pens/pencils for each girl

*To the girls: Entrepreneurs start with a process that explores the possibilities for their idea. They often fail before they succeed and use failure as an important tool to learn and improve. You can think like an entrepreneur every day, especially when you approach a new project, goal, or assignment. Here's how: Be curious. Ask "how", "why", and "what if" often. Embrace challenges, even when things are difficult. Try again when things don't work. This is called an entrepreneurial mindset and it is something our guest today is very familiar with. Let's meet our guest and find out what it takes to start your own business.*

Introduce your guest speaker. Encourage the girls to write down their questions to ask at the end of her presentation. If they do not have any questions, prompt them: What inspired your idea? How did you use the entrepreneurial mindset while developing the idea? Were you inspired by another female entrepreneur? How young were you when you had your idea? What advice do you have for girls our age who want to become entrepreneurs? Can you share your pitch with us?

Have the girls share with your guest the ideas they may have for a product, service or business and have them brainstorm together. If they have already made prototypes of their ideas, have them share those and get the professional feedback for changes that could be made.

After the guest speaker has left, invite further discussion. What did you learn by meeting our guest today? Was anyone inspired by something she said? What? Who wants to become an entrepreneur? If your guest is staying after her presentation, invite her to "join" your closing ceremony and be sure the girls thank her for coming. Have the girls make thank you cards at the next meeting.

## **\*Activity #8: Create a Business Plan**

Steps: Girls will create a business plan and get feedback on it.

Prep: Invite a business professional, an entrepreneur or investment expert to give feedback on the girls' business plans. Otherwise, girls can present their business plans to the leaders and you can provide feedback.

Materials:

- Notebook for each girl
- Pens/pencils for each girl
- Business Creator Planning Guide; one per girl (found in the VTK resources)

*To the girls: A business plan helps you consider all the things you need to get your product, service, or technology to the people who need it-and keep it running. You are going to work on your business plan for the product you have created today and get some direct feedback on it. Your plan should include details about how your business will operate, from how the money will be spent to your marketing plan.*

*One at a time you are going to come up and grab your materials, and return back to your spot to begin working on your Business Creator Planning Guide to create a business plan for your ideas. Once you are done, raise your hand and we will call you up one at a time to give you feedback on your business plan and ask any other questions you may have.*

If you have invited another adult to your meeting, introduce them and have them speak briefly about what they do. Remind the girls that at all times they will need to keep at least six feet between themselves and your guest. You can even set up two chairs at the front, spaced apart so the process feels a little more formal to the girls and clearly keeps their distance. Have the girls come up and share their ideas, getting direct feedback on them. They can return to their spots and make any necessary adjustments to their plans. When the girls are done:

*What was it like creating a business plan for your idea? Did you make more changes to your idea while creating your plan? If so, what were they? How does it help to have feedback or someone else support you with your idea? Does anyone want to share their business plan with the group? Does anyone have any further questions for our guest (if there is one) before she goes?*

Encourage girls to take their business plans home and share them with their families and continue to make any adjustments to their prototypes or business plans as they receive feedback from others. Remind them to bring them back next week. If you have a guest, be sure to have the girls thank her. They can even invite her to “join” your closing Friendship Circle. Girls can create thank you letters or cards at their next meeting.

## **\*Activity #9: Make the Business Plan Pitch!**

Steps: Girls will pitch their Business Plan to the group for feedback.

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- 1 copy per girl of Pitch It (found in your VTK Cadette Resources)

Prep: Girls will need to bring their product and business plan to this meeting to complete this requirement.

*To the girls: We are going to work on our final business plan pitches today, and you'll take them home to do them one more time for your family.*

*Think of meeting a new person as an opportunity to pitch yourself and what you believe in. Did you know that a first impression is formed within 30 seconds? What are some things you can do to make a strong first impression? These are great. You will want to practice business etiquette when meeting someone for the first time. Think about simple things like dressing neatly, greeting them with a smile, and ending with a thank you. Have some small talk topics in mind and picture what you'll do with your hands when you're talking. Make eye contact, look people right in the eye. Be energetic. You believe in your product or service, use that enthusiasm to sell it! Speak up—clearly. Practice your pitch beforehand to make sure you're not speaking too softly, quickly, or slowly. Avoid repeating things like "um" and "like."*

*You're going to work on your pitch and then practice it. Make sure to also tell your story about why you created your product, service, or technology. By sharing something memorable, you can capture your audience's attention, gain their trust, and motivate them to take action. Practice your pitch until it feels like a conversation, not a speech. One at a time, please go to the front and grab a copy of Pitch It to help you.*

Give girls time to work on their pitch, then present it to the group. Have one girl at a time go to the front area of your meeting, so she is more the focus. You can make sure they keep their six foot distance by having a marker of where they should stand for their presentation. If you have a camera, you can video their presentations.

*What was it like to pitch to the group? Did you get ideas about how to make your business plan better? Did your audience understand your idea and plan? What changes will you make before pitching to your family one last time?*



# SAFETY AWARD AND FIRST AID BADGES FOR DAISIES, BROWNIES, JUNIORS AND CADETTES



## Daisy Safety Award: Grades K-1

- Learn how to stay safe on your Girl Scout adventures.
- Do all 3 Daisy activities



## Brownie First Aid Badge: Grades 2-3

- Find out what to do in an emergency so you can be prepared when the unexpected happens.
- Do activities 1-4 (not including Daisy activities)



## Junior First Aid Badge: Grades 4-5

- Find out how to help people when they're ill or injured and how to respond during an emergency.
- Do 6 activities (not including Daisy activities)



## Cadette First Aid Badge: Grades 6-8

- Find out how to deal with minor injuries and illnesses and how to tell when the problem is more serious.
- Do 7 activities (not including Daisy activities)

## Daisy Activity #1: Getting Lost

Steps: Girls will understand what to do if they get lost, know their phone number and address, and who it is safe to reach out to.

Prep: Before this meeting: With the help of an adult, have the girls write down their parents' phone numbers, name, and address, practice them at home, and bring them to the next meeting.

Materials:

- Index cards for each girl (or printed out worksheets you find online with name, phone and address)
- Pencils for each girl
- Red marker/crayon for each girl

*To the girls: We are going to earn our Daisy Safety Award pin so that we all know how to stay safe on our Girl Scout adventures. First of all, who knows who to call in case of an emergency? Yes, a police officer, a firefighter, even a trusted adult. Does anyone know the emergency number you can call in an emergency? Good job, 911! Let's play a game to learn about who to reach out to out to in case of an emergency by playing the Helping Hand Game!*

*Let's make pretend! We are going to stay in our circle-and keep our safe distance-but pretend to be swimming at the beach. Go ahead, you're swimming and jumping in the waves-and having a really good time! You look up-and you cannot see your parents. Who do you see that's a Helping Hand-someone that you could go to, to ask for help? That's right, the life guard would be a great Helping Hand! Do you see anyone else? What about moms with children? They would know what to do and be good Helping Hands, right?*

*Okay, now we're going to pretend that we are grocery shopping. We're walking up and down the aisles, filling up our grocery cart. And now we're in our favorite aisle -the cereal aisle! You're spending a lot of time trying to pick out a new cereal to try and when you turn around to show your dad, he's nowhere in sight. Who do think would be good Helping Hands at the grocery store? Yes, clerks who work there with name tags on would be great Helping Hands. Even people behind the check-out lines at the registers would be good Helping Hands, right?*

*Let's pretend we are outside-like we are today-but only at a big outdoor event like a fair or amusement park. What kinds of things can you pretend to be doing? Go ahead-have some fun pretending to be doing them! I'm going to pretend to be eating a candy apple and walking around! Then we look up-and we don't see our family. Who might be Helping Hands here? Look around for people in uniforms, maybe there is even police officers walking around. They would be perfect Helping Hand! This is a game you can play with your family when you are out at different places, and see who can spot those Helping Hands first!*

*Now that we know who can be our Helping Hands, and who we can reach out to in emergencies, we need to know what information to give them so they can help us. Who knows what information would be helpful? That's right. Our name, our phone number and our address. It's even helpful to know the names of your parents. Who knows these already and has been practicing?*

*Let's make an emergency card (or the worksheets you printed offline) so that we can bring it home, share it with your family and put it in a safe place. What do you think should be on our emergency card?*

Have the girls fill out their index card (or worksheet) with their name, phone number, address, and their parent's name. You can even have them put 911 at the top in red as a reminder! Have girls practice

their phone number and address. Remind them that practicing makes things easier to remember in emergencies, and they should put their index card in a safe place after sharing with their family. Let the girls know that next meeting you will have a very special visitor, and that they need to bring a stuffed animal to meet them.

## Daisy Activity #2: Choking Signs and First Aid

Steps: Girls will learn the signs of choking what to do if they or a friend is choking.

Materials: Have the girls bring in a large stuffed animal for this meeting.

Prep: Invite someone who works in the health field to come to your meeting to talk with your troop. You can reach out to the school nurse, a local pediatrician, the local police or fire department, community center or Girl Scout leader, among others. Go over the COVID-19 guidelines prior to the meeting so they understand what is expected. Tell them you would like them to do a demonstration of someone choking, the signs of choking, and teach the girls what to do if they or a friend is choking. Girls will be using stuffed animals to practice on so that they remain socially distant.

If you have someone from the fire department joining you, even better- you can combine Daisy Activity #3 with this meeting.

*To the girls: Who remembers what award we are working on? That's right, our Daisy Safety Award! We have a special guest joining us today who is going to help us earn that award. Why do you think you brought your stuffed animal friends tonight? We are going to learn what to do if someone is choking, and you are going to practice on your stuffed friend!*

Introduce your guest, and remind the girls that they need to remain in their circle, at least six feet apart. Have them put their stuffed animal friend in their spot, so it helps remind them to do that. Encourage the girls to ask questions at the end of the presentation. Have the girls practice making the signs of choking, what to do if they are choking, and what to do if someone else is choking.

When they are done, if you are doing activity #3, move right into it. If you are not doing #3, use any extra time to have the girls practice, and show you that they have learned their phone number and address. Be sure the girls take the time to thank their guest. They can even invite them to "join" your Friendship Circle! Make sure to include making a thank you card in your next meeting.

### Daisy Activity # 3: Stop, Drop and Roll

Steps: Girls will learn what to do if their clothes catch on fire.

Materials: Your phone to play music on or a radio

*To the girls: We are almost done earning our Safety Award. What have we learned so far? Great! Now we are going to learn a little about first safety.*

Talk about fire safety, including smoke detectors, having a family plan of how to get out of the house, and crawling on the ground to prevent smoke inhalation.

When you are done, ask the girls:

*Do you know what to do if a piece of your clothing catches on fire? Stop, drop and roll-that's right. (Show them) STOP where you are. DROP to the ground and cover your face with your hands. ROLL over and over, and back and forth until the flames are out. Let's do it one time together! Stop, drop and roll! Very good. What do you do after that? Get help from a grown-up immediately who will cool the burn and get medical help.*

*Let's play a game! When you hear the music, dance in place! Dance real silly even-the sillier the better! When the music stops, listen carefully! If I say STOP-you are going to freeze in place-however silly you look! When the music starts up again, so do you-dance! When the music stops and I say DROP AND ROLL, what do you think you are going to do? That's right, cover your face, drop and roll! And continue rolling until the fire is out-when the music starts again!*

Remind the girls to keep their distance when they are dancing around. Make sure to make it a little challenging and fun by changing it up a little when they get it.

If you have time, teach this song, sung to Merrily We Roll Along:

Stop, drop, and roll around, roll around, roll around.  
Stop, drop, and roll around, if fire gets on your clothes!

## BROWNIE, JUNIOR, CADETTE ACTIVITIES:

### Activity #1: Find out how to get help from 911

Steps: Girl role-play 911 calls with fellow troop members.

Materials:

- What You Need to Know, one per girl (Found in your VTK resources)
- Slips of paper featuring different emergencies, folded and spread out on the ground/table ahead of time

*To the girls: Emergencies are often unexpected and can be very scary, particularly when you're unprepared. When considering the most common emergencies that tend to arrive, including injuries, accidents, or fires, would you know what to do? Knowing what to do in case of an emergency is the best way to potentially save a life! Who can guess the very first thing to do in an emergency situation? The very first course of action is to stay calm! The calmer you are, the more likely you are to think clearly and act quickly.*

*Who can tell me the next important thing to do in an emergency? Exactly! When you're calm and focused, it's time to spring into action. Find the nearest adult and call 911! Does anyone know what to say once you have 911 on the phone?*

*Let's role-play to make sure you have it covered! I've written different emergency situations on little slips of paper-they are spread out on the ground/table over there. One at a time each of you will go over and take a slip of paper, and one What You Need to Know handout and come back to the circle. While everyone is doing that, you can start reading your What You Need to Know handout as a guide for what to say on your calls.*

Send one girl at a time over to get her materials. When they are done:

*Everyone is going to stay right in our circle, and turn towards the person next to you who will be your partner while we role-play.*

Make sure everyone gets a partner and no one is left out. If you have an odd number of girls, you can have three to a group and take turns, just make sure they are keeping their distance in the circle.

*Okay, has everyone had a couple of minutes to look at their papers? Remember that it's important to try to know what happened, what's wrong, and where you're located when calling 911. Though you don't have to know everything, the more information you have the better! Go ahead and take turns role-playing your emergencies-one of you is 911 and the other will call with the emergency. Then switch!*

*Okay! Were you able to provide good details on your 911 calls? Do you feel like you're better prepared to call 911 in case of an emergency? When do we call 911? In an emergency-ONLY. Calling 911 as a joke or when it's not an emergency can delay a response to someone who really needs it.*

## Activity #2: Meet an Expert

Prep: Two options:

1: Invite an EMT, Firefighter, Police Officer or other Medical Professional to visit your troop meeting. Share the COVID-19 guidelines so they know what is expected. Ask the guest to go over basic first aid with the girls and to be prepared to answer questions.

2: Visit the local Police or Fire Station. Share ahead of time the council's Meeting Place and COVID-19 guidelines to be sure they are following them and know what is expected. Make sure there is enough outdoor space to hold your meeting. If the building is not open to the public right now for a tour, that's ok! Holding your meeting outdoors at the station will be just as fun. If the building is open and they can take a tour, split your group into smaller groups to help maintain distance, and take turns between taking the tour and learning first aid. Parents will drop off at the station as they would your normal meeting place (no carpooling).

Materials: None

*To the girls: No matter how safe you plan to be, there unfortunately is always a possibility of an emergency situation that may require professional attention. As you already know, the best thing we can do is to always be prepared. Today, we're going to take a tour of/meet (\_\_\_\_), and learn all about how to stay safe and a little about first aid. Be sure to ask questions to find out how you can best serve and provide aid in the case of an emergency!*

*\*Juniors: Do you know what happens after you call for help? After calling for help, a first responder, namely a police officer, firefighter, or paramedic, usually arrives on the scene. What do you think the first responder does upon arrival? The first responder assesses the severity of the injury and decides if the injured party needs further medical attention. What else do you think a first responder does? Be sure to ask our guest all about what they do and what you can do to help someone who is sick or injured until help arrives.*

*\*Cadettes: Have you ever heard the term "she/he was in shock"? What exactly does that even mean? What do you think are some signs or indicators of shock? Though shock may be hard to identify, rapid pulse and breathing, clammy skin, dizziness, and nausea are often signs. Did you know that even though many people equate "shock" with "surprise" after a radical incident, it is actually a medical state that should be taken seriously? Be sure to ask the professional to talk all about the causes of shock, how it can be identified, and what can be done to treat it.*

Invite your guest to "join" your Friendship Circle where the girls can each share something they learned today before passing the squeeze and thank them.

### Activity #3: First Aid Kit

Steps: Girls will make their own first aid kit to take home.

Materials:

- Your troop's first aid kit
- Large newsprint or whiteboard and a marker
- Zip lock bag for each girl (or other container for the kit)
- Piece of paper and red marker/crayon for each girl (you can print out a Red Cross for them to color instead)
- Antiseptic wipes
- Antibiotic ointment
- Assorted bandages
- Gauze
- Brown lunch bag for each girl

Prep: Put all of the girls' items in the brown bag for easy pick up by the girls.

*To the girls: Can anyone explain what first aid kits are? In what types of circumstances do you think use of a first aid kit may be necessary? What do you think are the most important items that should be included in a first aid kit?*

Girls brainstorm essential first aid kit items. Be sure to assist the girls in the brainstorm if they have trouble coming up with essential items. Write the items they come up with on the newsprint/whiteboard. Then say:

*This is a great list! Did you know our troop has a standard Red Cross first aid kit that is with us at all times? Let's look at that and see if it has all of the items you have thought of that should be included.*

Go through your first aid kit, and check them off on the list as you show and explain each item. Then say:

*You'll notice there are quite a few of the items you mentioned! Today, you're going to use a few of these items to make a starter first aid kit to take home. One at a time, come on up to grab your materials bag.*

*Go ahead and lay everything out. What items are you adding to your first aid kit today? We are going to use the zip lock bag for our kit but when you get home, you can find another waterproof container to use, if you want. Once you put everything into your bag, go ahead and color a big red cross on the paper (or the sheet). Remind me again what number we call in an emergency? Right! Why don't you go ahead and put that on top of the paper too. Put the paper in your zip lock bag so everyone knows this is your first aid kit.*

*\*Juniors and Cadettes: When making a personal first aid kit that you can take with you on trips, overnights, hikes or on family trips, you may need items that may not be standard for everyone else. Perhaps you have allergies and need to keep your medication near, or maybe you're prone to headaches and should always have aspirin handy. Try to think of things you can add to your personal kit to meet any and all of your anticipated –and even unanticipated–needs. You can add these items when you get home. Does anyone want to share what else they would like to include in their personal kits? Cadettes should invite their troop's first aider to show them how to use each piece of a recommended first aid kit so that you're already ready in case of an emergency.*



*When you get home, be sure to keep your kit in a place where everyone in your family can easily find it. You can add some of the essential items we've listed to your kits along the way!*

#### Activity #4: Take a Hike

Options: Make arrangements for your meeting to take place at one of our camp facilities—they are open to troops with a reservation for outdoor meetings and hikes. If your town has a park, hold your meeting there. Even walking around the neighborhood of your normal meeting place will get the girls out of just sitting in a circle at your meeting. Parents will have to drop girls off at your new location; no transportation of girls at this time. Another option is to invite someone to your meeting to discuss outdoor safety and treatment of outdoor injuries along your hike.

Steps: Girls will take a hike/walk and learn to prevent and treat outdoor injuries.

*To the girls: As Girl Scouts, one of our favorite things to do is to explore the outdoors! Whether at a campsite, a beach, a park, or a field, Girl Scouts find any reason to get active and enjoy the pleasure that nature brings. The downside about being outdoors, however, is those common little injuries that tend to occur as a result of outdoor fun. Who can name some of the most common outdoor injuries? You're right! Bug bites, sunburn, bee stings, and poisonous plants often try to impose on outdoor fun, but if you're prepared, you don't have to let it. Does anyone know how to prevent these common outdoor injuries? These are all great answers! Today we are going to enjoy a nature walk and learn more about what to do if you encounter stings, bites or burns that are common outdoors.*

Girls go on a hike and learn what to do to prevent and treat common outdoor injuries. You can stop along your hike at different spots so that you aren't doing it all at once. Remind girls to keep their distance of at least six feet from each throughout the hike—this is one outdoor safety rule that is all about prevention! Be creative—how can they make sure they are doing that? How about a rope, tied off at six to eight feet with a knot? Can the girls think of other ideas?

## Activity #5: Check, Call, Care

Steps: Girls will learn how to stay calm in an emergency and create a poster to share with others.

Materials:

- Check, Call, Care handouts, one per girl (found in the Junior VTK resources)
- Poster paper for each girl
- Markers/color pencils for each girl

*To the girls: Has anyone ever been in a situation where an injury was suffered and immediate first aid was needed to save the day? If so, what was the situation? How was it handled? Do you know the very first thing to do in case of an emergency? Believe it or not, the very first thing you must do in case of any emergency is to remain calm. When you're calm, you're able to think clearly, respond rationally, and you may even be able to calm down the injured party.*

*Did you know that a great way to maintain your calm when faced with an emergency is by following three simple steps-check, call, and care?*

Have girls go one at a time to the front to pick up a Check, Call, and Care handout, and their supplies. You can have them laid out on the table/ground ahead of time or if you have totes/bags for individual girls, you can sort everything into theirs for them just to grab on the way in.

*Referring to your handouts, who can share what it means to check, call, and care? Did you know that before springing into action to help the ill or injured, it is imperative that you "check" your surroundings to make sure it's safe? Then what do you do?*

*After you've checked to make sure your surroundings are safe, then it's up to you to "call" 911 to ask an adult for help. What do you think is the best thing to do after calling for help? Once you're assured that help is on the way, then it's time to "care" for the person who's ill or injured. Remembering to Check, Call, Care can make all the difference in being helpful and saving lives.*

*Today, you're going to create posters with the important message to Check, Call, Care. Be sure that your posters are attention grabbing and express the importance of following these steps for the best outcome when met with an emergency.*

Give plenty of time for the girls to create their posters. Have the girls share their posters with the group when they are done.

*Now that you've created your helpful posters, offer to put them up at your school, place of worship, or somewhere you frequent. It could even be the library, the grocery store-you never know the impact of this simple reminder!*

## Activity #6: Hope You Feel Better

Step: Girls will learn about how to help others when they feel ill.

Materials:

- Notebook for each girl
- Pen/pencil for each girl

*To the girls: When someone around you has fallen ill, what do you usually do? Do you have any go-to methods or remedies to deal with common illnesses like colds, stomach aches, fevers or headaches? If so, what are they? Knowing how to handle minor illnesses with basic first aid use is an essential skill for every Girl Scout. Who can name a few symptoms of common illnesses and how to help someone who's sick?*

*You are going to talk to your fellow troop members about what's made them feel better when they were sick. Does anyone prefer a wet cloth to aspirin when they have a headache? Who uses soda to settle stomach aches? Talk with your troop members to find out cool remedies and unorthodox ways of healing that you may not know. Be sure to take notes. After you've chatted with three members, you'll share what you've learned with the rest of the troop.*

The girls are in a circle, remind them that they need to keep their distance. After all, prevention of illness is the name of the game! Encourage them to speak to at least three other girls before returning to their spots in the circle to share what they've learned.

## Activity #7: Fast Action

Steps: Girls brainstorm fast action emergency situations and learn what to do by a trained first aider.

Materials: None

Prep: Invite your troop's trained first aider to visit your troop meeting. Go over the COVID-19 guidelines so they know what is expected. Let them know the content of their discussion and that the girls will be asking questions.

*To the girls: So far, you're learned quite a bit about how to tackle minor illnesses or injuries when they arise, but what happens when you're faced with major incidents? Do you think that the protocol is different when handling minor and major issues? How so? When handling first aid matters, it is important to note that asthma attacks, allergic reactions, poisonings and snake bites may require a different sense of urgency than a sprained ankle or sore throat. Why do you think this is?*

*Did you know that how you handle more serious health issues can make all the difference in saving someone's life? For example, who knows what an EpiPen is and what it's used for? An epinephrine autoinjector, also called EpiPen, is a device used to treat allergic emergencies and when used effectively, it can be lifesaving.*

*What other situations can you think of that may require fast action?*

*In this activity, you're going to hear from our troop's trained first aider, who will tell you exactly what you can do if or when these types of situations arise. Be sure to ask questions about what you've learned, and find out ways that you can be most helpful.*

Invite your guest to begin their discussion with the girls. Encourage the girls to ask lots of questions. Invite your guest to "join" your Friendship Circle in your closing, and be sure to thank them for being your troop's first aider.

## Activity #8: Ask a Professional

Steps: Girls will talk to either a child care or medical professional to learn about caring for younger children.

Prep: Invite either a child care professional, nurse, doctor or other medical professional to talk to the girls. Share the COVID-19 guidelines with them so they know what is expected. Share the content of what you'd like them to cover with the girls in their discussion.

Materials:

- Notebook for each girl
- Pen/pencil for each girl

*To the girls: How many of you have had the responsibility of taking care of a younger sibling or babysitting for neighbors or family? For those of you who've taken care of children, what were some of your key responsibilities?*

*If you have yet to experience babysitting, what would you imagine to be the most important aspect of child care? Do any of you know the first thing to do if a child is harmed, in any way, while in your care? What if a child you're babysitting begins choking during snack time, what's your next move? How about if the child twists an ankle during playtime? Do you know what to do then? What about a simple scrape on the knee? Do you know how to clean the wound and patch it up so that it may begin proper healing?*

*Today, you're going to speak with \_\_\_\_\_ who will tell you all about their career, and caring with younger children and how to treat injuries, when they arise. Be sure to pay extra attention to insight on the levels of severity of injuries and illnesses to learn how to distinguish major and minor issues. Ask questions and write down important tips and tidbits of information to use as your own medical cheat sheet*

Invite doctor/nurse/medical professional/child professional to speak with your girls. Encourage the girls to ask lots of questions. Invite your guest to "join" your Friendship Circle and have the girls share something they've learned today while passing the squeeze. Be sure the girls thank the guest for joining them.

## Activity #9: Talk to a First Aider/Wilderness First Aider

Steps: Girls will interview a First Aider/Wilderness First Aider and learn about sprains.

Materials:

- Notebook for each girl
- Pen/pencil for each girl
- Sprain Savvy handout for each girl (Found in the VTK resources)

Prep: Invite a wilderness first aider/first aider to your meeting. Share the COVID-19 guideline with them so they know what is expected. Share the content below of what you would like them to cover, and that the girls will have interview questions for them. Give them a copy of the Sprain Savvy handout.

*To the girls: Who has experienced or witnessed the misfortune of breaking a bone or spraining a tendon or ligament? Who knows what to do in case a friend suffers a sprained ankle? Did you know that the acronym RICE can help you remember what to do in case of a sprain? Who knows what RICE means? RICE stands for Rest (don't move), Immobilize (stabilize the injured area), Cold (apply ice to the injured area), Elevate (prop up the injured area to reduce swelling).*

Have the girls pick up their materials one at a time from the table/ground. Review the handout with them.

*Have you ever had an experience where there was an unexpected medical emergency? What can you recall about the first course of action immediately following the incident? Were the parties involved panicked or prepared? How could they have been more prepared? What could have been done differently?*

*As Girl Scouts, many of your adventures will take you outdoors allowing for a lot of space and opportunities for injuries to happen. Can you think of any first aid items that may be essentials for outdoor activities? Did you know that a survival blanket, also called a Mylar, solar, or first aid blanket, could potentially save your life in case of an outdoor emergency by keeping you warm?*

*Today, you're going to interview first aider/wilderness first aider \_\_\_\_\_ who will tell you all about how to prevent and treat serious outdoor injuries. Before we introduce them, take a few minutes to write down a couple of questions you may already have. Interviewing is a way of asking questions to gather information and get an understanding of the topic. You are going to want to be sure to ask lots of questions and how to find help if someone is injured, and what to do while you wait for help to arrive.*

Introduce your guest and have the girls interview. When they are done, invite your guest to "join" their Friendship Circle where girls can share something they learned today before passing the squeeze. Be sure the girls thank their guest.

# SPACE SCIENCE BADGES: FOR DAISIES, BROWNIES, JUNIORS AND CADETTES



## **Daisies: Grades K-1**

- Explore and observe the sky like a real space scientist.
- Complete 3 activities



## **Brownies: Grades 2-3**

- Investigate the complexities of the sky as you learn to see things in a new way.
- Complete 6 Activities, including one \* activity



## **Juniors: Grades 4-5**

- Venture through the Solar System and beyond, and see that space is even bigger than you might have imagined.
- Complete 7 activities, including one \* activity



## **Cadettes: Grades 6-8**

- Observe and explore light, deepening your understanding of the Sun, stars, and other objects in space.
- Complete 8 activities, including at least two \* activities



## Activity 1: Shadow Posters

Steps: Girls will make shadow posters and predict what will happen to their shadows over time.

Materials:

- White drawing paper for each girl (a drawing pad provides a hard cardboard surface to work on)
- Crayons or markers for each girl

*To the girls: Have you ever heard the words “sunrise” and “sunset”? That’s how we describe the Sun coming up in the morning (sunrise) and going down at night (sunset). But did you know that the Earth—the planet where we live—is actually spinning like a top in space? That’s why the Sun seems to move across the sky. On the part of the Earth facing the Sun, it’s day. On the part facing away, it’s night!*

*Okay, let’s learn a little more about the Sun! You are going to put a piece of paper out in front of you so that the Sun is behind you. Place your hand at the edge of the paper, standing it up creating a shadow, and trace your hand’s shadow. We are going to come back to your posters in a bit and when we do, you’ll want to put your hand in the same place so be sure to remember where that was. Make sure not to move your paper! Let’s make a prediction! What do you think will happen when you go back to your poster in about an hour and trace your shadow again?*

Teach the song: Mr. Sun:

Oh Mr. Sun, Sun, Mr. Golden Sun, please shine down on me!  
Oh Mr. Sun, Sun, Mr. Golden Sun, won’t you shine down on me?  
These little children are asking you, won’t you come out so we can play with you?  
Oh Mr. Sun, Sun, Mr. Golden Sun, please shine down on me!

Do another activity and come back to the posters. Additional activities can be found following the badge activities in this booklet.

*Okay, let’s see if our predictions were right! Put your hand back in the same place as the first time, and trace your shadow now. Did anything happen? What do you see? Was your prediction (guess) right? Scientists check their predictions all the time—that’s how they learn.*

If there is still time in your meeting, girls can draw a picture of the sun on the paper and decorate them as they would like to.

## Activity 2: Make a Pretend Telescope

Steps: Girls will make a pretend telescope and become NASA scientists.

Materials:

- Toilet paper or paper towel tube paper per girl
- Paint (put small amounts on paper plates so each girl has her own)
- Paintbrush per girl
- \*Older girls should make telescope kits that will actually work

*To the girls: A telescope is a tool that scientists can use to study the stars by making distant things seem brighter and bigger. One famous telescope is the Hubble Space Telescope, which has been up in space since 1990! It orbits about 300 miles above the Earth-above us-sending back information to space scientists. We're going to make pretend telescopes and become NASA scientists! You're going to decorate your paper tube any way you would like to, you can even paint stars on it if you want!*

When the girls are done making their telescopes, explain to them that you are going to let the tubes dry but that they can take their telescopes home and when the sky is dark, they can go outside with an adult and look through it at the stars as they use their creativity to pretend they are a NASA scientist.

*To the girls: For as long as people have been looking at the sky, they have found patterns and shapes in the stars. Do you know what those are called? These patterns are called constellations. People from all cultures made up stories about these constellations and would use them as a map to tell directions. While you are looking through your telescope at the night sky, see if you can see any patterns in the stars. If you do, draw a picture of them so you can share what you found with the rest of us at our next meeting!*

Teach the song: Twinkle Twinkle (Sung to Twinkle, Twinkle Little Star): You can print out the words for them or do a repeat after me where you sing a line, they sing it back to you.

Shorter version for younger girls:

The tiny stars you see at night  
Are like our sun, so warm and bright -  
But far away, they look so small, they barely give us light at all.

Longer version:

Twinkle, twinkle, little star, I know what you really are:  
Giant ball of glowing gas, one of billions in a mass!  
Twinkle, twinkle, little star, oh, how big you really are!

Twinkle, twinkle, giant star, larger than the Earth by far!  
Since your distance is a lot, you look like a tiny dot.  
Twinkle, twinkle, giant star, very bright, yet very far!

Stars are twinkling, every one, some are bigger than the sun!  
Just a twinkle in the sky, just because you're oh, so high!  
Twinkle, twinkle, little star, oh how big you really are.

### Activity 3: Meet the Moon

Steps: Girls will take a closer look at the Moon and learn the Moon's phases, while enjoying a special treat!

Materials:

- At least one print out of the full Moon per girl
- A print out of the phases of the Moon per girl
- 1 paper plate per girl
- 1 package of single-serving, individually wrapped, mini-Oreos per girl
- 1 plastic spoon per girl
- 1 juice box or bottle of water per girl
- A container of hand wipes

*To the girls: Have you ever noticed the Moon in the daytime sky? Sometimes it's there! It just doesn't seem very bright compared to the blue sky or clouds. When it's up at night it's hard to miss, and some nights it's brighter than others. Can we see it right now? Let's take a closer look at the Moon!*

*For as long as people have been looking at the sky, they have been making up stories about the large spots they see on the Moon. Some people think the shapes look like a person's face, some see a full body, and others see animals like frogs or rabbits. Look at the picture of the full Moon (or look up at the real Moon, if it is visible). What do you see? Why do you think it looks this way? Take your marker and trace the picture that you see, or draw the picture on the back of the paper. Does anyone want to hold theirs up and share what they found?*

*What shape is the Moon? Is it always a circle? Let's take a look and see how it seems to change shape over time. Look at the sheet of paper with the Moon phases on it, showing you how the Moon appears to us at different times each month.*

If the Moon is visible, have the girls figure out which phase the Moon is currently in; if the Moon is not visible, ask the girls if anyone noticed what phase the Moon was in last night.

*Let's make our own phases on the Moon! We are going to leave our masks on right now-but we can take them off later when we eat our Moons! You're going to take one cookie at a time, open it up, and use the spoon to scrape away the right amount of filling to make each one of the different Moon phases! Lay the cookies out on your paper plate in the order that the Moon phases take place-as you see them on your paper.*

When girls are done, they can remove their masks and enjoy their Moons and juice boxes/water; replacing their masks as soon as they are finished. Have each girl take a hand wipe that you have laid out to wash her face and hands and dispose of it in the trash bag. If you still have time in your meeting, you can encourage the girls to lay back and look up at the sky and talk about what they see.

## Activity 4: Meet the Stars

Steps: Girls will use their imagination to make their own Star constellation, name it and share its story.

Materials:

- 1 piece of black construction paper
- 1 sheet of star stickers per girl
- 1 piece of white chalk or crayon per girl
- 1 small dixie cup with a little water in it
- 1 paint brush per girl
- A few print outs of different constellations to show the girls

*To the girls: For as long as people have been looking at the sky, they've found patterns and shapes in the stars. These patterns are called constellations. People from all cultures made up stories about these constellations and would use them as a map to tell directions. Astronomers-people who study the sky-have agreed on the same 88 constellations in our sky. Here are a couple of constellations that we can see in our night sky (show your print outs). Have you ever looked up at the sky at night and found different patterns? Let's do that now-let's become astronomers and discover our own constellations and even name them!*

*Put your black piece of paper in front of you-this is our night sky. Stand up, dip your paint brush into the water and gently flick little drops of water onto your paper-not too much! You don't want to soak your paper. Can you see any patterns in the water drops? Many constellations were named after animals, because they thought they looked like animals. Yours doesn't have to be an animal, it can be anything you like! Use your imagination-what does it look like? Use the star stickers to help you outline your pattern or shape, put one sticker on each star. Then use your crayon/chalk to connect the dots.*

*Stories about the constellations helped people share information before people could even read or use technology to community. Sometimes it was directions, some stories gave examples of values -like honesty or bravery-that people thought were important, and some stories were just for fun. Take a few minutes to name your constellation and think of your own constellation's story while you finish creating it.*

Encourage the girls to stand up and share their constellations and to tell their stories.

## Activity 5: Meet the Planets

Steps: Girls are going to meet the planets and create their own way of remembering them.

Materials:

- Pictures of our Solar System large enough the girls can see; or copies for each girl
- List of our 8 planets in order from the Sun, one per girl
- Notebook per girl
- Pen/pencil per girl
- Print out one picture each of the Sun, Moon, and the 8 planets and tape them to craft sticks (you can also just write their names on the paper)

*To the girls: In you live in a city, your neighbors live close to you. If you're in the country, they're farther away. Think of our home planet-Earth-as part of a neighborhood. Earth's neighborhood is our Solar System, and the other planets are the neighbors. Some planets are close, and some are farther away. Let's meet the neighbors!*

Show the girls pictures of our Solar System, and of each of the eight planets.

*That's a lot to remember, isn't it? Eight planets and their order from the Sun? A mnemonic device is a complicated name for a fun idea. It's just a way to help you remember something, often in a very silly way. Come up with your own way to remember the names and the order of the planets in our Solar System by writing a sentence, a poem, or a song that uses the first letter of each planet in order. For example, My Very Excellent Map Just Showed Us North. You can see a list of planet names on your sheet of paper, and the order that they are in.*

Encourage the girls to stand up and share what they came up with to the group.

*We are going to make a human scale model of the Solar System! What is a scale model? Space is sooo big, its ginormous! And so is everything in it. So we need to use a scale model, a smaller version of it, when we are trying to represent it. For this activity, every step will equal 36 million miles! Raise your hand if you want to be the Sun?*

Send one girl to the front where you have laid out all of the pictures of the Sun, Moon and planets ahead of time. Have her return to her seat. Continue on with the 8 planets, and the Moon. Leaders can be the Sun and other planets as needed; keeping the Moon only if needed. Send the Sun to stick the picture of the Sun into the ground facing the group way at the front of the group and return to her seat.

*Okay, who remembers which planet is closest to the Sun? Mercury, that's right! Who has Mercury? Go stand at the Sun facing us. Take one step away from it, and stick your picture into the ground facing us and return to your seat. Does anyone remember how many miles each step is equal to? 36 MILLION miles!*

*What planet comes next? Yes, Venus! Venus, go ahead and go to the Sun facing us. Take two steps toward us and stick your planet in the ground. Next? Go ahead, Earth, go stand at the Sun. Now take three steps toward us and stick it in the ground. Which one is next? Mars, your turn. Go to the Sun and take 4 steps! Now which one? You're up, Jupiter! Take 13 steps away from the Sun. You think that's pretty far? Remember, that would be 13 times 36 million miles-so that's 468 million miles!*

*What comes after Jupiter? That's right, Saturn. Go ahead to the Sun and take 25 steps! That's almost twice the distance of Jupiter! Let's all count that together, 1, 2... What comes next? We are almost done. Uranus, can you guess how many steps you're taking? 50! Okay, we have one last planet to join our Solar System-Neptune! Go ahead to the Sun. Ready? You are going to walk 2,808 miles-no! Just kidding-but that is what it would be if we weren't using a scale model! Go ahead and take 78 steps and plant your planet.*

If the Moon is being used, go ahead and have it planted about an inch away from Earth!

*Anyone have any observations to make? Do you think we can see all of these planets from the Earth? We can only actually see 5 planets from Earth without a telescope. Can you guess which ones? (Mercury, Venus, Mars, Jupiter, and Saturn). Make sure when you go home tonight, you ask an adult to look up at the night sky and see if you can find any planets!*

## Activity 6: Circling the Sun

Steps: Girls will learn about the Earth's orbit and where the Sun was on their birthday.

Materials:

- A large ball (or something to represent the Sun)
- One sign to represent each of the four seasons: winter, spring, summer, and fall
- One sign with each month written on it
- Paper for each girl (drawing pads work well, they have a hard cardboard surface to draw on)
- Crayons or markers for each girl
- One long piece of string, tied off every 6-9 feet with a knot, creating a circle with the string

Prep: Lay the piece of string out in a circle, with the Sun in the center of it. Place the four season signs counter-clockwise, in order, around the Sun (summer, fall, winter, spring). Invite the girls each to sit at a knot when they join the circle.

*To the girls: What is a year? How do we measure a year? The Earth orbits the Sun-moves around the Sun-and one orbit is equal to one year. Let's stand up, all holding our knot. We know we only have one Earth, but let's pretend we are all Earths right now and make one orbit of the Sun! Very slowly, we are going to keep our circle tight, and walk around the Sun once, ready?*

Keep reminding the girls to keep the shape of the circle, so that they are six feet apart.

*It actually takes the Earth 365.24+ days for the Earth to move around the Sun-once! So how many times have you orbited the Sun?*

*Does anyone know why we have different seasons, winter, spring, summer and fall? The Earth is tilted and throughout the year, different parts of the Earth receive more direct rays from the Sun. I've put the four seasons out: there is fall, there is winter, there is spring, and there is summer.*

*Point to the season you think it is when the Earth is getting more direct Sun rays. The summer, that is right! What kinds of things do we do in the summer when it is most warm? Now point to the season you think it is when the Earth is receiving less direct rays from the Sun. That's right, winter! What kinds of things do we do in the winter when the weather is cooler? What is your favorite season, and what do you like to do in it?*

*The seasons change as the Earth takes a trip around the Sun-or as it makes one orbit! What direction do you think the Earth orbits the Sun? Let's pick up our circle again and see if we can find out. Remember where the seasons are?*

Encourage the girls to figure out which direction the circle should go, by the order of the seasons. The girls will move in a counter-clockwise direction, following the seasons. Remind the girls to keep the shape of the circle so that they are staying apart. Once they have figured this out, have one girl at a time pick up their supplies and return to the circle.

*Okay, we've figured out that it takes one year for the Earth to orbit around the Sun. We even figured out that the Earth revolves around the Sun in a counter-clockwise position. Think about the month that you were born. What season were you born? Think about what happens to the plants, animals, and weather during this time of the year. Use your markers/crayons to draw a picture representing your birthday month.*

If the girls are younger, you can lay out the months around the Sun, like you did the seasons, ahead of time and share where the months are. Otherwise, lay the months out while they are making their birthdays pictures. One at a time, have the girls walk around the Sun from their position in the circle, staying six feet away from everyone, and stopping on their birthday month to share their picture and the month that they were born and place their picture down.



## Activity 7: Be a Night Sky Observer\*

Steps: Girls will come together under the stars and enjoy observing the night sky. \*At the very least, the ending of your troop meeting should be after dark.

Materials:

- A couple of sheets of black construction paper per girl
- A thumbtack or paperclip per girl (depending on level)

Prep: The week before your meeting tell the girls they will need to bring their own blanket or sleeping bag for this meeting to lay out on. Also have them bring their own flashlight.

As the girls arrive, have them find their spot and lay out their blanket or sleeping bag; be sure everyone is at least six feet apart. Once they have all arrived, have the girls join you in a wide circle with their flashlights, at least six feet apart.

*To the girls: Tonight we're going to do a little night sky watching! While it is still a little light out, let's make some of our own star constellations until we can see some real ones! After you get your materials, join me back in the circle and wait for instructions.*

One at a time, send girls to the table or area you have already laid out their paper and thumbtack/paperclip. Have them join the circle and take a seat.

*Who can tell me what a constellation is? That's right—a pattern of stars in the sky. Without pointing the light in your eyes or anyone else's, do you see where the light comes out of your flashlight? That's the size that you are going to want to make your star constellations on your paper, so that your light will shine through them. First, take your thumbtack/paperclip and gently poke just ONE hole into your black paper. Now hold the paper up to your flashlight, over the hole. See your star? That's great! Go ahead and make a couple of more stars around that one and see how that looks! If you know a constellation, go ahead and try making it on your paper.*

*Your paper is much bigger than your flashlight, so you can even go ahead and make a few constellations spread apart on your paper. Okay, everyone pick their favorite one!*

One at a time, have the girls stand up and share their constellations with the group—it should be dark enough at this point that the girls can see each other's constellations. Have them share the name of their constellation, even if they have to give it a name. Once every girl has had a turn, have everyone hold theirs up.

*Look at our night sky! Nice job, everyone. Did you know it takes time for your eyes to adjust to actually be able to see the stars in the sky? Once we get back to our spots, you are going to keep your flashlight off so that your eyes have time to adjust. I'm going to send you one at a time and on your way back to your spot, put your thumbtack/paperclip in the bag up front. Go ahead, go back to your spots on your sleeping bag or blanket, lay back and get comfortable! Shut off your flashlights. Keep looking up at the sky, and as your eyes adjust, you'll see more and more stars!*

*Objects in space are VERY far away. The Moon is the closest object to the Earth, and is about 240,000 miles away. If you could drive a car to the Moon at 60 miles per hour—about as fast as you go on the highway—it would take more than five and a half MONTHS to get there! The Sun is about 400 times farther away, roughly 93 million miles, and it is the star closest to us. Scientists measure space with a different ruler marked in "light-years." A light-year is the distance that light travels in one year at 186,000 miles per*

*second-one light-year is about 6 trillion miles!*

*Can you find the brightest star in the night sky? The brightest star that we can see at night is named Sirius. If you're having trouble finding it, look for the three stars on Orion's belt, the go across and point downward-and they point right at Sirius. Does anyone see it? Sirius is nicknamed the "Dog Star" because it is part of the constellation Canis Major, Latin for "the greater dog." Does it look like a dog to you?*

*Who has found any other constellations? Let's make some of our own constellations up! Do you see any that you want to share?*

*Now let's look at the Moon-can we see it? Does anyone know what phase the Moon is in tonight?*

Depending on how much time is left to your meeting, you can read stories to the girls about how different constellations were named, or have the girls tell each other stories under the stars. The object is to keep them looking up and observing the night sky.

## \*Activity 8: What More Can You See?

Steps: Girls will make their own rainbows and learn about the colors.

Materials:

- One small spray bottle per girl (Dollar Stores carry packages of 3)
- Drawing paper for each girl (drawing pads work great, they have a hard cardboard surface to draw on)
- Markers/crayons for each girl of at least every color of the rainbow

*To the girls: When you study space science, you are studying light from stars and other objects in space, including our Sun. Because visible light reaches our eyes by bouncing off objects, we see green trees, red cars, and planets of different colors. This light from our star-the Sun-appears to be one color. What color? Is it possible it's made of all the colors we see? Let's find out!*

*We are going to spread out from our circle, keeping at least six feet between us! Use your spray bottle to make a fine mist in the air. What do you see? If you aren't seeing anything, experiment with putting the Sun in different positions and spraying again. What do you see now? How many colors are there? What is the order of the colors? Spray another fine mist. Do you see the same pattern? Draw what you observe on your paper and write a poem inspired by what you see. Do your observations make you think of a song? Could you write one?*

Give the girls plenty of time to work on their observations and creations. If there is time, invite the girls to share their drawing and their poem or song with the group.

## \*Activity 9: See the Stars in a New Way

Steps: Girls will learn why stars are different colors and how to classify the stars.

Materials:

- Scissors for each girl
- Glue stick for each girl
- Markers for each girl
- Construction paper (red, yellow, orange, light blue, white) for each girl
- Printed copy of Among the Stars cards, split up among the girls (found at [www.girlscouts.org/SpaceScienceAmongtheStars](http://www.girlscouts.org/SpaceScienceAmongtheStars))

Prep: Print out the cards above and split them up amongst the girls, along with their construction paper. When they are done, you will have one complete set to work with.

*To the girls: As the Earth orbits the Sun, our Solar System's star, our view of the sky changes from night to night and from season to season. When we gaze at the nighttime stars, they look like tiny points of light—some are bright and others are dim. Have you noticed that some stars even show a hint of color? People were puzzled by the color of stars for centuries until Annie Jump Cannon figured out how to classify them. And now, you can too!*

*You each have different cards, go ahead and cut them out and glue them to a piece of construction paper that matches its peak star color. Then write the star's name and constellation on the back. Take a few minutes to read over your stars.*

Have everyone decide how they might organize themselves in a line according to the information found on their cards. If you have multiple cards per girl, they can put the card in its spot in the line they form. Be sure to remind the girls to stay at least six feet apart—after all, the stars are millions of miles apart! Explore different methods for classification and have girls share about one of their stars.

Can you find a pattern that relates star color to any other characteristic?

*Since it isn't dark out right now, we can't look up into the sky to try and locate our stars. But you can take your star cards home and try to find them on your own! If you do, see if you can see hints of their color. Be sure to share what you find with your family.*

## \*Activity 10: Be a Mission Specialist for a Planet

Steps: Girls will learn about a planet in our Solar System and create a travel brochure for tourists.

Materials:

- Drawing pad per girl
- Markers/crayons for each girl
- A pair of scissors for each girl
- A stick of glue for each girl

Prep: go to [www.girlscouts.org/SpaceScienceSpacePlaceSolarSystem](http://www.girlscouts.org/SpaceScienceSpacePlaceSolarSystem) and print off two copies of each of the planet's information sheets; do not copy on both sides. If you have 8 girls or less, you only need one copy of each planet. Lay these sheets out up front on the ground (or your table), upside down. Have the girls' materials all separated and spread out as well.

*To the girls: More than 60 years ago, people launched the first spacecraft and began to explore our Solar System. Today, the planetary scientists and engineers at universities, research labs, and NASA centers explore the planets, moons, and Sun with telescopes, robotic spacecraft, and landers.*

*Today you are going to become a mission specialist for a planet! When I call your name, you are going to go up and grab your supplies, and also pick a planet! They are upside down-so it will be a surprise! As soon as you get back to your spot, start learning all about your special planet. Then you are going to create a travel brochure for tourists who are on another planet in our Solar System and want to visit your planet! You can fold your paper in half, in thirds, make it a poster-it up to you. Decorate it by cutting out some of the pictures from your information sheet or drawings if you want to. Be sure to include some informational facts about your planet, and some fun facts too! Really sell your planet-make your brochure so fantastic that the tourists are going to want to visit YOUR planet! What fun things can you do on your planet? How long might it take to get there? Really have fun with this-you are the mission specialist for your planet!*

When the girls are done, invite them to come together in a wide circle, six feet apart, and share their brochures and some information about their planet with the troop.

## \*Activity 11: Create a Space Show

Materials:

- Notebook for each girl
- Pen/pencil per girl
- Individually wrapped, pre-packaged snack per girl
- Juice box or bottled water per girl

Steps: Girls will create a song or rap, a skit, a short story, or a poem that will inspire and teach others about the wonders of space science and put on a Space Show for their troop.

*To the girls: Scientists communicate with each other—they discuss questions that interest them, share their research, and demonstrate their enthusiasm for space. Now that you’ve learned about our place in space, it’s time to connect with others and share your knowledge—just like a scientist.*

*Just like a star, this is your time to shine! Think about all of the things you have learned while working on our Space Science Badge. Create a song or rap, a one-girl skit, a short story, or a poem that will inspire and teach others about the wonders of space science. We are going to have a Space Show after you work on it!*

While the girls are working on their pieces, set out their snacks and drinks and have them come up one at a time to pick them up for the show. Tell the girls not to eat until the show, and remind them that they need to keep their face coverings on until they are eating or drinking, and they go right back on when they have finished. When the girls are done, have them make a wide half-circle, at least six feet apart. You can even create a “stage” if you want to set the stage!

*Okay, who’s ready for our Space Show? During the show, remember to be a good sister and give your attention to the performer on stage. You can enjoy your snack and drink during the show and remember to put your face covering back on as soon as you are done. Who wants to go first?*

Have the girls go up one at a time and share their works. Encourage girls to clap and support their sisters by being a good example.

## **\*Activity 12: Meet an Amateur Astronomer**

Steps: Girls will meet a real amateur astronomer!

Prep Work: The Night Sky Network is made up of thousands of volunteers from local astronomy clubs across the United States who love to spread the joy of viewing the night sky. There are local astronomer groups in Springfield, Paxton and Harvard (and plenty more beyond that). To find the free club nearest you, visit [www.girlscouts.org/SpaceScienceNSN](http://www.girlscouts.org/SpaceScienceNSN) and type in your zip code. Invite one of the group members to visit your troop meeting. Prepare your guest ahead of time with the COVID-19 guidelines they will need to follow so that everyone remains safe. You can ask your guest to bring their own chair, or provide one for them that is sanitized before and after use.

Spend 10 minutes before your guest arrives preparing the girls for their guest, in a wide circle, at least six feet apart. Tell the girls they are going to briefly share the different activities they have been working on to earn this badge, and that they will have a chance to ask the guest any questions they may have. Have the girls prepare some questions ahead of time so that they are ready to make the most of their short visit.

When the guest arrives, have the girls open up their circle, creating a safe space for the guest to sit, while remaining at least six feet apart from everyone. Introduce your guest and let your guest take it from there. Be sure to take some time at your next meeting to have the girls create their own thank you cards and mail them right away.

### **\*Activity #13: Conserve the Night Sky**

Steps: Girls will learn about light pollution and take a step to conserve the night sky.

Materials:

- Light pollution informational fliers and signs (found below); at least one per girl
- Paper or poster board for each girl
- Markers/crayons for each girl

Prep: Go to [www.girlscouts.org/SpaceScienceDarkSky](http://www.girlscouts.org/SpaceScienceDarkSky) to their resource tab and print off some light pollution informational fliers and signs to share with the girls.

*To the girls: Darkness at night is good for living things. When there's too much light at night, it wastes energy and has negative effects on the health and safety of animals, including humans. This excess light is called light pollution. Lights shining toward the sky, using energy in a way that has no benefit to us, is an example of light pollution and negatively affects the work of astronomers.*

*Can you think of ways that light pollution effects the health and safety of animals? One way is that extra light on beaches can cause baby sea turtles to crawl in the wrong direction-away rather than to the ocean when they hatch. It can also throw off the migratory patterns of bird, and make it more difficult for nocturnal animals to hunt. What do you think it does to fireflies?*

*What about humans? Regular exposure to light at night-like the light from your electronic screens-can affect sleep patterns and disturb our bodies' natural rhythms!*

*What are some ways we can fix the problem of light pollution?*

Let the girls share their ideas. If they need prompts, suggest shutting off all lights when they are not in use; only using lights when you need them; making sure lights have light shades on them that only points the light down; and shutting off our electronics an hour before bedtime are all good ways to help fix the problem of light pollution. Have them read over the fliers and signs that you printed off for inspiration to create their own posters to inform the public of how they can help conserve our night sky. You can have the girls think of places they can hang their posters and who they can share them with. Have the girls pledge to talk to at least one person about the negative effects of light pollution.



# PROMISE CENTER AND LAW PETALS FOR DAISIES GIRL SCOUT WAY BADGES FOR BROWNIES, JUNIORS, AND CADETTES



## Daisy Promise Center and Petals: Grades K-1

- Learn the Girl Scout Promise and Law, and what it means to you.
- Do activity #1 to earn the Promise Center
- \*Suggestions to help you earn each petal follows every activity



## Brownie Girl Scout Way: Grades 2-3

- Find out how you can share the Girl Scout legacy.
- Do activities 1-5



## Junior Girl Scout Way: Grades 4-5

- Find out about Girl Scout traditions and share activities and spirit that are a century strong.
- Do 7 activities, including at least one \* activity



## Cadette Girl Scout Way: Grades 6-8

- Learn about Girl Scout traditions and share activities and spirit that are a century strong.
- Do 9 activities, including at least two \* activities

## Activity #1: The Girl Scout Promise

Steps: Girls will learn the Girl Scout Promise, the Girl Scout Sign and make a simple craft to take home.

Materials:

- How Girl Scouts Got Started (from Daisy's Guide to Girl Scouting or online)
- Girl Scout Promise hand craft printout (you can find many on Pinterest), one per girl
- Construction paper, one piece per girl
- Crayons for each girl
- Scissors per girl
- Glue stick per girl
- A Daisy Petal set to show the girls

*To the girls: Does anyone know how Girl Scouts got started? Let's find out together!*

Read Juliette Gordon Low's short story "How Girl Scouts Got Started".

*Now we're going to learn the Girl Scout Promise. This is how Girl Scouts treats one another and everyone else. At every meeting, we'll recite the Girl Scout Promise together. After today, you will have earned your first Daisy badge-the Promise Center! Since the Girl Scout Promise is the center of all things we do in Girl Scouting, isn't that a great place to start!*

Show the girls the full Daisy Petal set, and what they are earning today.

Talk about how it's tradition to do the Girl Scout Sign (holding up the right hand in three fingers with no gaps) when reciting the Girl Scout Promise. The three fingers represent the three parts of the promise. Demonstrate the Girl Scout Sign and ask the girls to try it. While holding the Girl Scout Sign, read the lines of the promise one at a time, asking the girls to repeat the line back to you.

The Girl Scout Promise

On my honor, I will try:

To serve God\* and my country,

To help people at all times,

And to live by the Girl Scout Law.

After practicing a couple of times, try saying the entire promise together as a group while holding the Girl Scout Sign. Be sure to do this slowly so the girls can easily follow. One at a time, ask the girls to share with the group what the promise means to them or one thing they can do to live out the promise.

*The last line of the promise refers to the Girl Scout Law – And to live by the Girl Scout Law. Remember the Daisy I showed you earlier-how it had petals going around the center? Each one of those petals stands for one part of the Girl Scout Law. We will learn about a new part of the Law –and meet our Daisy Flower Friends-at each meeting until we have earned all of our Daisy Petals-and you have the full set! \*Look for suggestions in the following activities at the end of each that will help your girls earn their Petals and refer to the Daisy Flower Friends for their stories and more ideas! You can look in your VTK resources for complete information on the Flower Friends.*

Have the girls cut out their hand craft, and glue the pieces to a piece of construction paper. Be careful not to glue all of the fingers down-and show them how to make the Girl Scout Sign with their craft. Glue the words to the Girl Scout Promise next to the hand. Have the girls repeat the promise again and tell them they can put this project somewhere they can see every day and practice.

## Activity #2: Share Sisterhood

Steps: Girls will create a story/puppet show about how they try to live the Girl Scout Law and share it with their sisters.

Materials:

- Girl Scout Promise and Law, one per girl (found in the VTK resources or online)
- Notebook for each girl
- Pen/pencil for each girl

*To the girls: When you think of sisterhood, what comes to mind? Yes! Sisterhood doesn't always mean those who are in your family, a sisterhood can also be represented by those who share similar values and interests. As Girl Scouts, you are connected to millions of girls around the world who share a mission to make the world a better place, thus creating a large growing sisterhood.*

Have the girls go one at a time to pick up their materials that you have laid out on the table/ground.

*Our sisterhood as Girl Scouts is largely held together by our Law, which outlines how we show up and behave towards one another and the world. Let's say it together:*

The Girl Scout Law

I will do my best to be  
honest and fair,  
friendly and helpful,  
considerate and caring,  
courageous and strong, and  
responsible for what I say and do, and  
to respect myself and others,  
respect authority,  
use resources wisely,  
make the world a better place, and  
be a sister to every Girl Scout.

*Which line of the Girl Scout Law usually sticks out to you most? Why do you think that is? These are all really good reasons.*

*Today, you're going to create a story or puppet show about how you try to live the Girl Scout Law. Perhaps you can share a situation where you were considerate and caring, or you helped make the world a better place. This is a chance for you to be as creative as possible. After you've created your story/puppet show, you'll tell or perform it for the troop! If you create a puppet show, you can use your own hands as the puppets!*

Girls create their story or hand puppet show. When they are done, have the girls take turns going to the "stage" area to share their stories or puppet show. Your stage area can be as simple as a designated spot at the opening of your circle. If this is one of your first meetings and the girls are not comfortable yet, encourage them to share from their spots in the circle.

*\*Daisies: Do your hand puppet show sharing a time you were friendly and helpful to someone-maybe your sister or brother, or even a neighbor- to earn your yellow Sunny Friendly and Helpful petal!*

### Activity #3: Sing Everywhere

Steps: Girls will learn three new Girl Scout songs that they can share with their families and friends.

Materials: Copies of (3) Girl Scout songs for each girl (YouTube is a great place to look for Girl Scout songs-new and traditional)

Extra Fun: Invite an older Girl Scout to teach the songs. Decide which songs she will teach ahead of time so that you can make copies for the girls. Share the COVID-19 guidelines with her so she knows what is expected.

*To the girls: One of the greatest Girl Scouts traditions is our use of song to communicate our values and sense of togetherness. Did you know that songs can have a way of helping us feel connected and stronger and can instill a sense of pride? Who can share some of their favorite Girl Scout songs to sing together?*

*These songs are all great! Singing songs can be tons of fun no matter where you are or what you're doing. Who can tell me where their favorite place to sing is? Around the campfire, in the car, while doing chores, or while with friends, there is rarely a bad time to sing!*

*Today, you're going to learn three new Girl Scout songs to add to your collection.*

If applicable, introduce your guest and invite her to begin teaching your girls new songs.

*How did you enjoy the songs you've learned? Be sure to practice these songs so that you can share them with fellow Girl Scouts, family and friends.*

*\*Daisies: Learn a song that teaches you how to be honest and fair-and sing it with your troop to help you earn your light blue Honest and Fair Lupe petal! Find the lyrics and videos to songs such as "I'm a Girl Scout Daisy" and "I'm a Daisy Girl Scout" on YouTube.*

*\*Juniors: In this activity, you're also going to make up a song to share a message. Maybe it's a jingle or song about why you love Girl Scouting. Perhaps your song will inspire other girls to become Girl Scouts too! After you've made up your song, you'll share it with the troop!*

*\*Cadettes: In this activity, you're going to teach an international song to your troop. Do you already know one? If not, arrange for someone that does to teach one to your troop.*

Invite your guest to stay and "join" your Friendship Circle and have the girls share which song they liked the most before passing the squeeze. Be sure the girls thank your guest for joining them.

## Activity #4: The Brownie Story

Steps: Girls will read the Brownie Story and learn about traditions.

Materials: A copy of the Brownie Story for each girl (from an old handbook or online)

*To the girls: Who can tell me what a tradition is and why it is important? That's right! Traditions are a great way of encouraging unity, respect, and a sense of belonging. Do you have any personal traditions? If so, can you share a few?*

*As Girl Scouts, we have quite a few of our own traditions. Who can name a few? Exactly! A few of our most cherished traditions include the Girl Scout Sign when we say the Promise; we have our motto, "Be prepared," which is also considered a tradition; and we also have the Girl Scout handshake, traditionally used by Girl Scouts and Girl Guides all over the world.*

*Did you know that traditions can change over time? Things may start out one way, but time, information, needs, and other factors can change the course of traditions along the way. Did you know that even the way we do things as Girl Scouts has changed over time? Can anyone guess how? These are certainly a few ways that things have changed along the way.*

*Can you think of a tradition that we might need to change right now? What about the Girl Scout handshake? That's right. Right now shaking hands is not a good way to protect as sister Girl Scouts, is it? Can you think of something else we might be able to do to greet each other right now, that doesn't involve getting close or touching each other? These are great! We may be creating the newest Girl Scout tradition!*

*Did you know that even some of the Girl Scout stories are traditional in many ways? Today, you're going to read the Brownie Story from an older Girl Scout handbook.*

Have the girls take turns reading parts of the story in their circle.

*What did you enjoy most about the story? Do you notice things that seem to be the same and things that are different in the story and the way Brownies do things today?*

*\*Daisies: You read a story about how Girl Scouts got started to earn your Promise center. Do you remember it? Talk about how Juliette Gordon Low was courageous and strong when she began Girl Scouts to help earn your red Tula Courageous and Strong petal.*

## Activity #5: Make the World a Better Place

Steps: Girls find ways to leave a place better than they found it.

Materials:

- Plastic grocery bags for each girl
- 1 larger trash bag

*To the girls: A part of our Law as Girl Scouts is to make the world a better place. Who can tell me a few ways that we can do that? These are all great answers! Making the world a better place can mean anything from sharing a kind word to tidying up the spaces around you, to lending a helping hand when it's needed. There is no limit to the ways you can try to make the world better.*

*Did you know that one of the easiest ways to begin making the world better is by starting right where you are? Yes! There are things you can do right now that can help to leave this place better than it was when we got here. Take a few moments to look around to see what can be done. Can anyone name a few ways we could make our meeting place better? These are all awesome ideas! How about you try some!*

*We need to be sure we are keeping each other safe, keeping our distance while we are cleaning up. To help us remember, if you hear me yell out "Save the World", it means we all freeze, look where we are and move apart if we need to, and wait for me to say "Go" before moving again. Any questions? There are plastic bags up front you can use, start by getting one of those, one at a time. Let's see what we can do to make our world a better place!*

Girls make the space better than they found it. While they are walking around, keep it fun by yelling out "Save the World" to remind them to keep their distance.

*That was awesome! Can anyone share how doing things to make this space better made you feel? Now that you know how to make the world a better place starting with your surroundings, try making your room, home, and your "school" space a better place all week! One at a time let's toss our trash in the big plastic bag up front!*

*\*Daisies: This activity will help you earn your rose Make the World a Better Place Rosie petal.*

*\*Juniors and Cadettes: We're going to head over to the park/camp to leave it better than you find it! Using the time we have, you can pick up trash, pull weeds, clear hiking trails, or pull invasive plant (with someone who can help you identify them). Let's see what we can do with the park/camp in the time that we have! Any little bit helps. (If the park/camp is not in walking distance, have parents drop girls off right at the park for your meeting.)*

## Activity #6: Birthday Bash

Steps: Girl Scouts celebrate Juliette Gordon Low's birthday.

Materials:

- Music you can play and dance to
- Games that can be played while keeping distant (there are some at the back of this booklet)
- Individually wrapped, pre-packaged cupcakes for each girl
- Juice boxes or bottled waters for each girl
- Optional: decorations appropriate for your outside meeting space; festive plates and napkins

*To the girls: If it wasn't for Girl Scouts' founder Juliette "Daisy" Gordon Low, we wouldn't have the Girl Scout Way and we wouldn't have the gift of this growing, worldwide Girl Scout sisterhood. Did you know that Juliette Gordon Low started the Girl Scouts because she wanted a place where girls can come together as sisters to have fun while doing good? Juliette Gordon Low's life and mission for girls is cause for celebration!*

*Did you know that Juliette Gordon Low's birthday actually falls on Halloween? She loved that her birthday fell on this already celebrated day, but the good news is we can celebrate her birthday any day we come together! Today will be that day of celebration! We're throwing Juliette Gordon Low an awesome birthday bash.*

*What do you think we need to do to make sure this party is a success? How do you think Juliette Gordon Low would like her life celebrated by Girl Scouts today? This all sounds great! Let's really show Juliette Gordon Low how we celebrate her life by showing how we share and practice the Girl Scout Way!*

Spend your meeting doing any of the following: a dance in place party; a freeze-frame dance off (where you play the music and when you shut it off, the girls freeze in place); games; a sing-a-long; eating cake and of course, singing Happy Birthday! While girls will need to stay distant, they can have a lot of fun with movement activities. Consider doing a simple service project like making Have a Good Day cards for Meals on Wheels or cleaning up around your meeting place.

*\*Daisies: You can talk about how considerate and caring Juliette Gordon Low was-to animals, the environment, to people in need -while you celebrate her birthday to help you earn your light green Considerate and Caring Zinni petal.*

## Activity #7: Just Imagine

Steps: Girls learn about Juliette Gordon Low and imagine what it was like to be an original Girl Scout.

Materials:

- Juliette Gordon Low Biography handout, one per girl (found in the Junior VTK resources or online)
- Paper for each girl (drawing pads work well, they have a hard cardboard surface to work on)
- Color pencils/markers/crayons for each girl

*To the girls: Who can tell me the birth date for Girl Scouts? That's right! On March 12, 1912, 18 girls gathered for the first Girl Scout meeting in the United States. Each year, Girl Scouts all around the world celebrate this birth date in many different ways including ceremonies, activities, and events!*

*In this activity, you're going to imagine yourself as one of the original Girl Scouts. To get started, let's find out why Girl Scouts was started. One at a time, please go up to the table/ground and grab your supplies.*

Review the handout with the girls. You can have the girls read it to themselves or take turns reading out loud.

*Now imagine what it was like to be one of the first 18 girls at the meeting in 1912. Can you picture yourself during that time? Make up a story or draw a mural about being a Girl Scout with Daisy. After you're done, you'll share your creations with the troop.*

Girls share what they made up with the group. If you are doing snacks, consider individually wrapped, pre-packaged cupcakes today and singing Happy Birthday!

*\*Daisies: Imagine you were a Girl Scout from 1912--so long ago! Talk about ways that Juliette Gordon Low might have had to use her resources wisely in those times to help earn your green Clover Use Resources Wisely petal. Did you know Daisy had to sell her aunt's pearls to start Girl Scouting?*



## **\*Activity #8: Sisterhood Time Capsule**

Steps: Girls will make a time capsule for future Girl Scouts.

Materials:

- Pencil
- Drawing pad/paper
- Art supplies (i.e. color pencils, crayons, markers, etc.)
- Item(s) to put in capsule (you can encourage girls to bring items to the next meeting as well)
- Container to use as time capsule

*To the girls: What does sisterhood mean to you? These are all great answers! Sisterhood can mean different things for different people. As Girl Scouts, “sisterhood” doesn’t mean just sisters in your family. All of the girls and women who are Girl Scouts and try to live by the Girl Scout Law share the Girl Scout sisterhood. Honoring each line of the Girl Scout Law keeps you closer to your sisters across time and space.*

*In this activity, you’re going to make a time capsule to be found by future Girl Scouts. For this time capsule, you can draw a picture, write a poem or story, or leave an object that represents how girls practice the Law today. Feel free to be creative! After you’re done with your time capsule object, you’re going to put them in a container and decide on a special place to keep your time capsule for future Girl Scouts to find.*

Girls create time capsule items and share them with the troop before placing them in the container.

*Were there any items you would like to put into the time capsule that we don’t have here today? If anyone wants to add anything else, bring them next week. Now, where should we keep the time capsule? This sounds like a great place! Let’s write instructions to the hiding place to share with future Girl Scouts.*

### **\*Activity #9: Try a Tradition from the Past**

Steps: Girls will have a former Girl Scout visitor and learn about Girl Scout traditions and her experience in Girl Scouting.

Materials: None

Prep: Invite a Girl Scout alumni to your troop meeting. Once you start asking around, they are easy to find. Share the COVID-19 guidelines with her so she knows what is expected and what precautions are being taken. Some older alum love to dress up in their old uniforms or bring their sashes and memorabilia to share with girls. Let her know the girls would like her to share her Girl Scout experience, her favorite traditions, and teach them her favorite song.

*To the girls: Traditions like songs, ceremonies, handshakes, and even food are known to bring people together. Girl Scouts share rich traditions that date back to well over 100 years. For this activity, we've invited \_\_\_\_\_ who, years ago, was a Girl Scout, just like you. She's going to tell you all about her favorite Girl Scout traditions from her time and answer any questions you have about her Girl Scout experience. She's even going to teach you her favorite Girl Scout song! After she's shared a little about her experience, you can tell her all about your experience too!*

Invite your guest to talk to your girls. When she is done, be sure to invite her to "join" your Friendship Circle—a tradition she's sure to remember.

\*Daisies: An adult-like an older Girl Scout—should always be respected. How can you show you respect authority when your guest visits your troop? Talk about it and work on your magenta Respect Authority Geri petal.

## **\*Activity #10: Tradition To-Do List**

Steps: Girls will create their tradition to-do list and hear those of others.

Materials:

- Notebook for each girl
- Pen/pencil for each girl

*To the girls: When you think of your favorite traditions what comes to mind? When and how did some of your favorite traditions begin? Why do you think traditions are important? Did you know that traditions can be expressed in many forms, including songs, food, clothes, and ceremonies? As Girl Scouts, there are traditions that are passed down to ensure that the Girl Scout Way is upheld generation after generation. Can you name a few Girl Scout traditions that are still adhered to today?*

*Today, you're going to make a tradition "to-do" list. This list will include all of the adventures you'd like to have and places you'd like to visit as Girl Scouts.*

*After reviewing your lists, we're going to see if any fellow Girl Scouts have already done things on your list, and hear about their experience(s).*

Girls share their to-do lists and see if fellow troop-members have already done the items on the list. Encourage the girls to ask questions about their experiences.

*Be sure to find creative ways to make your "to-do" list a reality! Do you need to save money for a trip on your list? Or organize an activity? Now's your chance to get your traditions started. Were there any traditions on anyone's to-do lists that we could consider planning as a troop? Does our troop already have some traditions?*

*\*Daisies: When your Daisy sisters share ideas and listen to the ideas others, they are respecting each other. When we speak up for what we believe in or want, we are also respecting ourselves. Be sure to practice respecting yourself and your sisters when you are talking about the fun things you want to do in Girl Scouts and work on your purple Respect Myself and Others Gloria petal.*

## \*Activity #11: Project Honor

Steps: Girls will create a project honoring the courage, confidence, and character of the Girl Scouts.

Materials:

- Notebooks for each girl
- Pen/pencil for each girl
- Some basic art supplies (enough for each girl)
- Shoe boxes, cardboard pieces, construction paper, canvas, etc. (you can ask girls to bring in items that they can use too)

*To the girls: Being a Girl Scout is largely about exemplifying and honoring women and girls who change the world. This means that with over 10 million Girl Guides and Girl Scouts from 145 countries around the world, there is great cause for celebrating the united Girl Scout mission to make the world a better place. What better time to honor and celebrate world-changing women and girls than during the annual Girl Scout Week! Who knows when Girl Scout Week is and what it represents? Yes, every year during the week of March 12 (the date of the first Girl Scout meeting in 1912), Girl Scouts celebrate the courage it took our founder, Juliette Gordon Low, to start the Movement, along with the courage, confidence, and character exhibited daily as Girl Scouts. \*If you are doing this at a different time of the year, share the same information but change the wording.*

*Can you identify ways that Girl Scouting has made the world a better place since 1912? Let's brainstorm ways Girl Scouting has improved the world. Once we've done that, you're going to select one of the ways Girl Scouting has improved the world and create art, writing, or a drama project telling the story of this improvement.*

Girls brainstorm ways Girl Scouting has improved the world and begin working on their projects. Encourage the girls to give this a lot of thought, and sketch out or rough draft what they would like to do. And then have them go up one at a time to "shop" for their supplies, only touching what they take and only taking what they will use.

*Let's see how everyone is doing. Who wants to share their projects first? You can complete your projects at home and bring them back next week to share your final version!*

\*Daisies: Being responsible for what you say and do is all about building character! Make a promise to do something this week to improve the world around you-and then do it! This will help you earn your orange Responsible for What I Say and Do Mari petal.

## **\*Activity #12: Spotlight a Hidden Heroine**

Steps: Girls will identify a heroine and celebrate her achievements.

Materials:

- Notebook for each girl
- Pen/pencil for each girl

*To the girls: When you hear the word “sisterhood” what comes to mind? What are some characteristics of a sisterhood? Is the Girl Scouts a sisterhood? Why or why not? Did you know that sisterhood doesn’t only have to mean family, but can also mean any one you’re closely connected to?*

*As Girl Scouts, you’re all constantly connected by way of the Girl Scout Law. Each Girl Scout that practices the Law is operating in unity with the Girl Scout sisterhood around the world. Is there anyone in your community that exemplifies the characteristics mentioned in the Girl Scout Law? Who and how so?*

*Today, you’re going to identify a heroine in your community who you think deserves recognition, and you’re going to celebrate her achievements. Perhaps you’d like to write her a poem or song? Or write an essay? Now is your chance to plan out the perfect way to spotlight your hidden heroine. Be sure to be specific, share with her exactly why you see her as deserving recognition.*

Girls begin planning/creating their heroine spotlights.

*Does anyone want to share what they created? Be sure to present your hidden heroine with their spotlight the next time you cross paths! You can even mail them what you’ve created if you know where they live!*

*\*Daisies: Think about someone who is a sister to every Girl Scout-she can be your leader, someone in your troop, even an older sister at home-and make a card telling them why you think they are a hero. This activity will help you earn your violet Be a Sister to Every Girl Scout Vi petal.*

