girl scouts

Volunteer's Guide to the Daisy Digital Leadership Badge*

Tips and ideas to help you guide your troop through this badge.

Step 1: Discover your communities • 20–30 minutes

Ask: What do you like about being a Daisy?

Share: As a Daisy, you're part of a **community** of Girl Scouts. A community is a group of people. They can live near each other. They can like the same things. They can do the same thing. They can be in the real world. They can be online or **digital,** too. **Technology,** like computers, smart phones, and tablets, lets people gather in digital communities without having to be in the same place. We can play games, share ideas, and connect with other people from all over the world.

Do: Ask, "What are some communities you're a part of?" Remind Daisies of groups like their school, friends, family, and troop. Ask, "Are the communities offline? Are they online, too?" Use "A World of Digital Communities" in the Daisy Booklet for ideas.

Choices—do one:

- **Create your world.** Invite Daisies to make a picture of their communities by drawing, collaging, or use a kid-friendly app to create a picture of their communities, both real-world and digital. Ask questions like, "What do you do with your communities? How do you help each other?" to inspire ideas for other things to add. Have Daisies share their worlds when they're finished. They can look at their pictures and point out which parts of their world involve technology or are digital.

    Materials: *Paper; pencils; markers or crayons; safety scissors; magazines or newspapers; glue sticks; smartphones, tablets, or computers with a kid-friendly graphics app (optional)*

- **Map your neighborhood.** Show Daisies maps, pointing out any place that could have a real-world and digital community, like a school, library, movie theater, or doctor's office. Ask, "What are the important places in your community? Where do your communities meet?" Invite Daisies to make a map of the community they live in. Remind them to include homes, schools, buildings,

parks, and other places. Ask, "Which places are in the real world and digital?" Have them choose a special symbol or sticker to mark places that are in the real world AND online. Have Daisies share their maps and point out parts of their neighborhood that are digital.

    Materials: *Examples of maps; paper; pencils; markers or crayons; stickers (optional)*

- **Explore your Girl Scout community.** Remind Daisies that they're part of a huge community of Girl Scouts from all over the world. Ask, "What connects you with other Girl Scouts? What reminds you of being a Daisy?" Discuss and share ideas. Show Daisies the objects and have them point out those that remind them of their Girl Scout community. Talk about other things that connect Girl Scouts, like earning a badge, camping, being part of a troop, friendship, and knowing the Promise and Law. Ask, "What would you ask a Girl Scout who lives in a different part of the world?" Have them draw their ideas and share. Then discuss how technology can help them to ask these questions, from emailing or video chatting with another troop to going to a virtual event or researching other places and cultures online. If Daisies are interested, find a way to connect them with the global Girl Scouting community!

    Materials: *Examples of clothes or objects that can represent being a Daisy or Girl Scout (sash, vest, petal, badge, T-shirt, etc.); paper; markers or crayons; smartphone, tablet, or computer (optional)*

Step 2: Explore a world of information • 20–30 minutes

Ask: What's your favorite thing to do in the digital world?

Share: There are lots of people online. There's your family, friends, troop, and school. There are other people or strangers you don't know. In the real world, you wouldn't talk to a stranger. It's the same online. Only share **public information** with people you know and trust. Public information won't give others clues about who or where you are, like your favorite animal or color. Never share

*Detailed choice activities, meeting tools, and additional resources and materials can be found within the Volunteer Toolkit on **my.girlscouts.org**.

private information like your full name, home address, or photos of yourself. These give others clues about you! If you're not sure if something is okay to share or do online, ask a caring adult that you trust, like your relative or teacher.

Do: Ask Daisies to name different kinds of information about themselves, or provide some examples, and discuss whether it would be public or private. Explore what information might be okay to share with trusted friends and family online, but not with strangers or the general public. Finally, share "Be a Leader Online and Offline" in the Daisy Booklet and brainstorm other ways Daisies can take care of themselves and others, online and off.

Choices—do one:

● **Play "Share or Don't Share."** Ask Daisies to draw 5 pieces of information about themselves on separate sheets of paper. These could be things like their school, name, pet, or birthday. Ask each Daisy to show their drawings, one at a time. Everyone can look at the information and decide: Would they share it or not? Who would they share it with? Have them use thumbs up for "share," thumbs down for "don't share," and a sideways thumb for "maybe" if they aren't sure. Remind Daisies the public information is okay to share with trusted friends and family and they should never talk to strangers or share private information.

   Materials: *Paper; markers or crayons*

● **Build an "information box."** Before the meeting, fill a box with five objects that show who you are and gather a variety of small objects for Daisies. To start the activity, share your box with Daisies and discuss what each item represents. Then ask, "Which ones can I share online? Which ones should I keep private?" Have each Daisy fill their own box with five small objects or drawings of things that represent them. Ask questions like "What do you like to do for fun? What kinds of games or videos do you like?" to help with their brainstorming. Then have Daisies look carefully at their box and decide: What objects are private information? Which are public information? Who would they share it with? If you're meeting virtually, Daisies can gather objects before coming back to share and discuss. Remind Daisies that public information is okay to share with trusted friends and family and they should never talk to strangers or share private information.

   Materials: *Sample information box; boxes, bags, or pillowcases; variety of small objects; paper; markers or crayons*

● **Make an emoji poster.** Show examples of emojis and explain that an **emoji** is a little picture that can show people, things, feelings, or actions—they're symbols used online. Have each Daisy pick emojis that show things about themselves, like their favorite animal, a cake for their birthday, or a house for their address. Tell Daisies to put emojis for public information on the front of their poster. For example, emojis of a house, a school, or a

birthday cake would represent private information that shouldn't be shared: their full name, address, school name, or birth date. A soccer ball, cat, book, or ice cream cone would represent public information: things they like. Ask the Daisies to share their posters and discuss their emojis. Remind them that public information is okay to share with trusted friends and family and they should never talk to strangers or share private information.

   Materials: *Examples of emojis; paper; markers or crayons*

▶ **For more fun:** At the end of the activity, have Daisies guess whose set of information belongs to each person. Ask, "What information was easiest to match? What was hardest?" and discuss how some kinds of information (especially private) can tell you more about a person than others (public information).

Step 3: Use technology for good • 35–45 minutes

Ask: Who is someone you look up to? How are they helping others and making the world a better place?

Share: A **leader** sets an example by what they do. Their words and ideas can also encourage people to do things. Digital leaders use technology to make a difference. They take care of themselves and others online. They also find information, share ideas, and make brand-new digital content. **Digital content** is something made with technology. Digital leaders use content like photos, videos, blog posts, emojis, emails, and slideshows to change the world.

Choices—do one:

Important note: If Daisies want to share their project online, they can ask their parents or caregivers to share it for them.

● **Make an emoji.** Share examples of emojis and explain that an **emoji** is a little picture that can show people, things, feelings, or actions. Ask Daisies to choose something they care about, like their community, animals, or the planet. Have them brainstorm what they want others to know about this topic or cause. Ask questions like, "What message would you want to share? How would this message look as a picture?" Then have Daisies design and draw their emojis that represent the message about their cause or use a kid-friendly app with help from an adult. When they've made their emojis, ask Daisies to show them to the troop and explain them. Then discuss how digital content like emojis can be used by digital leaders.

   Materials: *Examples of emojis; paper; pencils; markers or crayons; smartphones, tablets, or computers with a kid-friendly graphics app (optional)*

● **Teach with a video.** Ask, "Have you ever watched a video online? Was it funny or did it provide information?" Explain that digital leaders use digital content like videos to teach people and ask them to act. Show Daisies a short sample video. This could be anything from a how-to

video to a clip from a nature documentary. Ask Daisies to choose something they know about or have learned and could teach others. Help them to make a short video to teach other people. Watch the video when it is done and talk about how digital content like videos can be used by digital leaders.

Materials: *Sample short video teaching or for a cause; smartphones or tablets with a kid-friendly video-editing app (optional)*

● **Share your message.** Ask, "What kinds of digital content do you like? What kinds do your parents use?" Show examples of different content like an edited photo, video, or slide show. Explain that different digital content appeals to different people and is used for different things. Ask Daisies to choose a cause they care about and brainstorm ways to help. Ask them what they want others to know and how others can help. Help Daisies to plan and create digital content to teach, promote a cause, or inform people. If you don't have technology, Daisies can draw their digital content instead. When they're done, have Daisies show their content to the troop and discuss how digital content can be used by digital leaders.

Materials: *Samples of digital content; paper; pencils; markers or crayons; smartphones, tablets, or computers with a kid-friendly graphics apps (optional)*