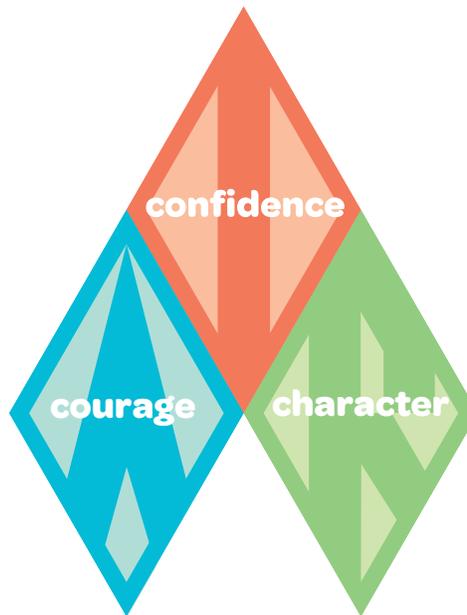


## CADETTES

# SMART COOKIES!

## Cookie Program Workshop #2



Facilitator's guide

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Games

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Worksheets

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Badge work recap

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Girl & parent handouts

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Activities help you earn these badges:



**Cookie Program**  
**Level: Cadette**  
**Facilitator's Guide**  
**Smart Cookies!**  
**2 Hour Workshop**

**Objectives:**

- Girls will gain practical life skills, seek challenges in the business world & develop critical thinking.
- Girls will learn to promote their brand, develop a marketing plan and develop an understanding of how businesses give back to the community.
- Girls will identify brand loyalty, become resourceful problem solvers, educate and inspire others to act and will feel empowered to make a difference in the world!

**Outcomes:**

- Girls develop confidence and financial literacy.
- Girls develop a sense of independence and basic business development and marketing skills.

**Activities:**

- **Meet & Mingle** – Girls introduce themselves and get to know each other with this interactive game.
- **5 Key Principals to Cookie Success** – Girls learn about the 5 skills developed through the Cookie Program and how those skills will benefit them throughout their lives and careers.
- **Rotation 1, Budgeting – Activity I, Step 1 – Practice Budgeting - Make your own values list.**– Girls think about how they spend their money and budget them and budget for things they would like, need, and think about giving donations, and gift giving.
- **Rotation 1, Budgeting, Activity II, Step 3– Find out ways to save money** – Girls explore saving.
- **Rotation 1, Budgeting, Activity III, Step 5 – Create a Budget and saving** – Girls explore budgeting for a high ticket item and a process for saving for the item.
- **Rotation 2, Comparison Shopping, Activity I, Step 1 – Finding the best deal** – Learn to comparison shop.
- **Rotation 2, Comparison Shopping, Activity II, Step 2 - Review your findings-** Girls share what they found out by reading reviews from other shoppers.
- **Rotation 2, Comparison Shopping, Activity III, Step 3 - Develop an eye for details** - Learn how to find out the exact costs of an item.
- **Rotation 3, Comparison Shopping - Activity I, Step 5 – Learn to manage your online shopping.** Research and practice pretend online shopping to develop comparison shopping skills.

**Enhancements:**

- When you have completed this workshop, these other opportunities may spark your interest and you will be prepared to take them on.
- Help others create a budget to save for something they want, create a video on budgeting then share it with other Girl Scouts or classmates, or set aside a little bit of money each week and find a good cause to support.
- Once you create a budget there are always things to consider. What happens when you go over budget? What has to be eliminated or reduced?
- You can volunteer to help sister Girl Scouts and/or senior citizens how to comparison shop online, make a video to educate others about the pros and cons of online shopping, or help your family make decision on a big purchase after you have done comparison shopping for them.
- Plan a field trip to a bank find out how money multiplies in a savings account. Try a field trip to a local nonprofit organization to learn about how donations help and how fund-raising works for them. How are decisions made about using the money they raise?
- Use the skills you learned from the Budgeting and Comparison Shopping badges and create a budget for your troop, school, band, sports team, or Girl Scout event.

| Topic                              | Action  | Materials Needed  |
|------------------------------------|---|---|
| <b>Check In / Welcome (10 min)</b> | <p><b>Welcome the girls to the Smart Cookies Workshop and introduce yourself.</b></p> <ul style="list-style-type: none"> <li>• Troop Check In</li> <li>• Leader Introduction</li> <li>• Cover any housekeeping issues</li> <li>• Introduce the agenda for this workshop</li> <li>• Explain that after orientation the girls will be divided into five groups for rotation through the activities.</li> </ul>  | <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Sign-In Sheet</li> <li>▪ Pens/Pencils</li> <li>▪ Name tags (optional)</li> </ul>                        |
| <b>Icebreaker (5 min)</b>          | <p><b>Meet &amp; Mingle</b></p> <p>Girls play a fun interactive game to introduce themselves and get to know one another.</p> <ul style="list-style-type: none"> <li>• As each girl arrives, have her write a question on an index card.</li> <li>• Once everyone has written a question on their card, partner up the girls.</li> <li>• Each girl must ask her question to her partner. The partner will then answer the question asked and then ask their question.</li> <li>• Once both girls have asked and answered one another, ask them to swap cards and find a new partner.</li> <li>• Continue for 5 minutes, or until each girl has had at least 5 partners.</li> </ul>  | <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Index Cards</li> <li>▪ Pens/Pencils</li> </ul>  |
| <b>5 Skills Overview (15 min)</b>  | <p><b>5 Steps to Success</b></p> <p>Girls learn about how the Cookie Program helps them develop the 5 Skills they will need throughout their lives.</p> <ul style="list-style-type: none"> <li>• Let the girls know you're going to talk about the 5 skills they will learn and develop through the Smart Cookies Workshop. Give real world examples of each skill set so they understand why these skills are important in life. Write each goal on the board as you go along. Explain: <ul style="list-style-type: none"> <li>- The first skill is <b>Goal Setting</b>. Explain that goal setting is important because they learn that step by step they can achieve their dreams; big or small.</li> <li>- The next skill is <b>Decision Making</b>. Everyday we have decisions to make. Practicing this skill will help the girls make good decisions throughout their lives.</li> <li>- The third skill is <b>Money Management</b>. Money management is a very important skill to have so they can learn how to handle money everyday</li> </ul> </li> </ul> | <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Poster board/markers <b><u>OR</u></b> chalkboard/chalk <b><u>OR</u></b> whiteboard/Expo pens</li> </ul> |

| Topic  | Action  | Materials Needed   |
|--|---|--|
|  | <p>from their lunch money or allowance to (someday) their paycheck.</p> <ul style="list-style-type: none"> <li>- Skill number four is <b>People Skills</b>. We all deal with people everyday. We need to be good listeners and learn how to talk with and cooperate with others.</li> <li>- The last skill is <b>Business Ethics</b>. This is where you will practice being honest and responsible with every step of your cookie program. The world needs ethical leaders just like you!</li> </ul> <p><b>Once the 5 Skills Overview is complete, divide the group into five small groups for rotation. Give each group a number (1, 2, and 3).</b></p> <ul style="list-style-type: none"> <li>• Ask one group of girls to report to rotation 1, one group of girls to report to rotation 2, and 3.</li> </ul> |  |
| <p><b>Rotation 1<br/>Activity I<br/>(10 min)</b></p>   | <p><b>Budgeting – Step 1 – Practice Budgeting - Make your own values list.</b></p> <ul style="list-style-type: none"> <li>• Write a list of things you would like to do or have that cost money. Add to your list gift items for family and friends, and donations.</li> <li>• Take a serious look at what you have written and discuss this with your group. Are these necessary items (must haves) or nice but not necessary .</li> <li>• Discuss how you like to use your money and how you are going to be able to budget for these items.</li> </ul>   | <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Pens/Pencils</li> <li>▪ Print the Values Worksheet (one per girl)</li> </ul>   |
| <p><b>Rotation 1<br/>Activity II<br/>(10 min)</b></p>  | <p><b>Budgeting – Step 3 – Find out about different ways to save money - Let money talk</b></p> <ul style="list-style-type: none"> <li>• Talk to a bank guest speaker about savings accounts, interest rates, and financial basics.</li> <li>• Girls can ask what is the difference between a bank and a credit union. What are the benefits of putting money in the bank instead of your piggy bank.</li> <li>• If the girls receive an allowance for their weekly chores they complete at home, how much money should they save?</li> </ul>   | <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Invite a bank employee to your meeting. Provide topics of discssion about saving money and money management</li> </ul> |
| <p><b>Rotation 1<br/>Activity III<br/>(10 min)</b></p> | <p><b>Budgeting – Step 5 – Create a budget that focuses on your values - Make a savings plan</b></p> <ul style="list-style-type: none"> <li>• The girls should decide on something they want to buy and would require them to save money for in order to make the purchase.</li> <li>• Find out how much your choice would cost?</li> <li>• How long would you have to save if you saved weekly or monthly?</li> </ul>  | <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>▪ Pens/Pencils</li> <li>▪ Paper (any kind)</li> </ul>  |

| Topic   | Action   | Materials Needed  |
|---|--|---|
| <p><b>Rotation 2<br/>Activity 1<br/>10 min</b></p>    | <p><b>Comparison Shopping - Step 1 -Find the Best Deal -</b><br/>Learn to comparison Shop</p> <ul style="list-style-type: none"> <li>• Shopping for clothes can be challenging. Have you ever gone to the mall to buy a shirt, but then find the same shirt for a lower price at a different store just after you bought it? This step is all about finding the best deal on your item before you purchase it. At the mall, you can learn to become a savvy shopper by doing your research at different stores first.</li> <li>• Online shopping is very popular and makes shopping easier. You can become an expert comparison shopper. Go online and compare clothes from different websites. Different websites have the same or similar items for different prices. Watch for the shipping charges.</li> <li>• Choose a high ticket item to research, like a TV or cell phone. Split up into small groups and start searching for the item to purchase online.</li> <li>• Each group should take a turn to share what they found about the item. Ask questions of each group like why would you recommend one website over another? Make sure you're comparing the same product. For example, a difference in price could be for a different model, so check the details.</li> </ul> | <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>▪ Computer or smart phone (with internet access)</li> <li>▪ Paper, Pens and/or pencils</li> </ul> |
| <p><b>Rotation 2<br/>Activity II<br/>(10 min)</b></p> | <p><b>Comparison Shopping – Step 2– Review your findings -</b> Find out how to use online reviews as you shop</p> <ul style="list-style-type: none"> <li>▪ Price isn't the only factor to consider when shopping for an item online. It's also important to find out how well the item works, performs, or if it lives up to the hype. One way to find out about an item is by reading customer reviews.</li> <li>▪ Working individually or as a team, explore an item online and read the customer reviews. Collect five customer reviews for an item (each girl should explore different items this time).</li> <li>▪ Remember, the reviews don't have to be positive reviews! Sometimes, hearing that a product was unsatisfactory is more helpful than finding out that it was good. You can also find out if the business received positive or negative customer service reviews. Consider yourself saved from a frustrating purchase by that customer who gave the negative review!</li> </ul>   | <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"> <li>▪ Computer or smart phone (with internet access)<br/>Paper, Pens and/or Pencils</li> </ul>       |

| Topic  | Action  | Materials Needed   |
|--|---|--|
| <p><b>Rotation 2<br/>Activity III<br/>(10 minutes)</b></p> | <p><b>Comparison Shopping - Step 3 - An Eye for Detail</b></p> <ul style="list-style-type: none"> <li>▪ Talk as a group for sharing. Each group or girl should present her product to the large group, and read key quotes from the reviews. Take a vote on whether the group would purchase the product, based on the customer reviews each girl shared. Discuss how the reviews persuaded you one way or another.</li> <li>▪ After you've explored how to find the best deal, and how to use customer reviews to your advantage, decide on an item you're ready to "purchase!" (You don't have to actually purchase anything to earn this badge. All examples are for teaching purposes) Make sure to check the fine print with online purchases! Make sure to check sales tax, shipping costs, and return/restocking fees. These are all things that can add cost to your item. Some online stores will allow you to return or exchange an item at a local location.</li> <li>▪ Use the Online Comparison Chart Worksheet to keep track of these details for the item you are exploring.</li> <li>▪ Present what you learned to the large group and make a recommendation of the best website to buy from based on your findings.</li> </ul> | <p><u>Advanced Preparation</u></p> <ul style="list-style-type: none"> <li>• Print off copies of the Comparison worksheet (one per girl).</li> </ul>  |
| <p><b>Rotation 3<br/>Activity I<br/>15 minutes</b></p>     | <p><b>Comparison Shopping – Step 5 – Know how to manage your online shopping - Fantasy/Mock Online shopping - The below exercise is to be completed at home. Provide each girl instructions for completion.</b></p> <ul style="list-style-type: none"> <li>▪ Pretend to shop at least once a day for 5 days. Don't purchase anything. Comparison shop for your favorite items and log them on the Online Comparison Chart.</li> <li>▪ Takes notes on what triggered your interest in the store website. Did bright colors catch your eye, free shipping, discounted prices, or bundled pricing?</li> <li>▪ Does the online shop have a good sales pitch?</li> <li>▪ Did you spot new gadgets with cool features that would make life easier for you? Why made you interested in these new items.</li> <li>▪ Share with your family or with your Girl Scout Troop what you've learned.</li> </ul>  | <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Provide instructions for the girls to finish the badge work on their own.</li> <li>• Print off copies of the Comparison worksheet (one per girl).</li> </ul> |

| Topic   | Action  | Materials Needed |
|---|---|------------------|
| <p>Wrap Up &amp; Reflection<br/>(5 minutes)</p> | <p>U</p> <ul style="list-style-type: none"> <li>• )</li> <li>• Distribute an information handout that explains to parents &amp; leaders how each activity relates to cookie program goals and outcomes.</li> </ul> <p><b>Encourage the girls to keep working on their badges. They've done a lot of work today and they're really close to finishing their badges!</b></p> <ul style="list-style-type: none"> <li>• Ask girls to help clean up the room.</li> <li>• Thank parents for their participation.</li> </ul> |                  |

The GSGLA Cookie Program Workshop Books provide level-specific lessons in business & financial literacy that girls, volunteers, and parents can do at home. While activities are designed around the Girl Scout Cookie Program, the skills learned through this book can be applied to everyday activities, such as budgeting, communicating, shopping, and making smart decisions.

The lessons in this book also help girls practice the “5 Skills” that are key to a successful Girl Scout Cookie Season:

**Goal-setting**

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**Decision-making**

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**Money management**

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**People skills**

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**Business ethics**

For more information about the Girl Scout Cookie Program, please visit [www.girlscoutsla.org](http://www.girlscoutsla.org).



# Common Sense on Online Security

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## What's the Issue?

Just as in real life, it is important that teens know who they can trust with their information on the Internet. Entering information such as their name, age, and address into forms and profiles online is common, but teens can be tracked by companies or tricked into scams that put themselves at risk for identity theft. Maybe they are tricked into filling out a form for a fake sweepstakes. Maybe they click on an attachment that installs spyware on their computer. Or maybe they click on ads and enter their email address, which the advertiser can then sell to other companies.

Digital security refers to keeping us, our information, and our digital devices secure from outside threats. These issues affect everyone – teens, families and even whole online communities. Online security issues can be divided into three categories:

**Scams and identity theft.** Criminals may try to trick teens into giving out private information. They use this information to attempt identity theft, which can ruin a teen's financial future and make it difficult to make purchases and get loans. Criminals target young people and children because they have cleaner financial records than adults. Risks include:

- *Phishing:* Phony emails, messages, texts, or links to fake websites that scam artists use to trick people into giving out personal and financial information.
- *Clickjacking:* Scam artists tricking users to click on a seemingly harmless webpage, usually on a social network site, in an attempt to steal information or spread scams to others.

**Viruses and spyware.** Many teens download and share music, movies, or games. However, teens should only download from secure sites, and avoid clicking on links and attachments that can put themselves at risk. Viruses and spyware can be blocked with security tools. Risks include:

- *Computer Virus:* A program that can replicate itself and spread from one computer to another through the Internet, CD, DVD, or USB drive. A virus attaches itself to a program so that each time it runs, the virus does too, causing problems on the computer.
- *Spyware:* Programs that secretly collect small pieces of information about a computer user without him or her knowing.

**Companies tracking users.** One of the fastest-growing business strategies is to monitor the information, behavior, and even location of Internet users. Companies do this so they can personalize visitors' experiences and sell their information to advertisers. On the downside, most teens don't know that their online activity is being tracked. Companies aren't legally required to share how they track consumers' behaviors, which is often buried in the fine print of their privacy policies. On the upside, it can be nice for teens to have websites tailored to their interests. Issues include:

- *Cookies:* Data files stored on computers when people visit certain sites, which companies can use to identify repeat customers and personalize visitors' experiences.
- *Targeted Advertising:* Ads that are tailored to Internet users based on the information companies have collected about them.

## Why Does It Matter?

Teens should understand that when they're online, companies are watching and tracking their behavior, and scam artists might be trying to trick them into giving out information. If teens don't understand digital security risks, their devices can be damaged, they can fall prey to scams, or they can increase their risk of identity theft. It's up to teens to protect themselves so they don't become targets.

## What Families Can Do

*What are the benefits and drawbacks of companies tracking your online information, behavior, and location?*

*When you download from the Internet, how do you make sure it's from a secure site?*

*Have you ever encountered a phishing mess?*

## common sense says

**Create strong passwords.** A powerful password does wonders to protect accounts. Teens should never share passwords with friends, and they should update their passwords often. A great site for creating strong passwords is [www.strongpasswordgenerator.com](http://www.strongpasswordgenerator.com).

**Think twice before downloading.** Content that teens download from nonsecure sources can plague a computer with spyware and viruses. Encourage teens to download only from secure sites.

**Be careful when sharing information.** Teens should be careful when sharing information such as full name, address, and account numbers. Messages that ask teens to share private information are red flags for scams. If teens suspect a scam, they should not reply to it and not click on links in the message. Encourage them to report such phishing to the service provider.

**See what phishing and clickjacking looks like.** It's a great way to understand how to avoid being tricked. Check out the examples at: [www.consumerfraudreporting.org](http://www.consumerfraudreporting.org).

**Install the latest security updates.** Your computer can be protected from viruses, spyware, and other security problems by using up-to-date security tools.

**Consider limiting data collection.** Help teens take control over their own information by: 1. disabling Internet "cookies" so companies cannot track online behavior, 2. limiting clicking on ads, and 3. examining a website's privacy policy before revealing any information on it.

## Sources

Common Sense Media. "Protecting Our Kids' Privacy in a Digital World." December 2010. <<http://www.common-sensemedia.org/privacy>.>

Stecklow, S. "On the Web, Children Face Intensive Tracking." *The Wall Street Journal*. September 17, 2010.



# Cookie Program

## Healthy Spending Habits

Did you know your spending habits can make or break your budget?

**Directions:** Circle ONE item from each column that you would most likely spend your money on if you had an extra \$50. In the 1st column circle the thing you would buy first, in 2<sup>nd</sup> column circle the thing you would buy second, and so on. You can circle the same item more than once if you would buy that same item repeatedly.

| 1            | 2            | 3            | 4            | 5            | 6            | 7           | 8            |
|--------------|--------------|--------------|--------------|--------------|--------------|-------------|--------------|
| Clothes      | Video Games  | CDs / Music  | Books        | Hobbies      | Movies /DVDs | Savings     | Food         |
| Video Games  | Food         | Hobbies      | Movies /DVDs | Savings      | Books        | CDs / Music | Clothes      |
| CDs / Music  | Savings      | Books        | Hobbies      | Movies /DVDs | Food         | Clothes     | Video Games  |
| Savings      | Books        | Hobbies      | Movies /DVDs | Food         | Clothes      | Video Games | CDs / Music  |
| Books        | Hobbies      | Movies /DVDs | Food         | Clothes      | Video Games  | CDs / Music | Savings      |
| Hobbies      | Movies /DVDs | Food         | Clothes      | Video Games  | CDs / Music  | Savings     | Books        |
| Movies /DVDs | Food         | Clothes      | Video Games  | CDs / Music  | Savings      | Books       | Hobbies      |
| Food         | Clothes      | Video Games  | CDs / Music  | Savings      | Books        | Hobbies     | Movies /DVDs |

Now, count the number of times you circled each item and write the total next to the item below:

\_\_\_\_\_ Hobbies                      \_\_\_\_\_ Savings                      \_\_\_\_\_ Food  
 \_\_\_\_\_ Video Games                      \_\_\_\_\_ Movies / DVDs                      \_\_\_\_\_ Clothes  
 \_\_\_\_\_ CDs / Music                      \_\_\_\_\_ Books

The items with the highest scores are those areas in which you are most likely to spend your money impulsively, or without budgeting for them. That's called Impulse Buying. What influences you most to buy something? \_\_\_\_\_

Think about your spending over the past few months. Is there anything you bought that you didn't need? \_\_\_\_\_  
 Is there anything you bought that you haven't used yet? \_\_\_\_\_

Remember: Sticking to a budget and deciding how you spend your money ahead of time will help you determine if you really need something. When you see something you want, don't buy it right away. Think about whether or not you really need what you're tempted to buy. Ask yourself: What do I have to give up to buy this item?





# Cookie Program

## Want it All vs. Need It All

When it comes to money, people usually spend money on what they **need** or **want**. What's the difference between a need and a want?

❖ I think a **need** is \_\_\_\_\_

❖ I think a **want** is \_\_\_\_\_

Does everyone have the same needs and wants? Why or why not? \_\_\_\_\_

Let's explore your wants and needs. List three needs and wants in your life.

| Area of your Life | Needs                  | Wants                  |
|-------------------|------------------------|------------------------|
| <b>Personal</b>   | 1.<br><br>2.<br><br>3. | 1.<br><br>2.<br><br>3. |
| <b>Scholastic</b> | 1.<br><br>2.<br><br>3. | 1.<br><br>2.<br><br>3. |

We all have both needs and wants. What can you do **now** to meet your future needs and wants? \_\_\_\_\_

Is going to college a need or a want? Explain your statement. \_\_\_\_\_

## Online Comparison Chart

---

Item: \_\_\_\_\_

|  | Website 1 | Website 2 | Website 3 |
|--|-----------|-----------|-----------|
| Item and Cost  |           |           |           |
| Shipping charges   |           |           |           |
| Sales Tax  |           |           |           |
| Additional fees  |           |           |           |
| Charges for shipping an item back for return<br>– Can the item be returned to a local store? |           |           |           |
| Restocking fees for return   |           |           |           |
| Policy is item is broken and needs to be returned  |           |           |           |

**Instructions for Comparison Shopping – Steps 5 – Know how to manage your online shopping - Fantasy/Mock Online shopping - The below exercise is to be completed at home.**

- 1: Pretend to shop at least once a day for 5 days. Don't purchase anything. Comparison shop for your favorite items and log them on the Online Comparison Chart.
- 2: Takes notes on what triggered your interest in the store website. Did bright colors catch your eye, free shipping, discounted prices, or bundled pricing?
- 3: Does the online shop have a good sales pitch?
- 4: Did you spot new gadgets with cool features that would make life easier for you? Why made you interested in these new items.
- 5: Share with your family or with your Girl Scout Troop what you've learned.

## Online Comparison Shopping Values Sheet

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### BUDGET (Sample)

| Items  | Cost    | Totals  |
|--|---------|---------|
| <b>Things I like to do or want</b>               |         |         |
| Movies (sample)                                  | \$8.00  |         |
| Make Up  | \$10.00 |         |
|  |         |         |
|  |         |         |
|  |         |         |
| <b>Subtotal</b>                                  |         | \$18.00 |
| <b>Gifts for Friends and Family</b>              |         |         |
| Bracelet (Sample)                                | \$20.00 |         |
| T-Shirt  | \$15.00 |         |
|  |         |         |
|  |         |         |
| <b>Subtotal</b>                                  |         | \$35.00 |
| <b>Donations (Church or other organizations)</b> |         |         |
| Toy (Sample)                                     | \$10.00 |         |
| Church   | \$10.00 |         |
|  |         |         |
|  |         |         |
| <b>Subtotal</b>                                  |         | \$20.00 |
| <b>Total</b>                                     |         | \$73.00 |

# Online Comparison Shopping Values Sheet

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## BUDGET Work Sheet

| Items                                     | Cost | Totals |
|---|------|--------|
| Things I Like To do or Want               |      |        |
|   |      |        |
|   |      |        |
|   |      |        |
|   |      |        |
|   |      |        |
|   |      |        |
| <b>Subtotal</b>                           |      |        |
| Gifts for Friends and Family              |      |        |
|   |      |        |
|   |      |        |
|   |      |        |
|   |      |        |
| <b>Subtotal</b>                           |      |        |
| Donations (Church or other organizations) |      |        |
|   |      |        |
|   |      |        |
|   |      |        |
|   |      |        |
| <b>Subtotal</b>                           |      |        |
| <b>Total</b>                              |      |        |

# great cookies

doing a world of good



Your cookie purchase helps girls do great things!



#### **TAGALONGS.**

Crispy cookies layered with peanut butter and covered with a chocolaty coating



#### **THIN MINTS.**

Crisp wafers covered in chocolaty coating made with natural oil of peppermint



#### **SAMOAS.**

Crisp cookies coated in caramel, sprinkled with toasted coconut, and striped with dark chocolaty coating



#### **TREFOILS.**

Traditional shortbread cookies



#### **DO-SI-DOS.**

Crunchy oatmeal sandwich cookies with creamy peanut butter filling



#### **SAVANNAH SMILES.**

Crisp, zesty lemon wedge cookies dusted with powdered sugar

All products contain wheat, soy, and milk ingredients. Do-si-dos and Tagalongs contain peanuts. SamoaS contain coconut. Savannah Smiles may contain tree nuts. Go to [www.LittleBrownieBakers.com](http://www.LittleBrownieBakers.com) for the most current cookie information.



#### **GIRL SCOUTS CARE!**

Although our use of palm oil is very limited, Little Brownie Bakers works to demonstrate good stewardship of our world's natural resources by purchasing GreenPalm certificates to cover 100% of our global palm oil use. GreenPalm certificates support farmers switching to sustainable palm oil practices.

**1-800-962-1718**

- NO High-Fructose Corn Syrup
- NO Trans Fats
- NO Hydrogenated Oils in Three Varieties
- NO Artificial Colors in Six Varieties
- 100% Real Cocoa
- Nutritious Whole Grain Oats and Real Peanut Butter in Do-si-dos®
- Two Nut-Free Varieties

All cookies baked by Little Brownie Bakers now feature the toll-free number for Kellogg Consumer Affairs right on the box. We are happy to be held accountable for the quality of our cookies.

**Little Brownie Bakers**

**girl scouts**

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