

Girl Scout Multi-Level Manual



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ADDITIONAL REFERENCES

In addition to this manual, please use the following resources to help you as you lead your Multi-Level troop.

1. *Volunteer Essentials*
 - o http://www.girlscoutsla.org/pages/for_volunteers/resources.html
2. *Safety Activity Checkpoints*
 - o http://www.girlscoutsla.org/documents/All_Safety_Activity_Checkpoints.pdf
3. Resources & Tools Page- Meeting Plans, Places to Go, Resources and more!
 - o http://www.girlscoutsla.org/pages/for_volunteers/Cool_Tools.html
4. Online Training: Multi-Level Troop Course and Grade Level Specific Courses
 - o www.gsglaonlinetraining.org

This manual compiled with help from the works of the following Girl Scout Councils: Girl Scouts Black Diamond, Girl Scouts of Southern Appalachians, Girl Scouts of Northeastern New York, Girl Scouts of Northwestern Great Lakes, and Girl Scouts Carolinas Peaks to Piedmont.

Introduction to Girl Scouts

When a girl is asked why she joined the Girl Scouts, often the answer is to have fun. Girl Scouting is a place to have fun, but as adults (volunteer leaders, parents, and community members), we want more than just fun for our girls. We want to know that what our girls are doing while in Girl Scouts makes a difference. We also want to know that girls will gain the developmental skills needed to discover themselves, connect with others, and take action to make the world a better place. Girl Scouting combines activities that are fun and interesting while finding positive ways to help girls maneuver through life's pressures and conflicts.

Girl Scouts was founded in 1912 by trailblazer Juliette Gordon Low. We are the largest girl-serving organization in the United States and the largest member of the World Association of Girl Guides and Girl Scouts, a sister-hood of close to 10 million girls and adults in 145 countries. The Girl Scout birthday is March 12th, which marks the first meeting of Girl Scouts in Savannah, Georgia.

Our Mission

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

Our Vision

Girl Scouts strives to be the premier leadership organization for girls and experts on their growth and development.

Girl Scout Motto

"Be Prepared"

Girl Scout Slogan

"Do a good turn daily"

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.

** Individuals may substitute a word or phrase other than "God," if it better expresses their beliefs.*

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.

Girl Scout Sign

Official Girl Scout greeting. The right hand is raised shoulder high with the three middle fingers extended and the thumb crossing over the palm to hold down the little finger.

Inclusion

Refer to Volunteer Essentials as a general guide on Inclusion and adhere to the following Inclusion statement “As a Girl Scouts of Greater Los Angeles member, I will do my best to think, speak, and act in ways that ensure everyone across the council feels they belong and can meaningfully participate in all aspects of Girl Scouting regardless of ability, age, culture, education, ethnicity, gender, race, religion, sexual orientation, and socio-economic status”.

The Girl Scout Leadership Experience

The engine for everything girls do in Girl Scouting. The experience identifies all the elements that need to be in place for Girl Scouting to achieve its mission; Girl Scouting builds girls of courage, confidence, and character who make the world a better place. When Discover, Connect, and Take Action activities are combined with the Girl Scout Processes of Girl-Led, Learning by Doing, and Cooperative Learning, girls achieve the desired and expected short-term leadership outcomes, ultimately resulting in Girl Scouting achieving its mission.

The Three Keys to Leadership

Discover: Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect: Girls care about, inspire, and team with others locally and globally.

Take Action: Girls act to make the world a better place.

The Girl Scout Leadership Experience provides three processes for adults partnering with girls to incorporate: Girl Led, Cooperative Learning, and Learning by Doing.

The Three Processes to Leadership

Girl Led: Girls play an active role in planning activities, while adults provide guidance, ensuring that planning, organization, and set-up are age-appropriate. Evaluation of all activities is done jointly with girls and is integral to a high-quality Girl Scout experience.

Learning by Doing: "Hands-on" learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

Cooperative Learning: All members of a group work together towards a common goal that can only be accomplished with the help of others.

What is a Multi-Level Troop?

A Multi-level Troop is a troop with a combination of Girl Scouts of different grade-levels. This could be a troop with all the grade levels, Daisy through Ambassador, or a troop with only a couple levels such as a troop with Brownies, Juniors, and Cadettes. These Multi-Level troops form possibly because the troop leader has daughters in multiple levels; or perhaps the community or school is too small to support two troops. Additionally, many older girls choose to form a single troop because their individual troops would be very small.

Multi-Level Benefits and Challenges

Whatever the reason the multi-level troop forms, it serves a purpose that meets the needs of the volunteers and girls. It also presents benefits and challenges that single level troops often do not.

BENEFITS

Let's start by taking a look at some of the benefits.

Role Models: Younger girls look up to older girls, and bringing them together in a multi-level troop setting provides younger girls with role models of every age, as long as everyone is following the GS Promise and Law. Keep this in mind as you plan your activities and map out how girls can be role models at each level.

Leadership Skills: Older girls have the opportunity to put their leadership skills into action as they mentor younger girls. Many badge and Journey activities suggest that older girls (even Brownies) work with younger girls on service projects, to teach skills, play games, etc. Juliette Low said a person isn't proficient unless they can teach another, so make sure to give your girls opportunities to teach others. For example teach the older girls how to build a campfire and make fire starters and then have them teach the younger girls the basics using an edible campfire.

A More Diverse Group: Girls are grouped by grade level nearly everywhere - school, sports, even Sunday school. A multi-level environment allows girls to interact with a more diverse group - and make new friends! Additionally, keep in mind that some cultures do not support our seemingly random divisions by grade. By using a blended structure like a multi-level troop, we can better accommodate cultures who may prefer to keep sisters/cousins together, and assist with outreach to new groups of potential members.

Pool Resources: Unlike their single level counterparts, Multi-Level troops can pool resources across multiple grade levels. This can give the troop a robust troop library, a great cache of supplies, and much more.

Simplified Schedule: If a parent or volunteer has daughters of different levels, this allows them all to spend time together as well as simplifying their schedule.

CHALLENGES

Next let's take a look at some of the challenges that Multi-Level troops face and how you can meet each of these challenges.

Different Ages, Different Stages: Depending on the levels in your troop, you may have girls ranging from 5-18 years old and not all activities will be suited for all girls. Some activities that are appropriate for eight year-olds simply aren't possible for five year-olds (such as activities involving fine motor skills). While some activities that your Daisies can do are uninteresting to your Cadettes. These activities will need to be adapted for the different ages or simply facilitated separately.

To meet this challenge...There are many helpful ways to meet this challenge.

1. Allow the older girls to teach or assist the younger ones. If it is a craft, consider pairing an older girl with a younger one and having them work toward the end result together.
2. If safety is a concern or if there is no way to adapt the activity in an appropriate way, leverage the help of another troop volunteer and ask that they physically separate the group for that portion of the meeting. Consider opening your meetings together, breaking out into grade level **groups or** patrols, and coming together at the end to close your meeting in a friendship circle.
3. Consider splitting up your meetings. If a troop meets twice monthly the first meeting can be the all troop meeting in which the girls work in **groups or** patrols on their field trips and service projects. The second meeting the girls break out into their levels and parents/co-leaders/program aides work with each of the level groups. Depending on the size of the troop, special interest groups/badge patrols can be formed.
4. Sometimes field trips and other activities cannot be combined and that's okay. If Juniors go on a Junior level event/activity, the Daisies should have their own opportunity also. Remember that although there are benefits to girls working with all age levels, there are also benefits for girls working with just their own level. Give the girls that time as well.

Materials: The Leadership Journeys and Girl's Guide differ at every level. A leader of a multi-level troop would need to become familiar with the materials for each level represented in the troop and would have to plan activities accordingly.

To meet this challenge... Ask one or two parent volunteers to become your resident 'expert' in the materials for a particular grade level. When planning activities, bring your volunteers (and girls) together so they can discuss the similarities and differences. For example, Juniors and Cadettes may both earn a Digital Arts badge; Juniors earn Digital Photography and Cadettes try out Digital Moviemaking. Are there certain steps that can be done as a larger group? Is there one step where the Cadettes can serve as the subjects of the Juniors' photos, and vice versa? Use your (and the girls') imagination to think outside the box! Consider having all grade levels work on the same Journey Series at once to provide consistency in theme. For example have all levels work on the Journey for their grade level from the "It's Your Planet-Love It" series.

Additionally, consider having a program aide for each level, a teen working on her Program aid bar is a perfect fit for this role. But ensure that their role as Program Aide is just one small part of their activity within the multi-level troop.

Daisy Program: While badges at some of the grade levels correspond with each other, and have overarching topics such as First Aid, or Girl Scout Way, the Daisy Petals seem very different. So how can you use the Daisy program with these other levels?

To meet this challenge... Luckily, this can be an easy level to incorporate as the 10 petals, which equal the 10 parts of the law can apply to just about anything! For example; when your Brownies work on the Bug badge, your Daisies can work on the Use Resources Wisely petal. Attending the local Bug Fair and learning about bugs as resources not just pests can help the brownies earn their badge, and daisies earn their petal. Think creatively about how each part of the Girl Scout law can incorporate into the badges your other levels are working on.

(For more information on Daisy Program, see the “Hints for Leading a Multi-Level Troop with Daisies” section of this manual)

Age Cliques: Girls identify strongly with their age and grade level, and they will most likely have close friends of their own age that they stick by.

To meet this challenge... Not all troops will face this issue, but if you do find cliques forming in your troop incorporate activities that bring all girls together, such as opening and closing ceremonies, songs, games, and outings. Encourage a troop agreement, or randomly assigning pairs during activities. There are many creative ways to pair and group girls. Remind the girls that, although they may be Daisies/Juniors/Seniors, they are all part of the sisterhood of Girl Scouting!

Feeling Overwhelmed: Many troop leaders take on their volunteer role because they know they have the skills to successfully lead a troop, and multi-level troop leaders are no exception. However, a multi-level troop can become a bigger responsibility than anticipated very quickly.

To meet this challenge... Ask for help! If the leader of the troop is willing to be responsible for overall organization and planning, other parents are often willing to step up and assist with facilitating activities. Try to secure two or more parents for each grade level and let them assist with the girl-planning process throughout the year. If you have a leader, or adult volunteer for each level, you may find success holding monthly or quarterly leader meetings, where your level leaders can get updates, share best practices, and discuss activities for the following month.

Additionally ask for help with other tasks as well. Assign a parent to be the coordinator for each field trip/activity. Have one or two parents in charge of Troop Product Sales, while another can be the Troop Treasurer. Ask what the strengths of all your parents and caregivers are and see how they can assist you and the girls throughout your Girl Scout year. Ensure that all volunteers for the troop understand the GSLE and adhere to all guidelines for the safety and well-being of girls.

Troop Finances: Handling finances at any level can be a challenge, and having multiple levels can add to that challenge as girls of different levels begin to take on different roles and activities in the troop.

To meet this challenge... Girls can and should be active participants in troop finances. Daisies through Juniors may have similar budgets while Older girl levels may have budgets that include their money-earning goals if additional funding is needed for projects such as the Silver or Gold Award. Keep in mind that while many of your activities will be done together, sometimes different levels will do different things. If the Cadettes in your troop are planning a trip to Savannah that the Brownies cannot go on, they will need to set a higher budget for themselves. It's really up to your troop to decide on how to handle troop money. Some troops separate dues by grade level, where each level handles their own money (but within same bank account, separate bank accounts are not allowed). Some troops have all money in one pot and divide up as needed for activities and events.

When earning money and collecting dues, keep in mind that there are many ways you can choose to handle these finances. For dues, you may choose to have all girls contribute the same amount, for example \$2 a meeting. Or you may set different amounts depending on level, for example Daisies-Cadettes contribute \$2 per meeting while Seniors/Ambassadors contribute \$4 a meeting. Fall Product and Cookie Program proceeds can also be divided per level or put into the general troop account. You may choose to have all proceeds from Product Programs go into each level account based on that level's earning, with a portion going into the general fund. This allows each level to plan level specific events while the general account is also given funds for activities and events for the entire troop. Or you may choose to have all product program proceeds go into the general account, and they can then be divided out as needed.

Figure out which system works best for your troop, and let the parents and girls know ahead of time so they know what to expect. Present your level budgets at parent's meetings and always be transparent with the girls as well. Remember that Troop Treasurers and leaders have additional training for handling finances and setting budgets for your Girl Scout year. These trainings provide the tools and groundwork you need to stay on top of your troop finances and navigate the waters of multi-level finances.

(For more information on Troop Finances, see the "Financial and Sales Abilities by Grade Level" section of this manual)

Troop Business: The business section of a troop meeting is vital to your troop success. This is where the girls make most of their decisions and determine the paths your troop will take each year. So how do you handle business portions of meetings - as a group or per level?

To meet this challenge... Knowing your group dynamics and grade levels will help you determine how to best handle the business portion of your meetings. Traditionally Daisies and Brownies use the Daisy or Brownie circle to create a formal decision making body with adults playing an active role in facilitation. Juniors through Ambassadors in large troops often find success using the Patrol system where they break into smaller groups with every member playing a role. Patrols can be organized by interest or activity, and can change and rotate throughout the year. Patrol system can also be used for the younger levels as well. Older levels also may want to consider an Executive Board style of government where one

leadership team makes decisions for the entire troop. Limit the length of time each girl serves on the executive board so all older girl troop members can participate. Consider trying out a couple different types of Troop Government, meeting together, and splitting up by level to see what works best.

(For more information on Troop Business, see the “Troop Governance- Letting Girl’s Lead” section of this manual)

Adult/Girl Ratios: Knowing how many adults are needed during a troop meeting, activity, etc. can be confusing, and having the adults you need on hand can be just as tough.

To meet this challenge... To determine the number of adults you need for any Girl Scout Activity, refer to the chart in Chapter 2 of Volunteer Essentials. Remember that as a multi-level troop your ratio is based on the youngest member of your troop. If your troop consists of Daisies, Brownies, and Juniors then your minimum number of adults will be based on the Adult/Girl ratio for Daisies. However, if you are on a Juniors only Camping Trip, your ratios are based on the Adult/Girl ratio for Juniors. To gather the adults needed for your troop meetings and outings, a robust troop committee is required and regular communication with parents is critical. Consider setting up a Shutterfly account, or other communication tool to assist with this. Break down tasks or volunteer roles to make it easier for parents and caregivers to volunteer. For example turn the Cookie Chair position into 4 distinct positions to lighten the load.

(For more information on Adult/Girl Ratios, see the “Understanding How Many Volunteers you Need” section of this manual)

Older Girls as Babysitters: A common pitfall with multi-level troops is too often the older girls are used as babysitters for the younger girls, and are therefore unable to fully experience the Girl Scout Program.

To meet this challenge... The first way to meet this challenge is to make sure you are giving older girls time to be older girls. Schedule separate meetings and outings, and even consider time within your troop meetings for breakout sessions at every level. Ensure that older girls are provided the guidance and support they need to work on their own achievements. The next way to meet this challenge is that when older girls are interacting with and helping younger girls, always make sure that there is a mentoring and leadership component. If the older girls need to help the younger girls with a craft, have the older girls teach the craft and possibly even choose it or allow them to put their own spin on it. Debrief with your older girls at the end of activities they lead or help with like you would with a co-leader. Always make sure your older girls are doing a mature level of work and are progressing and building on their skills in everything they do. Challenge them to progress on and build their skills.

Be clear with older girls whether they are attending as girls themselves or helping as junior leaders for younger girls. When you can, let them choose which roles they want to play.

Characteristics of Daisies-Ambassadors

Daisies through Ambassadors may display different emotional, social, physical, and intellectual characteristics. Refer to the following tables for more information on the characteristics of the Girl Scout levels in your troop.

Daisies

	Kindergartener	First Grader
Emotional Characteristics	• Wants to do things herself • Is usually cooperative • Is close to parents • Wants the approval and support of adults and peers • Understands rules and tries to conform • May blame others for her mistakes	• Is inconsistent in behavior: friendly, angelic, unfriendly, mischievous • Needs lots of praise and encouragement • Needs indirect supervision and direction. Usually overreacts to negative correction • Usually wants her own way. Has an interest in what's "good" or "bad." • Shows growing independence
Social Characteristics	• Likes to play with peers • Prefers to work in small groups (2–3) • May need support in completing cleanup, in putting things away and being neat • Can engage in group discussion • Is interested in making up roles • Is capable of compromise, waiting her turn and working out disputes with adult support	• Plays a great deal in groups • Has some trouble with same-age peers. Often plays better with slightly older children • Wants adults to be like her • Likes to have "jobs," but is often careless with possessions, loses things easily and is absent-minded • Wants to make lots of friends
Physical Characteristics	• Has a good appetite, burns energy rapidly, needs frequent snacks • Usually tires early in the evening • Has better control of large muscles than smaller muscles • Cannot sit still for long periods of time • Hand-eye coordination is maturing	• Has a large appetite • Can play at an activity for longer periods of time and is very active • Is more able to work or play in one place without fidgeting • Is able to do fine motor activities and has better hand-eye coordination • Is ready to take on more complex activities
Intellectual Characteristics	• Questions the whys and wherefores of surroundings • Learns by doing, experiencing and playing • Can print some letters, numbers and words • Cannot easily see the viewpoint of another if it is different from her own • Can last in an adult-directed activity for 20 minutes	• Is beginning to read • Is interested in realism, magic, and fantasy • Is curious and eager to learn but sometimes acts as if she knows it all • Is more attentive and active. Can attend to an adult-directed activity for 20–30 minutes, but needs action • Likes to be read to • Is the center of her universe

Brownies

	Second Grader	Third Grader	Both
Emotional Characteristics	- Wants to do things herself - Is mostly cooperative - Understands rules and presses them to the limits - Needs indirect supervision and direction. Usually overreacts to negative correction - Wants her own way even if she knows it is wrong - Wants approval for her work	- Sassy - Can handle complex directions - Needs indirect supervision and direction - Usually wants her own way. Has an interest in what's "good" or "bad." - Can have mood swings for no reason - Can be disruptive 'just for fun'	- Need a lot of praise and encouragement - May react negatively to direction - Like to work in groups - Like to help others - Concerned about being accepted by others - Often have vivid imagination
Social Characteristics	- Likes to interact with peers but wants to 'act older' - Friends still come easily - Is inclusive - Can engage in group discussion - Is interested in making up roles - Is capable of compromise, waiting her turn and working out disputes with adult support - Shares easily - Can spend time alone and self-entertain	- Groups get smaller, cliques form - Friendships are more bonded and less out of proximity - Very independent - Might not think about other's feelings when she speaks - Wants do things her way and tests limits - Can problem solve in a group - Feelings get deeply hurt when left out	- Enjoy playing in groups - May begin showing independence from family - Want to have many friends, but may have a "best friend" - May begin calling friends on the phone - Are aware of others and willing to share - Interested in group games and activities - Identify strongly with own sex and age group
Physical Characteristics	- Seems to be hungry all the time - Good hand-eye coordination - Growth spurts are frequent - Might experience growing pains - Cannot sit still for more than 45 minutes - Can manipulate scissors effectively yet still somewhat slow - Very active	- Has a large appetite - Very active and needs to burn energy - Can manipulate scissors easily and safely - Can handle tasks that require focus and steady hands - Body might begin developing - Might not understand need to properly cover body up - Self-awareness in appearance begins	- Are very active - Eager to learn - Want to become independent - Can work or play in one place without fidgeting - Able to do activities involving fine motor skills - Have good hand-eye coordination - May begin to show the signs of puberty (and may be self-conscious about it)
Intellectual Characteristics	- Can read sufficiently - Learns by doing, experiencing and playing - Can write neatly - Begins to understand point of view - Can last in an adult-directed activity for 45 minutes - Money management is just starting - Can learn to count up totals for cookie sales	- Can write well thought out ideas - Problem solving ability is high - Asking leading questions garners results - Can attend to an adult-directed activity for an hour, but needs action or a break - Needs thinking breaks - Very creative imagination - Can brainstorm well and then put it together - Math and money are easier	- Developing greater verbal and writing skills - Beginning to read at a proficient level - Interested in make-believe and fantasy stories - Attention span may not last more than 30 minutes for one activity - Desire regular physical activity

Juniors

	Age 8: Grade 4	Age 9: Grade 4	Ages 10-11: Grade 5
Emotional Characteristics	• Approaches life with more of a sense of adventure • Dramatizes things • Is demanding of family • Is critical of herself • Has a vivid imagination • Feelings are easily hurt • May be bossy at times and impatient • Wants more responsibility	• Is more responsible and independent • Emotions change quickly • Wants things to be "right" • Appreciates her family, but tends to get angry with them • Enjoys humor	• Listens to reason • Is easygoing • Stays away from responsibility • Tends to be humorous and happy
Social Characteristics	• Begins to see the world no longer revolves around her • Develops relationships with friends • Corrects parents if errors are made • Has a need for order • Is open to the influence of others	• Is beginning to have smooth relationships with family members • Is self-centered • Is affectionate at times • Participates in organized activities • Has a real problem with self-consciousness if development is too quick	• Feels close to family members • Does not like to be criticized • Is very talkative • Has intense friendships • Possessive with friends • Is very secretive • Wants to belong to a club or organization
Physical Characteristics	• Has a high energy level • Needs to be active in her play • Is eager to learn new skills • Begins to develop physically	• Has a high level of physical activity • Tends to play until exhausted • Displays variation in physical skills	• Begins physical change • May have frequent nightmares • Is not concerned w/neatness • May have stomachaches and headaches, and bite nails to relieve tension
Intellectual Characteristics	• Prefers silent reading • Has an increased attention span • Can do more things in sequence • Begins to understand cause and effect • Wants to make decisions and express opinions	• Can make up her mind easily • Uses language as a means to exchange ideas • Applies logical thought to different situations	• Is very articulate • Begins to like and respect teachers • Is influenced by radio and television • Is interested in a variety of reading materials

Cadettes

	Girls Ages 11-13 years of Age	
Emotional Characteristics	• Likes to try new things, but finds it hard to adapt • Is sensitive and finds it difficult to accept blame, punishment, or criticism • Needs good positive outlet for all her energy • Likes to arrange her own activities and be a part of making the rules	• Worries about popularity, school work, money, and the future • Sometimes has a hard time making decisions • Has mood swings and irritability are common • Has a drive to attain independence and a need to define their individuality
Social Characteristics	• Shifting the center of her social world from home to peers • Has a drive to attain independence and a need to define their individuality • Has a strong urge to conform to peer-group morals and actions • Does not want to stand-out from peers • Develops close friendships with other girls - BFFs • Enjoys social media, all forms, and they become very important • May join a cliques within the troop or at school	• Finds that relationships can be difficult and create social problems at school and within the troop • Dislikes that bullying spikes during these years • Likes to chat, one-on-one, with adults – ask questions that do not have one word answers • Likes it when others just listen to her talk; she just wants to be understood • Wants the girls, within a troop, to create a 'Troop Agreement' that helps her to maintain her own limits and find acceptable ways to interact and express emotions.
Physical Characteristics	• Is very concerned with moving into puberty and the development that comes with the process • Likes to ask questions about sexual development and wants truthful answers • Has equal interest in boys' development • Going through a growth spurt – most girls reach 95% of their mature height by 13 yrs.	• Concerned about body image and appearance - height, weight, stature, gait, hair, freckles, acne, orthodontics, glasses • Needs a lot of sleep for not only physical growth, but also emotional stability • Has concerns about good personal hygiene for herself and others
Intellectual Characteristics	• Has the ability and knowledge to challenge adults intellectually with an increased use of logic, abstract thinking, and reasoning skills • Becomes more interested in their community, world, and the future of both • Works hard to be responsible and accomplish difficult tasks	• Tries to understand that her brain is still developing and many functions are affected: organization, short-term memory, impulse control, pleasure seeking, limit testing, and wanting immediate reward

Seniors/Ambassadors

	Girls Ages 14-17 years of Age	
Emotional Characteristics	• May have high expectations and low self-esteem. • Seeks privacy and time alone. • Is concerned about physical and sexual attractiveness • Likes to arrange her own activities and be a part of making the rules • Worries about popularity, school work, test scores, college, money, and the future	• Has an increase in the ability to make decisions • Mood swings and irritability are less common • Starts to integrate both physical and emotional intimacy into relationships
Social Characteristics	• Shifting the center of her social world from home to peers • Likes to try new things and have new adventures • Seeks trusted friends that share similar beliefs, values, and interests • Has a drive to attain independence and a need to define their individuality • May be influenced by peers to try risky behaviors (alcohol, driving, tobacco, drugs, sex) • Develops close friendships with other girls - BFFs • Finds that relationships can be difficult and create social problems at school and within the troop	• Conflicts with parents often decrease with age and they begin to see parents as individuals and consider their perspectives. • Likes it when others just listen to her talk; she just wants to be understood • Becomes less egocentric and places more emphasis on abstract values and more principles • Wants the girls, within a troop, to create a 'Troop Agreement' that helps her to maintain her own limits and find acceptable ways to interact and express emotions.
Physical Characteristics	• Most girls have completed the physical changes related to puberty by age 15 • Some girls may experience obsessive dieting or eating disorders • Continue to ask more involved questions about sexual development and wants truthful answers	• Concerned about body image and appearance - height, weight, stature, gait, hair, freckles, acne, orthodontics, glasses • Needs a lot of sleep for not only physical growth, but also emotional stability • Has concerns about good personal hygiene for herself and others
Intellectual Characteristics	• Has the ability and knowledge to challenge adults intellectually with an increased use of logic, abstract thinking, and reasoning skills • Becomes more interested in their community, world, and the future of both • Interested in moral reasoning and thinking about the meaning of life	• Tendency to overestimate herself and doesn't always follow through • Greater capacity for setting goals • Tries to understand that her brain is still developing and many functions are affected: organization, short-term memory, impulse control, pleasure seeking, limit testing, and wanting immediate reward

Creating a Safe Space

It comes as no surprise there are so many issues and problems girls face these days; likely more than any of us did. A vital goal for any troop is to make every girl feel welcome and safe. Safe to discuss those issues and problems, evaluate their own values in relation to them, test approaches to dealing with them, and fortify their self-confidence to stay their own course. A Girl Scout troop is not a substitute for the girl's family, nor should we try to be. However, some of those issues may stem from a girl's family.



GSUSA's and GSGLA's positions on dealing with sensitive issues are set forth in *Volunteer Essentials*, Chapter 3. Girl Scouts welcomes and serves girls and families from a wide spectrum of faiths and cultures. When girls wish to participate in discussions or activities that could be considered sensitive—even for some—put the topic on hold until you have spoken with parents and received guidance from your council. When Girl Scout activities involve sensitive issues, your role is that of a caring adult who can help girls acquire skills and knowledge in a supportive atmosphere, not someone who advocates a particular position. GSGLA does require that volunteers get special written permission from parents prior to any activity or event dealing with sensitive issues. Every family has different values and beliefs; we respect that. Included on the permission form should be the topic of the activity, any specific content that might create controversy, and any action steps the girls will take when the activity is complete. Be sure to have a form for each girl, and keep the forms on hand in case a problem arises. This sensitive issues form can be found in the Resources and Tools section on the council website.

One important factor is to know your personal limits. If there are particular issues which are “hot button” topics that you cannot – or choose not – to deal with, know where to find the resources for girls to receive impartial, factual, and caring information and support. Make an agreement with your girls – *and share it with the parents* – that what you tell me or share in the troop will go no further. The announced exception of course, is if a girl is in a dangerous or life-threatening situation. Many girls find they cannot discuss difficult topics with parents or family members; they sometimes need that trusted advisor to be the intermediary.

Child Abuse: Under California law, Girl Scout leaders are not currently considered to be “mandatory reporters” in cases of suspected child abuse. If however, a leader is a mandatory reporter in their profession field, that requirement carries with them as a leader. If you ever have any concerns about whether a girl might be a victim of abuse or neglect, please consult with your Service Unit Support or Troop Support Specialist!

Online Safety: Before the girls engage in any online activities, it is essential you know and understand the Internet Safety Pledge, GSUSA has adapted from the National Center for Missing and Exploited Children. It can be found at http://www.girlscouts.org/help/internet_safety_pledge.asp.

Tips for Working with Girls on Sensitive Issues

DO: • Provide an atmosphere of openness, freedom, and trust so the girls will feel comfortable when expressing themselves and seeking advice from you. • Listen seriously to what girls have to say. • Be sensitive to the differences in girls' ethnic and cultural backgrounds, religious beliefs, family traditions, and social customs. • Be aware of your own attitudes and behaviors related to the sensitive issue. • Help girls feel positive about themselves – their strengths, skills, and abilities.	DON'T: • Impose your values and opinions on the girls. • Promise to keep information confidential if it might affect the girl's safety. • Leave the girl alone if the situation is immediately life threatening. • Act judgmental regardless of what you are told. • Be afraid to seek help from others when you feel uncomfortable discussing certain topics.
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Understanding How Many Volunteers You Need

Girl Scout groups are large enough to provide a cooperative learning environment and small enough to allow for development of individual girls. The following group sizes are recommended:

- Girl Scout Daisies: 10–12 girls
- Girl Scout Brownies: 12–20 girls
- Girl Scout Juniors: 12–25 girls
- Girl Scout Cadettes: 8–25 girls
- Girl Scout Seniors: 5–30 girls
- Girl Scout Ambassadors: 5–30 girls

Girl Scouts' adult-to-girl ratios show the minimum number of adults needed to supervise a specific number of girls. These supervision ratios were devised to ensure the safety and health of girls. For example, if one adult has to respond to an emergency, a second adult is always on hand for the rest of the girls. It may take you a minute to get used to the layout of this chart, but once you start to use it, you'll find the chart extremely helpful. (*Volunteer Essentials* Ch. 2)

	Group Meetings		Events, Travel, and Camping	
	<i>Two</i> unrelated adults, one of whom is female, for this number of girls:	Plus <i>one</i> additional adult for each additional number of this many girls:	<i>Two</i> unrelated adults, one of whom is female, for this number of girls:	Plus <i>one</i> additional adult for each additional number of this many girls:
Girl Scout Daisies (grades K–1)	12	1–6	6	1–4
Girl Scout Brownies (grades 2–3)	20	1–8	12	1–6
Girl Scout Juniors (grades 4–5)	25	1–10	16	1–8
Girl Scout Cadettes (grades 6–8)	25	1–12	20	1–10
Girl Scout Seniors (grades 9–10)	30	1–15	24	1–12
Girl Scout Ambassadors (grades 11–12)	30	1–15	24	1–12

Here are some examples: If you're meeting with 17 Daisies, you'll need three adults, at least two of whom are unrelated (in other words, not your sister, in-law, spouse, parent, or child), and one of whom is female. (If this isn't making sense to you, follow the chart: you need two adults for 12 Daisies and one more adult for up to six more girls. You have 17, so you need three adults.) If, however, you have 17 Cadettes attending a group meeting, you need only two unrelated adults, one of which is female (because, on the chart, two adults can manage up to 25 Cadettes).

If you are a Multi-Level troop (consisting of two or more levels e.g. Brownie and Junior) the ratio is based on the youngest member of the troop. See the Adult/Girl Ratio Challenge in this manual for additional examples.

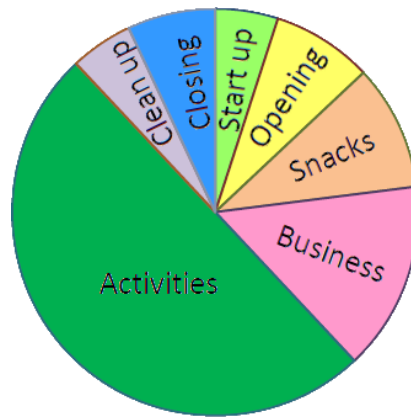
Looking at a Sample Troop Year

Here is just one example of how you and your girls could set up your troop year. There is no one way to do a Girl Scout Year, and there are plenty of ideas in the Journey books, as well as in our "Planning Your Girl Scout Year" Modules for every level at www.gsclaonlinetraining.org.

- Hold a parent/caregiver meeting.
 - Find out skills or other resources parents can offer throughout the year
 - Use the [Parent Volunteer Survey](#) to help you assess how parents can help.
- Open your Bank Account
 - View the Opening Your Bank Account Module at www.gsclaonlinetraining.org .
- Register all the girls in the troop.
 - On our website: www.girlscoutsla.org
- Meet together for the first time, allowing the girls to decide how they can learn each other's names and find out more about each other.
- Kick off a Leadership Journey with the opening ceremony recommended in the first sample session, or a trip or special event that fits the theme. Have the girls brainstorm and plan any trip or event.
- Enjoy the full Journey, including its Take Action project.
- Along the way, add in related badge activities that girls will enjoy and that will give them a well- rounded year.
 - Look in the beginning of the book and you can see which badges relate to the Journeys each girl has in their Girl Guide.
- Have the girls participate in the Girl Scout Cookie Program.
- Help girls plan a field trip or other travel opportunity.
- Encourage girls to plan a culminating ceremony for the Journey, including awards presentations, using ideas in the Journey girls' book and/or adult guide.
- Pre-register girls for next year during Early Bird!
- Participate in a council-wide event with girls from around the council.
- Have the girls plan and hold a bridging ceremony for girls continuing on to the next Girl Scout grade level.

Holding Troop Meetings

The sample sessions in the Leadership Journey adult guides will give you ideas about how to plan and hold successful troop meetings that allow girls to Discover, Connect, and Take Action as they have fun with a purpose. Many volunteers find it helpful to think of meetings as having seven parts, as outlined below, but feel free to structure the meeting in a way that makes sense for you and the girls.



Start Up	Start-up activities are planned so that when girls arrive at the meeting they have something to do until the meeting begins. For younger girls, it could be coloring pages; teen girls might jot down a journal entry or just enjoy a little time to talk. You could also have a discussion or reflection on the topics of the week before.
Opening	The opening focuses the meeting and allows girls to start the meeting. Each troop decides how to open their own meeting—most begin with the Girl Scout Promise and Law, and then add a simple flag ceremony, song, game, story, or other ceremony designed by the girls. Girl Scout Brownies, for example, might create a new tradition by skipping in a circle while singing a song. Ceremonies, even when brief or humorous, make Girl Scout time special.
Business	Troop business may include taking attendance, collecting dues, making announcements, and planning an upcoming event or trip. This is a good time for girls to take turns leading, especially as they grow up!
Activities	Activities will depend on what the girls want to do in their troop and how they want to spend their collective time. Outdoor time is important, so encourage the girls to do an activity in a park or forest. If girls are interested in animals, encourage the girls to plan a visit to a zoo or animal shelter. As you engage in one of the three Leadership Journeys, review the “Sample Sessions at a Glance” in the adult guide for Journey activity ideas. Badge work and journey activities can happen at this time too so be sure to consult the Girl’s Guide to Girl Scouting as well.
Snack	If girls choose to include snacks, guide them to consider the health of a potential snack, as well as possible food allergies. Enlist the help of parents or guardians by asking them to sign up and bring a treat. You’ll also find plenty of snack ideas and signup forms in the adult guide of most Leadership Journeys.
Clean-up	Clean-up is a great habit for girls to get their meeting space back to the way it was when they arrived—maybe even cleaner! Girls can also take leadership of the cleaning themselves, deciding who does what. They might even enjoy the tradition of a kaper chart (a chore chart that lists all the chores and assigns girls’ names to each), so that everyone takes turns at each responsibility.

Closing

The closing lets the girls know that the troop meeting is ending. Many girls close with the friendship circle, in which each girl stands in a circle, puts her right arm over her left, and holds the hand of the girl standing next to her. The friendship squeeze is started by one girl, and then passed around the circle until it comes back to the girl who started it. When the squeeze is finished, girls twist clockwise out of the circle lifting their arms and turning around and out of the circle. In addition, you may find some helpful, Journey-related closing ceremony ideas in the Journey's adult guide.

Troop Governance- Letting Girls Lead

The following are some traditions troops have used for girl-led governance, but these are just examples. National Leadership Journeys offer examples of team decision-making, too. If your Multi-level troop includes girls Juniors or above, be sure to check out our Online Module "Troop Government" at www.gsglaonlinetraining.org for additional information.

Daisy/Brownie Circle:

While sitting in a circle, girls create a formal group decision-making body. The circle is an organized time for girls to express their ideas and talk about activities they enjoy, and you play an active role in facilitating discussion and helping them plan. Girls often vote to finalize decisions. If girls are talking over each other, consider passing an object, such as a talking stick, that entitles one girl to speak at a time.

Junior/Cadette/Senior/Ambassador Patrol or Team System:

In this system, large troops divide into small groups, with every member playing a role. Teams of four to six girls are recommended so that each girl gets a chance to participate and express her opinions. Patrols sometimes have special interests within the Troop but their main purpose is to carry out the work of the troop. The Troop is richer because of the strength and action of its Patrols, all working together on Troop plans. Patrols may also be organized by interests or activities that feed into a Take Action project, with each team taking responsibility for some part of the total project.

Each Patrol will have a Patrol leader, along with other potential roles such as assistant patrol leader, patrol treasurer, patrol secretary, equipment manager, etc. Every Patrol member has a voice in the Court of Honor through the Patrol Leader. The Court of Honor is the heart of the troop. It makes possible a continuous flow of ideas to and from the Patrol; it sorts out ideas, makes decisions and plans troop meetings. If the Patrol Leader cannot be at the Court of Honor, she makes sure her Patrol is represented.

In Girl Scouting, a job is called a KAPER, and is an important part of the troop meeting. The list of jobs and who does them is called Kaper Chart. You can find tons of ideas on Kaper Charts online, or ask other troop leaders what works for them. An example of a Patrol Kaper Chart is also included below. This is a great time for you and your girls to be creative! Everyone in a Patrol should have a turn at the different jobs to be done. Rotate the jobs, on a Kaper Chart or on a list. That way, everyone will feel an important part of the Patrol.

Patrol	Sept.7	Sept.21	Sept.14
☆	Opening song or game	Clean up meeting room	Closing ceremony
€	Closing ceremony	Opening song or game	Clean up meeting room
6	Clean up meeting room	Closing ceremony	Opening song or game

This Kaper chart lists
The Patrols and what jobs
They will do at each troop
meeting.

SYMBOLS OF PATROLS	
6 - Snappy 6	€ - Lightning Patrol
☆ - Shooting Star	

For more information on the Patrol System of Government, see “A Leader’s Guide to the Patrol System” available in the resources section at www.gsglaonlinelearning.org.

*This would also work for Daisy Brownie and Junior Troops, as you would be able to have the girls divide into each level.

Junior/Cadette/Senior/Ambassador Executive Board:

In the executive board system (also called a steering committee); one leadership team makes decisions for the entire troop. The board’s responsibility is to plan activities and assign jobs based on interests and needs, and the rest of the troop decides how to pass their ideas and suggestions to the executive board throughout the year. This could be a simple suggestion box at a troop meeting, or any other system you find works well. The executive board usually has a president, vice president, secretary, and treasurer and holds its own meetings to discuss troop matters. Job descriptions should be agreed upon as well as the duration of office. Limit the length of time each girl serves on the executive board so all troop members can participate during the year. It is important, especially at the beginning of self-government, that everyone has the opportunity to participate at some time throughout the year.

Town Meeting or Town Hall Meeting:

In a Town Meeting, the entire troop makes its decisions together. A Moderator is generally needed to lead group discussions. Officers such as Secretary and Treasurer may be elected if the troop feels that there is a need. This generally only works well in small groups but can work in large groups if the girls can stay on task.

Choosing a form of Troop Government:

Your specific grade levels and girls will play an important role in choosing the form of Troop Government that will work best for your troop. You may want to try out multiple styles, or even combining a couple different styles before the girls make a final decision. And, if the system they chose is not working for the troop, the troop can then decide on another form of government for themselves. Remember that some decision making will be done by the entire troop, while other decisions may be done per level. Depending on your activities throughout the year you may employ several forms of Troop Government. Additionally, remember the importance of progression as you try out new forms.

LADDER OF LEADERSHIP

As Girl Scouts take journeys and earn the awards, they're climbing a ladder that lets them be leaders in their own lives and in the world! Pass it on!



National Leadership Journeys

The Leadership Journeys help Girls Scouts learn and practice the three keys to leadership, aid their communities, and earn awards. There are three series of the leadership journeys, each with a different theme:

- It's Your World, Change It!
- It's Your Planet, Love It!
- It's Your Story, Tell It!

Let's take a look at the It's Your World- Change It! Series to see how each grade level takes on the theme.

Daisy: Welcome to the Daisy Flower Garden

Purpose- When the girls have earned this award, they will be able to understand and recite the Girl Scout Promise and Law to friends and family and experience what it means to be "responsible for what I say and do."

Brownie: Brownie Owest

Purpose- When girls have earned this award, they will understand how, as a team, their individual strengths and powers come together to form a group of leaders ready to take action and give them the power to do good things in the world.

Junior: Agent of Change

Purpose- When girls have earned this award; they will see how they are part of a larger community, how their actions affect others and how to influence healthy living habits

Cadette: aMaze

Purpose- When girls have earned this award they will have maneuvered through life and all its twists and turns to find true friendships, plenty of confidence, and maybe even peace.

Senior: Girltopia

Purpose- When girls have earned this award they will define their ideal environment, and learn a lot about their own values, attitudes, actions, and leadership.

Ambassador: Your Voice, Your World

Purpose- When girls have earned this award they learn the power of advocacy and raise their voices for a cause they believe in. Girls create their own butterfly effect as they lift their voices as a positive force for change in the world and develop leadership skills.

Helpful Hints for Tackling Journeys

Session overviews are listed in the beginning of the adult guide. This will help you plan ahead for when girls earn the awards and will help you figure out when certain materials are needed.

- Daisy: p. 12-13
- Brownie: p. 10-11
- Junior: p. 14-15

Before these pages you will be able to see what awards in each journey the girls will earn and how they will earn them by **discovering** (themselves and their values) **connecting** (caring and teaming) and **taking action** (to improve their communities and the world).

- A goal is always listed at the beginning of the session. This will help you understand what needs to be accomplished for that session/ meeting.
- A Materials box is a great planning tool, everything is listed that will be needed for that meeting and optional materials you might not have thought of (good for planning ahead).
- Colored boxes on the sides of the pages are helpful hints for you ☺ so remember to read them.
- Feel free to add your own personal touch with each lesson, these materials are meant as a guide.

Multi-Level Journeys

Daisy and Brownie/ It's Your World, Change It! Journey series

Each journey follows a similar pattern of steps to discovering, connecting and taking action. The girls will first discover something about themselves. For example, in the Daisy flower garden they will discover how the Promise and Law relates to their daily life, by taking care of a garden. They will earn the Watering Can Award. This award symbolizes the girls nurturing the garden by watering it and nourishing themselves by learning the Promise and Law. At the same time, Brownies will be discovering special qualities about themselves and their families. With different activities in their book; such as the friendship game, they will be able to earn the discover key badge.

Next Daisy's will connect by planting a garden or growing project in their community and they will earn the Golden Honey Bee Award. The Brownies can connect with the community around them by writing letters to community leaders or town officials. They will be able to earn the connecting part of the keys along their Quest.

Daisies will earn the last award of the journey by knowing and living the Promise and Law. They will earn the Amazing Daisy Award. The Brownies will be able to complete or learn about a take action project. This could mean the girls collect supplies or donations or learn about a community issue. They would earn their taking action key.

So by the end of the journey, the Daisies will have a watering can patch, a bumble bee and a Daisy flower. The Brownies will have a reflecting period or ceremony, where they unlock the code to leadership and can celebrate the journey they just completed.

Brownie and Junior/ It's Your World, Change It! Journey series

Brownies will be discovering special qualities about themselves and their families. With different activities in their book; such as the friendship game, they will be able to earn the discovery key badge. At the same time the Juniors will discover their own strengths and power in everyday life and start comparing them to the past and present "heroines." The Juniors will

use the knowledge they just gained from discovering strength and power within themselves and use this knowledge to connect to the values expressed in the Promise and Law. They will earn their first award, The Power Team Award at this time.

The Brownies can connect with the community around them by writing letters to community leaders or town officials. They will be able to earn the connecting part of the keys along their Quest. At the same time the Juniors, will build on the idea of power and strength so the girls will create their own supergirl story. From the story they write, they will be able to identify with what they care about enough to take action in their community.

The Brownies will be able to complete or learn about a take action project. This could mean the girls collect supplies or donations or learn about a community issue. They would earn their Taking Action key. The Juniors will expand on their passion and reach out into the community by gathering resources and tools, they will earn the Power of Team Award.

The Brownies will have a reflecting period or ceremony, where they unlock the code to leadership and can celebrate the journey they just completed. The Juniors will combine The Power of Team and the Power of Community and complete their take action project. This is a time for them to reflect and celebrate the change they accomplished and earn the Power of Community Award.

Daisy, Brownie, and Junior/ It's Your World, Change It! Journey series

The girls will first discover something about themselves. In the Daisy flower garden they will discover how the Promise and Law relates to their daily life, by taking care of a garden. They will earn the Watering Can Award. This award symbolizes the girls nurturing the garden by watering it and nourishing themselves by learning the Promise and Law. Brownies will be discovering special qualities about themselves and their families. With different activities in their book; such as the friendship game, they will be able to earn discover key badge. At the same time the Juniors will discover their own strengths and power in everyday life and start comparing them to the past and present "heroines." The Juniors will use the knowledge they just gained from discovering strength and power within themselves and use this knowledge to connect to the values expressed in the Promise and Law. They will earn their first award, The Power Team Award at this time.

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So by the end of the journey, the Daisies will have a watering can patch, a bumble bee and a Daisy flower. The Brownies will have a reflecting period or ceremony, where they unlock the code to leadership and can celebrate the journey they just completed. The Juniors will combine The Power of Team and the Power of Community and complete their take action project. This is a time for them to reflect and celebrate the change they accomplished and earn the Power of Community Award.

Journey Commonalities

It's Your World ~ Change it! Daisy, Brownie, Juniors

Session 1

Daisy – Girls meet one another, hear about the Girl Scout Promise, Sample Daisy story, plant their mini-gardens, and play Daisy Circle, Garden Style.

Brownies – Girl Scout Brownies discover and give voice to their special qualities and appreciate the qualities of their sister Brownies. Then they “find” the value of the Girl Scout law and Prepare to share them with their families.

Juniors – Girls discover their own values and individual “powers” by looking at their daisy activities and sharing in the stories of others.

Commonalities:

Introductions

Girls

Girl Scouts

Journey they will be taking Values

Session 2

Daisy – Girls say Hello in Spanish, recite the Girl Scout Promise, greet each other with the Girl Scout sign, water their mini-garden, and enjoy a “garden scamper” – All the while discovering how Girl Scout values are part of their daily lives.

Brownies – Girls engage in a team-building game and reflect on the experience, which guides them to create a Brownie Team Agreement- the first step to the second key.

Juniors – Using the knowledge they’ve gained about the strengths and powers of “heroines”, girls connect personal power to the values express in the Girl Scout Law. They then explore what power means in the girls’ lives and society, and see their power in action. They earn their first award, the power of Team.

Commonalities:

Girl Scout values (P&L)

Team Values

Session 3

Daisy – Girls say hello in French, deepen their understanding of the Girl Scout Law – particularly “being responsible for what I say and do” – maintain their mini-garden, and play and “Imitating nature” game. Their Achievements earn the Watering Can Award

Brownies – Brownies earn the Connect Key by first exploring the “Circle” of their lives and then expanding their caring to their communities by writing a letter to a school or town official to seek a healthy-living improvement.

Junior – Building on their understanding of their own power and the power of the past and present women, the girls explore the power used by a team of fictional girls who, in comic-book-style, take action to improve their community. The girls then create their own super girl story.

Commonalities:

Using your voice

Session 4

Daisy – Girl say hello in Dutch and Persian/Farsi, maintain their mini-garden, brainstorm a larger planting/growing project, and play What's in the Bag – all the while deepening their understanding of how Girl scouts values play out in their lives and their communities.

Brownies – Brownie Team members identify a community need that matters to them and begin to create a solution – a way to Fly into Action and accomplish something on behalf of others.

Junior – The girls use the power of story to identify what they care about enough to take action on in their own community. They begin to see how, with team power, they can accomplish great things together.

Commonalities:

Finding a root cause in the community

Session 5

Daisy – Girls say hello in Japanese, maintain their garden, plant/grow (according to their Take Action Project), and take part in an active Secret Garden Time. Girls who carry out their Take Action Project to make the world a better place earn the Golden Honey Bee Award.

Brownies – The Brownie Team moves forward with its Take Action Project to make an impact in the community and earn the third key.

Juniors – Reaching out into the community, the girls gather the tools and resources needed to take action for change, and earn the Power of Team Award.

Commonalities:

Performing Take Action Project

Session 6

Daisy – Girls say hello in a language of their choice, reflect on their Take Action Project, and say and explain the meaning of the Girl Scout Law. For their achievements, the girls are awarded the Daisy Flower Award and rewarded with a garden party.

Brownies – Depending on the girls' Take Action Projects and the time and resources available, the Brownie Team may earn the Take Action Key and “put all the keys together” to earn the Brownie Leadership Quest Awards. Celebrate

Juniors – Combining the Power of team and the Power of Community, girls do their Take Action Project. Then they take time to reflect on and celebrate the change they have accomplished as they earn their culminating award, the Power of Community Award.

Commonalities:

Performing Take Action

Project Reflecting

Celebrating

Hints for Leading a Multi-Level Troop with Daisies

In the beginning section of the manual, we talked through how you can relate each of the petals to the badges in the other levels of Girl Scouting. Here we will discuss in more detail how you can proceed with having a multi-level troop with daisies.

The Daisy curriculum is different from that of the other levels so earning badges can prove difficult. One possible solution is if you are able to split the troop up for badge work. Since you are required to have *at least* two approved volunteers at each meeting, it shouldn't be difficult to split the troop up. You can still have opening/ closing ceremonies together, crafts and songs (just break up into levels for any badge/petal work.)

If you want to keep the Daisies and Brownies together for badge work, the girls will have to earn different items. When working as a multi-level group, you may have to focus on one level at a time. When the Daisies earn their petals, the other levels can earn some Badges. Here are examples:

- Daisies earn their *“Honest and Fair”*, *“Friendly and Helpful”*, and *“Considerate and Caring”* and *“Courageous and Strong”* petals, Brownies can work on their *“Brownie First Aid Badge”*, as well as the *“Celebrating Community Badge”*
- Daisies earn their *“Responsible for what I say and do”*, Petal, Brownies can earn their *“Fair Play Badge”*
- *“Use Resources Wisely”*, and *“Make the World a Better Place”* Petals, can also be aligned with the *“Bugs Badge”*
- The *“Respect Myself and Others”* and *“Respect Authority”* Petals can be earned while the Brownies earn the *“Brownie Girl Scout Way Badge”* as well as the *“Celebrating Community Badge”*
- *“Respect Myself and Others”* and *“Be a Sister to Every Girl Scout”* can be earned by the Daisies, while the Brownies earn their *“Brownie Girl Scout Way Badge”*

You can also have Brownies-Ambassadors earn badges while the Daisies earn fun patches. See the chart below for examples of Brownies and Juniors. The chart doesn't have an exhaustive list of all the possibilities. Be creative, and when in doubt, come to the shop!

Daisy	Brownie	Junior
Arts and Crafts	Painting	Drawing
Baking	Snacks	Simple Meals
Caring for Community	Celebrating Community	Inside Government
I love my pet	Pets	Animals Habits
Sports	My Best-self	Staying Fit
Games	Fair play	Practice with Purpose
Science	Home Scientist	Entertainment Technology
Music	Dancer	Musician

Reviewing Financial & Sales Abilities by Grade Level

As with other activities, girls progress in their financial and sales abilities as they get older. This section gives you some examples of the abilities of girls at each grade level.

Girl Scout Daisies

The group volunteer handles money, keeps financial records, and does all group budgeting.

Parents/guardians may decide they will contribute to the cost of activities.

Girls can participate in Girl Scout cookie activities and Fall Product Sales

Daisies are always paired with an adult when selling anything. Girls do the asking and deliver the product, but adults handle the money and keep the girls secure.

Daisies may participate in the fall product/cookie program but not in any additional money earning

Girl Scout Brownies

The group volunteer handles money, keeps financial records, and shares some of the group-budgeting responsibilities.

Girls discuss the cost of activities (supplies, fees, transportation, rentals, and so on).

Girls set goals for and participate in council-sponsored product sales.

Girls may decide to pay dues.

Girl Scout Juniors

The group volunteer retains overall responsibility for long-term budgeting and record-keeping, but shares or delegates all other financial responsibilities.

Girls set goals for and participate in council-sponsored product sales.

Girls decide on group dues, if any. Dues are collected by girls and recorded by a group treasurer (selected by the girls).

Girls budget for the short-term needs of the group, on the basis of plans and income from the group dues.

Girls budget for more long-term activities, such as overnight trips, group camping, and special events.

Girls budget for Take Action projects, including the Girl Scout Bronze Award, if they are pursuing it.

Girl Scout Cadettes, Seniors, and Ambassadors

Girls estimate costs based on plans.

Girls determine the amount of group dues (if any) and the scope of money-earning projects.

Girls set goals for and participate in council-sponsored product sales.

Girls carry out budgeting, planning, and group money-earning projects.

Girls budget for extended travel, Take Action projects, and leadership projects.

Girls may be involved in seeking donations for Take Action projects, with council approval.

Girls keep their own financial records and give reports to parents and group volunteers.

Helping Girls Reach Their Financial Goals

It's important that the girls have a clear plan and purpose for their product sales and other money earning activities. One of your opportunities as a volunteer is to facilitate girl-led financial planning, which may include the following steps for the girls:

1. **Set goals for money-earning activities.** What do girls hope to accomplish through this activity? In addition to earning money, what skills do they hope to build? What leadership opportunities present themselves?
2. **Create a budget.** Use a budget worksheet that includes both expenses (the cost of supplies, admission to events, travel, and so on) and available income (the group's account balance, projected cookie proceeds, and so on).
3. **Determine how much the group needs to earn.** Subtract expenses from available income to determine how much money your group needs to earn.
4. **Make a plan.** The group can brainstorm and make decisions about its financial plans. Will cookie and other product sales—if approached proactively and energetically—earn enough money to meet the group's goals? If not, which group money-earning activities might offset the difference in anticipated expense and anticipated income? Will more than one group money-earning activity be necessary to achieve the group's financial goals? In this planning stage, engage the girls through the Girl Scout processes (girl-led, learning by doing, and cooperative learning) and consider the value of any potential activity. Have them weigh feasibility, implementation, and safety factors.
5. **Write it out.** Once the group has decided on its financial plan, describe it in writing. If the plan involves a group money-earning activity, fill out an application for approval from our council and submit it along with the budget worksheet the girls created.

Remember: It's great for girls to have opportunities, like the Girl Scout Cookie Program, to earn funds that help them fulfill their goals as part of the GSLE. As a volunteer, try to help girls balance the money-earning they do with opportunities to enjoy other activities that have less emphasis on earning and spending money. Take Action projects; for example, may not always require girls to spend a lot of money!

Traveling with Girls

Girl Scouts is a great place for girls to learn how to plan and take exciting trips. Travel is built on a progression of activities—that is, one activity leads to the next. Your Journey adult guide has a lot of other ideas about trips that bring the Journey to life. Here are some examples of the progression of events and trips in Girl Scouting's Ladder of Leadership.

Short trips to points of interest in the neighborhood (Daisies and older): A walk to the nearby garden or a short ride by car or public transportation to the firehouse or courthouse is a great first step for Daisies. These are also great ideas your whole troop can participate in. Think of a nearby location such as a local business. How can each level of your troop benefit from the activity? Is there a badge each can earn?

Day trip (Brownies and older): An all-day visit to a point of historical or natural interest (bringing their own lunch) or a day-long trip to a nearby city (stopping at a restaurant for a meal)—even younger girls can select locations and do much of the trip-planning. Like above, day trips are great for when you want an activity your whole troop can participate in. If this is a longer day trip, are there parts of the activity than can be split up by level? Is there an opportunity for the older girls to teach a skill to the younger girls?

Overnight trips (Brownies and older): One (or possibly two) nights away to a state or national park, historic city, or nearby city for sightseeing, staying in a hotel, motel, or campground. These short trips are just long enough to whet their appetites, but not long enough to generate homesickness. If your troop does not have any daisies, you may still be able to have all of your girls present on an overnight trip. If not, consider an overnight trip for your girls who are old enough and make sure to incorporate the GSLE into your planning.

Extended overnight trips (Juniors and older): Three or four nights camping or a stay in a hotel, motel, or hostel within the girls' home region (for example, California, Arizona, and Nevada). Planning a trip to a large museum makes for an exciting experience for girls, and many offer unique opportunities for girls to actually spend the night on museum grounds.

National trips (Cadettes and older): Travel anywhere in the country, often lasting a week or more. Try to steer clear of trips girls might take with their families and consider those that offer some educational component—this often means no Disney and no cruises, but can incorporate some incredible cities, historic sites, and museums around the country.

International trips (Cadettes, Seniors, and Ambassadors): Travel around the world, often requiring one or two years of preparation; when girls show an interest in traveling abroad, contact your council to get permission to plan the trip and download the [Global Travel Toolkit](#). Visiting one of the four [World Centers](#) is a great place to start, but also consider traveling with worldwide service organizations. And don't forget about [Destinations](#) and [Getaways](#)!

Remember: If your girls want to travel, you should encourage them to do so and make the necessary arrangements (with their leadership). For trips that younger girls cannot participate in, make sure you plan something else. A day activity such as a trip to a museum or an amusement park can be great alternatives. Let them know that travel is something they can look forward to as they progress in Girl Scouts, while still making sure they are having an enjoyable time for their age group.

Ceremonies and Celebrations for Girl Scouts

Ceremonies in Girl Scouting are used to celebrate special occasions, to recognize accomplishments, or simply to begin or end a meeting. Ceremonies also provide a means of expressing feelings and values of friendship, patriotism, service, beliefs and so forth.

The following are some ideas that might be part of a ceremony:

- Girl Scout Promise and Law
- Reading original words written by girls for the occasion
- Poems - done as choral reading or read by individuals
- Songs - sung by the entire group, or by a special chorus
- Quotations and readings
- Candle lighting

Some ceremonies, such as an opening or closing of a meeting, require preparation only by the persons leading them. Other ceremonies require preparation by the troop. The entire troop may need to learn a particular song.

There are numerous resources available through the council or on the internet (just google "Investiture" and see what you get!) A few ideas are listed here, and below are some additional ceremonies ideas in a little more detail.

Investiture - A ceremony to welcome new girls and adults into the Girl Scouting program. It is held anytime a person joins the Movement as a new member.

Rededication Ceremony – an annual tradition when girls rededicate themselves to the values of Girl Scouting and the troop. This can be combined with an Investiture Ceremony if the troop is also welcoming in new members.

Founder's day (Juliette Low's Birthday) - A ceremony/ celebration held on or around October 31st of each year. To recognize the important role Juliette Gordon Low played in the development of the Girl Scouting program.

Bridging - A ceremony held for any Girl Scout moving up to a new level in the program. Such as a Daisy Girl Scout to a Brownie Girl Scout, Brownie Girl Scouts to Junior Girl Scouts, and Junior Girl Scouts to Cadette Girl Scout.

Scout's Own – a time of quiet reflection usually done at the close of an event. There are no "rules" for it, but it should reflect the theme of the event or something special which occurred during it

Court of Awards – some girls like the immediate gratification of receiving a badge they have earned upon completion. However, a long-standing tradition is to periodically conduct a Court of Awards where all the achievements of the girls can be recognized and badges and awards distributed.

Flag Ceremonies – whether it is to start a meeting or event or retire a flag which is too worn to proudly represent our country, learning to conduct a Flag Ceremony or Flag Retirement Ceremony allows girls to learn the proper way to display and honor our flag as

well as the solemnity and pride in which all Americans should hold it. Knowing how to conduct a proper Flag Ceremony also allows girls to share what they have learned with their community.

All of these ceremonies afford girls the opportunity to engage in the Girl Scout Leadership Experience with girl planning and girl led activities. They can decide who to invite, what food to serve, make the invitations, and plan the program including who will take what parts in it.

Hail and Farewell Bridging Ceremony: For Multi-Level or Multiple Troops

Materials:

- Bridge
- Brownie Pins
- Girl Scout Pins
- Bridging Awards
- Brownie Wings
- Year Stars with appropriate colored discs. (Optional)

Notes:

- Think of Creative ways to greet the girls after they have crossed the bridge-hand them a rose, daisy, color-coded daisy, or other flower, a SWAP style pin, a key to unlock the next level of Girl Scouting, or a new GS vest or sash
- Don't have an actual bridge? Create one using an arch of colored paper, cardboard stepping stones, a "red" carpet, crepe paper strung across chairs, a path lined with pots of flowers, or a path made from 2 ropes.

This ceremony involves every grade level of Girl Scouting, from Girl Scout Daisies through Girl Scout Seniors.

Girl Scout Daisy Leader: Farewell, girls. Go Join the Ring. There, Brownies plan most everything!

Daisies leave their circle and cross the bridge. Girl Scout Brownies meet them at the other end and present the girls with the Bridge to Girl Scout Brownies Award and Brownie Pin before joining the other Brownies.

Girl Scout Brownie Leader: Now it's time to say goodbye. Break the ring and out you fly.

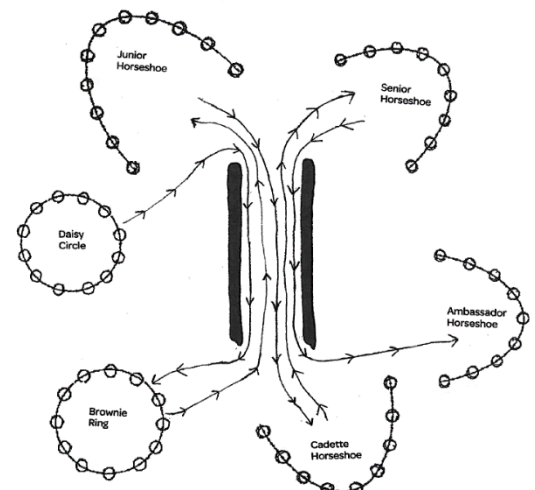
Brownies leave their ring and cross the bridge. Juniors meet them at the other end and present the girls with their Brownie wings, Bridge the Junior Award, and Girl Scout Pin before joining the other Juniors.

Girl Scout Junior Leader: As we say "Welcome" to you, we have to say good-bye too. The time has come for some to cross. The Cadette's gain is our loss. Juniors leave their horseshoe and cross the bridge. Cadettes meet them at the other end and present the girls with the Bridge to Cadette Award before joining the other Cadettes.

Girl Scout Cadette Leader: As you join us to help make a well rounded troop, ready to meet new challenges in Cadettes. We, too must say goodbye to some of our members as they progress on to the next adventure in Girl Scouting. Cadettes leave their horseshoe and cross the bridge. Seniors meet them at the other end and present them with the bridge to Seniors Award before joining the other Seniors.

Girl Scout Senior Leader: Today we welcome you to the greatest challenge of your life- being a Girl Scout Senior, ready to prepare the way for those who follow. Ready to face forward and climb upward on every path you take as you continue your leadership journey. We too must say good-bye to some of our members as they progress to Girl Scout Ambassadors.

Seniors leave their horseshoe and cross the bridge. Ambassadors meet them at the other end and present the girls with the Bridge to Ambassadors Award before joining the other Ambassadors.



The RIGHT Troop Celebrates Juliette Low's Birthday

When the words WRITE or RIGHT are read, players are to pass a small gift or swap tot the person to their right. When the word LEFT is read, gifts are passed to the left. Pause a moment after each of these words to help cue them into passing. At the end of the story, the players get to keep the gift they have in their hands.

Juliette Low's birthday was almost there and MRS. RIGHT's troop was just about finished decorating. Mrs. RIGHT, her daughter, Susie RIGHT, and her cousin Sally RIGHT returned from their last minute shopping. "There is not much LEFT to be done," said Mr. RIGHT as he came into the kitchen. "Did you hang the streamers above the table where I told you to?" asked Mrs. RIGHT. "I LEFT them RIGHT where you told me to," said Mr. RIGHT. "I am glad we got all the food we needed- I don't have any money LEFT," said Sally RIGHT.

The hall phone rang and Susie RIGHT ran to answer it. She came running back into the kitchen exclaiming, "Aunt Tillie RIGHT LEFT a cake for us on Gramma RIGHT'S back porch. I'll go RIGHT over there and get it," she said as she LEFT the house. Mr. RIGHT LEFT the kitchen and brought in the present they bought. By the time SUSIE RIGHT returned, Mrs. RIGHT, Mr. RIGHT and Sally RIGHT had begun to set the table. Just then the doorbell rang. Mrs. RIGHT's troop had arrived.

Each girl took off her coat and LEFT it RIGHT by the front door. Jennifer turned to her LEFT to say Hi to Karen. Jessica was so busy talking to Elaine that she bumped RIGHT into Betty.

Together they all finished helping Susie RIGHT and Sally RIGHT finished setting up for the party. "That looks RIGHT nice," they all exclaimed. The RIGHT troop played games, made crafts and sang a RIGHT large number of songs, including Sally RIGHT's favorite, "I LEFT my heart in San Francisco". They decided to WRITE birthday cards for babies born on Juliette Low's Birthday. Finally it was time for cake. Mrs. RIGHT LEFT the room to get the cake while Sally RIGHT got the forks and started passing them out, starting on her LEFT. The entire troop ate and ate until there was no cake LEFT. All the members of Mrs. RIGHT's troop agreed that this was the best party ever. They cleaned up all the mess that was LEFT and put everything away in the RIGHT place.

Mr. RIGHT was very pleased. "Thank you, girls, for all your help. That was the RIGHT thing to do. No wonder your leader, Mrs. RIGHT, is always so proud of you." One by one the girls' parents came for them. One by one they all said, "Good night, Mrs. RIGHT, see you next week.

**This is a story that can be told after girls have made SWAPS for each other or for any ceremony where something is exchanged.*

Multi-Level Bridging

The following is a combined bridging ceremony suitable for Service Unit or Multi-Level use. This material can be adapted for smaller groups or for bridging involving only two program levels.

Opening: Use any of the following ideas: Hold a flag ceremony with a suitable song, read an appropriate poem, make a horseshoe formation near the bridge or Brownie Girl Scout pool; light the Promise and Law candles.

Daisy Bridging:

Advisor 1: "Today we have (number) Daisy Girl Scouts who are ready to cross the bridge to become Brownie Girl Scouts. They bring with them a year of laughter, fun, and discovery. They are eager to meet their new Brownie Girl Scout sisters, but first, they have a special presentation for you."

Daisy Girl Scouts step forward to sing a song or recite a poem.

Main Part- Advisor 2: "As I call each bridging Girl Scout Daisy by name, she will come forward and receive her certificate and one-year membership star." The leader calls each bridging Daisy Girl scout by name, hands her the certificate, and pins her.

Advisor 1: "Now you may cross the bridge and meet your new Brownie Girl Scout sisters"

A Brownie Girl Scout sister greets each Daisy Girl Scout on the other side of the bridge and escorts her to her new group.

All: Sing song of choice

Brownie Bridging:

The bridging Brownie Girl scouts form an inner circle, and the rest of the Brownie Girl Scout and advisors form and outer circle. The Junior Girl scouts and their advisors are in a horseshoe formation. The Brownie Girl Scout Pool can be nearby.

Brownie Girl Scout Advisor: "Since you first stood at the magic pool you have been exploring the world of Brownie Girl Scouting by participating in many Girl Scout activities."

Brownie Girl Scouts and Advisors: "Now it's time to say Good-Bye."

Brownie Girl Scouts in outside circle: "Break the ring and out you fly." Those in the outside circle drop hands and bridging girls leave the inner circle and form a single file to meet a Junior Girl Scout. Each is given the Girl Scout handshake and conducted to the Junior Horseshoe.

All: Sing song of choice

Junior Bridging:

Bridging Junior Girl Scouts stand in a single line, each with an Older Girl escort. Nearby is the bridge with a path leading to the rest of the Older Girl group and their advisors.

Advisor: "As Junior Girl Scouts you have explored the arts and culture, science, nature, and sports. You have followed the Girl Scout signs in many directions and beyond to the challenge of Cadettes."

Bridging Junior Girl Scouts and their escorts cross the bridge and follow the path to their new Older Girl group.

Thirteen Year Old Girl: "There are so many worlds yet to explore! There is the world of you, partly known, but still full of mysteries and surprises. There is the world of other people, like you and unlike you, girls and boys, men and women, and little children. There is the world of laughter and beauty and work and growing up to be a woman."

Girls are greeted by their new Troop/Group.

All: Sing song of choice

Closing- Advisor: "Ladies and gentleman, thank you for sharing our bridging ceremony. Please join us to congratulate the girls, look at the exhibits of some of their troop activities and share refreshments with us."

Two Older Girls can lead a double file recession away from the area while singing "Girl Scouts Together"

Girl Scout Songs

Girls of ALL ages love to sing and play. Singing has a long tradition in Girl Scouting, whether it is part of an opening Friendship Circle or sitting around the campfire. Games are wonderful tools for teaching new concepts and helping girls learn to socialize. There are numerous resources for volunteers to help them learn to teach songs and games, as well as the words and “rules” themselves. Many can be found on the GSUSA website and other online resources. There are also Girl Scout songbooks available. Your Service Unit activities are another great place for girls to learn from other adults and girls (especially if you feel you are musically-challenged!).

Songs are typically classified into a number of categories:

- **Traditional Girl Scout songs:** *i.e.*, “Make New Friends,” “Brownie Smile Song,” “Girl Scouts Together,” and “When ‘ere You Make a Promise”
- **Graces:** yes, even before a snack! Whether it is the Johnny Appleseed grace or one of a hundred versions of the “Addams Family” graces, it is a great GS tradition
- **Rounds:** this is where once the girls learn the song, everyone sings the same song/melody, but groups start at different times, which create lovely harmonies. The general rule is: if you have two groups, then you sing it through twice, three groups – three times, etc.
- **Action Songs:** these usually have hand or body movements – think Head, Shoulders, Knees & Ties or the Hokey-Pokey
- **Repeat-After-Me Songs:** the song leader sings a line, and then the group repeats it.



When teaching the girls a new song, it is recommended by many that you sing or play it through once, and then sing it line-by-line, with the girls repeating each line after you.

Here are the words to a couple popular Girl Scout songs you may want to teach to your girls.

When'er You Make a Promise (Round)

When'er you make a promise,
Consider well its importance,
And when made,
Engrave it upon your hear.

Make New Friends

Make New Friends, but keep the old
One is silver, and the other's gold.
A circle is round, it has no end,
That's how long I want to be your friend.
I have a hand, and you have another,
Put them together and we have each other!

Brownie Smile Song

I have something in my pocket
That belongs across my face.
I keep it very close at hand
In a most convenient place
I'm sure you couldn't guess it
If you guessed a long long while.
So I'll take it out and put it on
It's a great big Brownie smile.

Sing Sing Together (Round)

1. Sing Sing Together, merrily merrily sing
2. Sing Sing Together, merrily merrily sing
3. Sing, Sing, Sing, Sing

Cultural Activities (Daisy- Junior)

Daisy: Frida Kahlo Self-Portraits

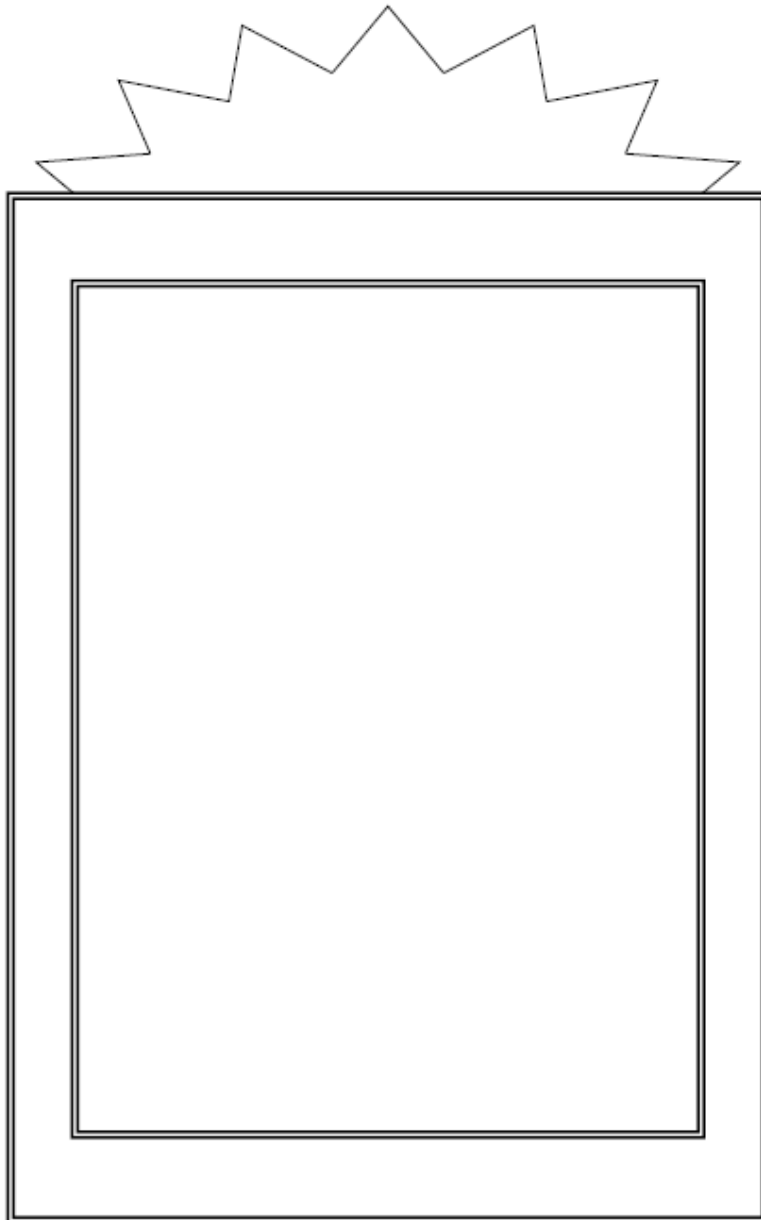
Supplies:

- half sheets of white paper
- oil pastels (or crayons)
- mirrors for girls to see themselves during their drawing (optional)
- gems to decorate border around the page (optional)

Directions:

Talk to the girls about what is a self-portrait, what it means. Also, how Frida used them to express her feelings and the different things that she was going through in her life.

You can use this frame or make one similar so the girls can draw a picture of an animal or themselves. They can also reference the next page for other ideas of what to draw.



Draw yourself, a pet (or your dream pet), and
a background that tells us about who you are or where you are from
Decorate your frame with bright colors and a design of your choice

Some artists use animals as symbols that
represent their own characteristics or something in their lives



Wolf:
**Loyalty, success, perseverance,
stability and thought.**



Bear:
Power, healer, gentle strength, dreaming.



Butterfly:
Metamorphosis, carefree, transformer



Deer:
**Love, gentleness, kindness,
gracefulness and sensitivity.**



Rabbit:
Alertness, nurturing



Hummingbird:
**Messenger, optimism
and sweetness.**

Did you know...

Frida liked to paint her eyebrows like the wings of a bird?

Did you know...

*Frida was proud of her Mexican heritage. She loved to wear Tehuana dresses, Aztec Indian jewelry
and braid her hair with ribbons, scarves and flowers.*

Brownie: Dream Catchers

Dream catchers are one of the most fascinating traditions of Native Americans. The traditional dream catcher was intended to protect the sleeping individual from bad dreams, while letting good dreams through. The good dreams would come through the hole in the center of the dream catcher, and slide down the feathers to the sleeping person below. The bad dreams would get caught up in the web, and will not reach the sleeper.

Supplies:

- paper plates
- hole puncher
- beads
- feathers
- yarn
- crayons
- gems to decorate (optional)

Directions:

Cut out the middle part of the plate, leaving a large hole in the middle. Hole punch the edges of the plate, as many as you'd like. Cut out a semi-long piece of yarn to begin weaving through the holes on the paper plate. Once you have completed your tight web, the next step is to cut out three more pieces of yarn to put on the bottom of the plate, where you will hang your feather and beads from.

You will then hole punch another hole on the top of the plate, put a yarn through it and tie it so that you may hang it over your bed (or somewhere in your bedroom). Final step to decorate your plate by coloring it or gluing gems to it. Now, a bad dream will never reach you!



Juniors: Paper Fiesta Banners



Have you ever seen the colorful paper banners at a fiesta? These colorful decorations are fun part of Mexican celebrations that can be hung up all year long. Learn how to make your own and host your own fiesta! Papel picado means “perforated paper”. It can have intricate designs and you can be creative with it as you’d like!

Supplies:

- tissue paper
- scissors
- hole punch
- paper clip
- pencil or pen
- string or twine
- double -stick tape

Directions:

1. Cut tissue paper into uniform rectangular pieces.
2. Fold stack in half hamburger-style from left to right, then in half again hamburger-style from left to right. Paper clip on the top and bottom to keep it together.
3. Draw a pattern along the left-hand fold. Along the right-hand fold (where the paper opens once), mark the spots where you’ll use your hole punch.
4. Cut out the pattern on the left-hand fold. On the right-hand fold, use the hole punch to cut out circles.
5. Remove the paperclip from the bottom and cut a pattern along the bottom edges.
6. Once you are done, remove the remaining paperclip, open the papers, and flatten the sheets with your fingers
7. To tape as a garland, run a line of double-stick tape across the top of a single flag. Press your twine into the tape, then fold over the edge and continue to add flags until you’re happy with the length.
8. String up and enjoy your fiesta!

WHAT I NEED FOR MY GIRLS TO ATTEND A....

Before participating in any activity with girls:

Verify Adults Participating in Troop Activities:

1. Are Registered
2. Completed Online Volunteer Application
3. Are background screened (print copy for 01)

Check Adult-to-Girl Ratio in:

Volunteer Essentials (VE)

Review activity guidelines in:

Safety Activity Checkpoints (SAC)

- D+ - Daisies and above
- D1+ - Daisies 1st grade and above
- B+ - Brownies and above
- J+ - Juniors and above
- C+ - Cadettes and above
- @ - Written notification to parents

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@ - Written notification to parents															
Troop Mtg. – Permission Form (done yearly)															
Troop Mtg. Location Change															
Troop Mtg. Day/Time Change (notify) – 2 wks															
Day trip (notify) – 2 wks															
High Risk - Day or with Overnight (apply) – 4 wks															
Product Sales & Booting															
Group Money Earning (apply) – 6 wks															
Run an Event (apply) – 6 wks															
± 1-2 Nights ▶ Local (submit)(no high risk) – 4 wks															
± 1-2 Nights ▶ Regional (submit)(no high risk) – 3 mo															
\$ 3+ Nights (apply) ▶ Local 4 wks; Regional 3 mo; National 6 mo															
▶ Int'l Travel (apply) 18 mo (exc. Mexico/Canada -12 mo)															
▶ Local = From San Luis Obispo to San Diego															
▶ National = Inside USA borders & US Territories															
± Including Federal Holidays \$ Excluding Federal Holidays															
Federal Holidays: New Year's Day, Martin Luther King Day, President's Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans' Day, Thanksgiving Day, Christmas Day.															
30 min. or less															
30 min. or more															
Wilderness Remote First-Aider or Higher															