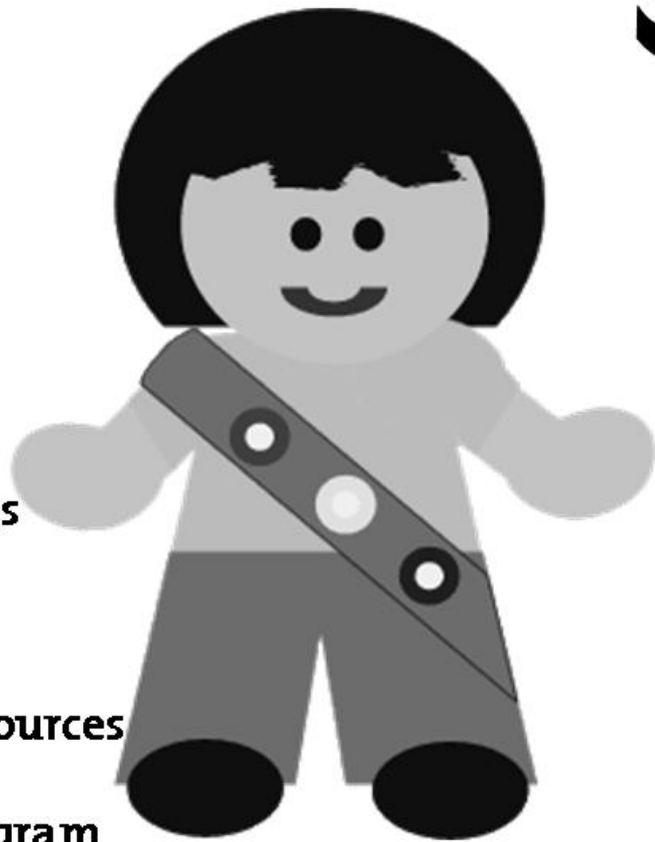


Home Study for:

Girl Scout Brownie Leadership Training



Program Overview

Working With Brownies

Money Matters

Girl Scout Brownie Resources

Girl Scout Brownie Program

Trips and Safety

Looking Ahead: Bridging

Girl Scouts of San Francisco Bay Area
7700 Edgewater Dr. #340
P.O. Box 2249
Oakland, CA 94621-0149
510-562-8470 or 1-800-447-GIRL (4475)
web site: www.girlscoutsbayarea.org
email: info@girlscoutsbayarea.org

Welcome!

Congratulations on deciding to serve girls in our community! Whether you are serving as a troop leader, a co-leader, or volunteering in some other capacity, we welcome you to Girl Scouting!

First of all, please take a moment to reflect on what brings you to Girl Scouting. Which of the below are true for you?

- I want my daughter to be a part of the Girl Scout movement
- I want to serve girls in my community
- I was a Girl Scout myself, and I want to hand on that tradition
- I would like to have the opportunity to get to know other adults in my community
- I would like to serve as a mentor and role model to girls
- I would like to make a meaningful difference in girls' lives

Regardless of what actually motivated you to become a Girl Scout volunteer, it is likely that most or all of the above objectives will be met for you! We can promise that your Girl Scout journey will be a rewarding and enjoyable one. Be prepared to have fun!

Before you start:

Please make sure you have everything you need to complete this course:

- This booklet
- Brownie Leadership Participant Notebook
- Brownie Handbook and Try It Book
- Brownie Leader Guide
- A copy of Safety-Wise (troop received one free copy in registration packet)

If you have questions while completing this course, please feel free to contact our Adult Development Coordinator at stebow@girlscoutsnorcal.org or (510) 562-8470 ext. 158



For your background information, please read page 2 of your Participant Notebook (PNB) - About Girl Scout Brownies

There are some big changes ahead of us in the Girl Scout program. However, the changes will actually be very easy

to incorporate at the Brownie level. We'll change from officially being called "Brownie Girl Scouts" to "Girl Scout Brownies." There will be some fun new materials released for the 2008-2009 membership year for Brownies. Girls who are now Brownies will bridge at the end of 3rd grade, which is the year they would have bridged anyway. Otherwise, use the existing program materials and enjoy working with your Brownies—they're a fun age!!

GIRL SCOUT PROGRAM OVERVIEW

Directions: Match each question or term on the left with the correct answer or definition on the right. Then take the large letter(s) from the correct definition and put it into the answer at the bottom. The first one is done for you—the answer for number one is letter E and the large letter is L. L is entered into the puzzle below for number 1.

1. WHO CAN BE A BROWNIE GIRL SCOUT NOW?

2. WHO CAN BE A GIRL SCOUT BROWNIE STARTING OCTOBER, 2008?

3. GIRL DRIVEN PROGRAM

4. GIRL-ADULT PARTNERSHIP

5. INCLUSIVENESS

6. DIVERSITY

7. PLURALISM

8. PROGRESSION

A. Girls and aDults working together – adults empower girls to make their plans become a rEality

B. WHen members of diverse ethnic, racial, religious, or social groups maintain their traditional culture while sharing common bonds with others in an organization

C. A sequence of IIncreasingly comPlicated activities that build on each other

D. The incluSion of diverse people in a group

E. GirLs aged 6-8 OR in grades 1-3

F. Girls in Second & Third GradE


G. An atmosphere where every membeR feels included and welcome

H. Girls decide what AActivities they would like to do

What makes a girls' experience in Girl Scouting different from other activities that she might participate in?

 L _____

1 2 3 4 4 5 6 7 8 8

 Write definitions for the different aspects of the Brownie program on the flower petals on PNB 4

The above definitions are very important cornerstones in the Girl Scout program.

Our Girl Scout mission statement is: To build girls of courage, confidence, and character who make the world a better place. In a word, our program gives girls skills to become leaders. It's important to note that our definition of leadership is not necessarily the "front of the room, run-

ning the activity or leading the discussion" type of leadership, but rather girls working together to reach shared goals and make a difference in the world. There's no better way to build a girl's self-esteem and empower her than to teach even the youngest girls that they can actually have an impact in the world!

Our Girl Scout program and all activities we do should all help to build girl leadership skills. The rest of this training will help you to learn to do just that!

Answers:
1. E 2. F 3. H 4. A 5. G 6. D 7. B 8. C Leadership

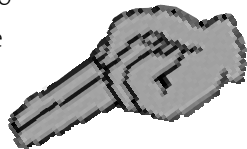
GIRL SCOUT WAYS & TRADITIONS



The **Quiet Sign** should be taught to even the youngest Girl Scouts. If you wish to get the group's attention, calmly raise your right hand in the air. When the groups sees this, they raise their hands too, and "when you hand goes up, your mouth goes shut." Traditionally, the quiet sign is the raised hand with five fingers. The fifth Law in the old

Girl Scout Law was "to be courteous." So, when girls raise their hand in the Quiet Sign, they are being courteous to the speaker. Sometimes you'll see people using the three-fingered sign raised. This is a newer tradition, and it works, too!

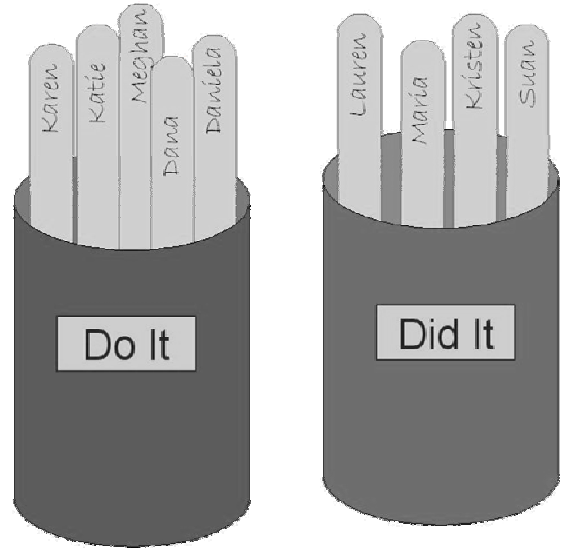
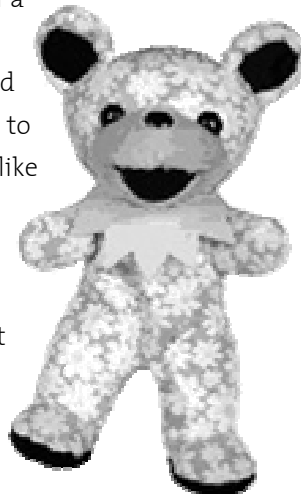
Years ago, Brownies had a special two-fingered sign and their own Brownie Promise. Now, Brownies say the same Promise as all other Girl Scouts. The **Talking Sign** is used when the girls are sitting in their Brownie Ring. When a girl has something to say, she makes the two-fingered sign and taps the floor in front of her.



Girl Scout troops often use a **Talking Stick** when having discussions. The talking stick is actually a Native American tradition, and can be plain or decorated. Only the person holding the talking stick may speak—if a

girl wishes to speak, she would use the talking sign to signal that she would like to have the talking stick passed to her.

Sometimes troops use some other sort of object such as a stuffed animal as a "talking bear" or other object.



Many troops use "**Do It/Did It**" cans to fairly take turns for special opportunities. Put a popsicle stick with each girl's name in the "Do It" can. When one of those situations comes up, pick a stick and put that one in the "Done It" can. When all girls have had a chance, put them all back in the "Do It" can and start over. When girls know that eventually it will be their turn to be first for something, "it" in a game, the flag carrier, or even the person who gets to sit next to the leader, they can wait more patiently when it isn't their turn. You'll know which things to use the cans for when the girls are all raising their hands and wanting to be picked!

Kaper Charts are a traditional way to divide and rotate responsibilities. In this way, individual girls (or groups of girls) are rotated so that eventually everyone will have a turn for all of the "kapers" or jobs.



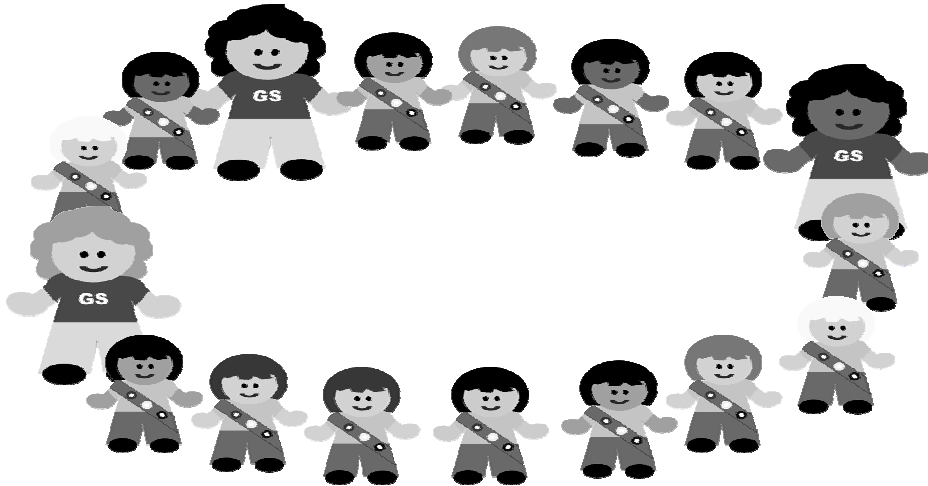
Read PNB 6-7 about Kaper Charts and how to make and use them.



Think: How would Do It/Did It Cans and Kaper Charts help when working with your own daughter?

The participant notebook from the Getting Started training has more helpful hints about how to set up the troop in positive ways to minimize "behavior" problems. Ask the person from your troop who took this training to share the information with you.

THE BROWNIE RING



The Brownie Ring is the form of “troop government” for Brownies. When it is time for the Brownie Ring, the leader takes the hand of one girl and starts saying the following rhyme:

Round and round, and round about,
Take the hand of a Brownie Scout,
Here we are in the Brownie Ring,
Ready for ‘most anything!

When the girls see and hear this, they join in saying the rhyme with you and grab the hand of the last person in line. The leader may choose to simply walk the perimeter of the circle that will become the Brownie Ring, or might make a game of it and have the line wind around all around the meeting room before ending up in a circle.

When the girls are assembled into the circle, or Brownie Ring, they are ready for announcements, troop discussions, decision-making, or any other business the troop has at hand.

One minute per one year! **Attention span vs. age**

Generally, the business portion of the meeting should be kept pretty short. Conventional wisdom is that children have about one minute of attention span per one year of age. That means that for Brownies you have about 6-8 minutes to finish this “sitting still” time.



Read PNB 8. This page gives you an idea of what some Brownie Girl Scouts are like.



Read PNB 9



Read PNB 10

By now, you’re probably getting a pretty good idea that the role of a Girl Scout leader goes beyond just carrying out activities. However, it is also very rewarding. The relationship you’ll have with your girls is a unique one: you’ll be a mentor, a role model, a coach, a friend, and believe it or not, a partner. The relationship you’ll have with the girls in your troop will be profoundly important to them, and will be different for them than their relationship with any other adult in their lives—you aren’t their parent, teacher, or other “authority” figure. In a word, your relationship with the girls in your troop will be special for you and the girls!



Think: What are some responsibilities of a Brownie Girl Scout leader? (Circle all that apply)

- A. Be fair and consistent
- B. Be a positive role model
- C. Include all girls equally
- D. Build leadership skills
- E. Protect girls’ privacy (don’t discuss a girl with others—including your daughter or other adults)
- F. Consider each girl’s needs and abilities
- G. Keep girls safe
- H. Communicate with girls and families

GIRL PLANNING: HOW DOES IT WORK?

Leaders can use the Brownie Ring to gather the girls' ideas.

In the beginning, give general choices for the girls to choose from. For example, if the troop is planning to celebrate the Girl Scout Birthday on March 12 with another troop, the discussion could be as follows:

Leader give general choices by asking: "What kind of activity would you like to do at the party? We could play party games, sing songs, or make something." After gauging the girls' interest in what type of activity, the leader would then ask for a few suggestions of that type of activity or activities.

After the girls have some experience in planning and decision-making, the troop could try some simple brainstorming to elicit their ideas. There are lots of ideas for fun ways to get girls' ideas in the participant notebook for the New Leader Basics training.

As the girls gain even more experience, they can begin to narrow choices. It's best to avoid voting - this creates winners and losers. It is best to help the girls learn to try to build consensus by discussing pros and cons of different ideas. Girls can start by advocating for their choices to see if they can persuade others to choose a certain idea. Girls can also begin to work to eliminate ideas that are not doable or are less popular with the group.

The important thing with girl planning is to keep moving them more and more towards the day when they will be able to make decisions without any adult assistance. That is probably not going to happen at the Brownie level, but Brownies can and SHOULD move in that direction.

NOTE: Additional information is covered in the New Leader Basics training regarding how the girl planning process works at each age level. As well, consult Safety-Wise, especially pages 24-25, to see what the expectations are regarding girl planning at the Brownie level.

Once the leader has had a chance to gauge the girls' interests, it is time for the adult leadership team to put those preliminary plans into action.

If the discussion goes like this:	The leader might:
The girls seem to unanimously like one idea over the others	Make that activity happen!
The girls as a group seem to favor two or more ideas	The leader might plan a mix of those ideas for all to participate in
The girls seem split—some of the girls seem to favor one idea, and the rest of the group seems to prefer another	The leader might plan a mix of activities, and let the girls choose which to participate in
	OR the leader might work with the girls to plan a mix of activities for all to sample
	OR the leader might work with the girls to plan the activity that the majority wished to do and set aside the other ideas for a different time

The bottom line is that the adult leadership team should strive to find ways to get the girls' input in what the troop does, and look for ways to make those ideas happen. It's all about listening to the girls, and letting go of preconceived notions of what the troop should be doing.

GIRL PLANNING: HOW DOES IT WORK?

Let's imagine that you're the leader of the troop on PNB 8. The troop is planning to celebrate the Girl Scout Birthday by inviting another Brownie troop to their meeting and having a party. The Brownie Ring discussion goes like this:

LEADER: "What kind of activity would you like to do at the party? We could play party games, sing songs, or make something."

Deena: I think it would be fun to play some games!

Dominique: I like to play games. What kind of games could we play?

LEADER: Does anyone have any ideas?

Lauren: Maybe we could play "Mr. Bear Are You Awake?" Or maybe dodge ball.

Kristin: Could we play tetherball? We don't get to play it at school since it's on the upper grade playground.

Kia: Tetherball would be fun! I always wanted to play on the big kids' playground

Lauren: Could we play on the big kids' play equipment?

LEADER: Would you girls like to do that?

ALL: YES!!

LEADER: Are there any other ideas for games we could play?

Jessica: How about some kind of board game? Or Red Light, Green Light?

Kia: How about tag?

LEADER: Would anyone like to do something other than play games?

Andrea: Let's make a craft! Could we make dolls?

Tonya: I don't want to make dolls. Could we draw something?

Keisha: Tonya, you always want to draw something. I think it would be fun to make dolls or maybe puppets.

Meghan: Puppets would be fun.

Molly: I think it would be fun to make something, but I want to play tag, too.

LEADER: Those all sound like fun ideas. What kind of refreshments would you like to eat at the party?

Would you like to make your own snack at the party,

or would each of you like to bring something to share?

Angelina: I think it would be fun to make our own snack. What kind of snack would it be?

LEADER: Does anyone have any ideas of what kind of snack it could be?

Molly: I like to eat fruit.

Dominique: Since it's a birthday party, could we have cupcakes?

All girls: Yeah! Cupcakes!

Jessica: Could we put sprinkles on them?

After the meeting, the leader takes note of the following considerations:

- ✓ Need to make sure that the troop activities include Meghan
- ✓ Girls too short to play tether ball, not really workable as a party game
- ✓ Need to provide a mix of active and quieter activities
- ✓ Troop already plans to make dolls at a meeting
- ✓ Molly cannot eat cupcakes (unless they are gluten-free)
- ✓ Snack should be healthy and nutritious



What would you choose to do?

- Play "Mr. Bear Are You Awake?"
- Play dodge ball
- Play tetherball
- Allow time to play on upper playground
- Play tag
- Make dolls
- Make paper bag puppets

Ask the person responsible for bringing snack to the meeting to bring the snack or ingredients for:

- Cupcakes, plus some fruit for Molly
- A suggested "healthy cupcake recipe" plus fruit for Molly
- Gluten-free cupcakes

WHAT SHOULD I DO NOW?

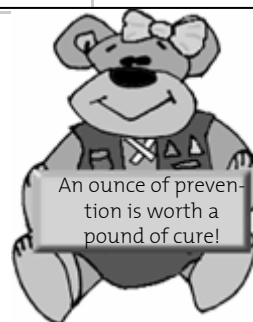


Write “disruptive” at the top of the “behavior” column on PNB 11. Choose from the list provided here for “What’s Happening” and write those things that you think might cause a girl to be disruptive under the “what’s happening” column on PNB 11. Now choose from the list provided here for ways to prevent disruptive behavior and write those under “preventions.” Finally, choose from the list provided for what you might do if a girl is disruptive at a meeting and write those under “interventions.” Add your own ideas to the columns if possible. Repeat for the following behaviors: arguing, tattling, cliquish, won’t participate or talk.

What’s Happening?	Preventions	Interventions
<ol style="list-style-type: none"> 1. Bored 2. Condition such as ADHD 3. Continuing a situation from earlier 4. Don’t like each other 5. Girls in a developmental stage where this is normal 6. Girls need some development of social skills 7. Having a bad day 8. Looking for attention 9. Might have something serious going on at home 10. Might need some special attention 11. Might not feel welcome 12. Shyness 13. Some issues going on at school 14. Not interested or enjoying the activity 15. Need to ‘get wiggles out’ 	<ol style="list-style-type: none"> 1. Avoid forcing participation 2. Change activities often 3. Don’t focus too much attention on a girl who doesn’t want it 4. Establish regular meeting routine 5. Keep mixing girls in different groups 6. Mix in active games & activities 7. Plan a variety of activities 8. Positive reinforcement of steps towards participation 9. Praise positive behavior 10. Rotate girls, change groups often 11. Talking Stick 12. Teambuilding games and activities 13. Troop ground rules 14. Try to give each girl special attention whenever possible 15. Try to plan some small group activities 	<ol style="list-style-type: none"> 1. Allow for differences of personality or temperament 2. Assign girls as “good turn partners” who secretly do nice things for their partner 3. Change activity 4. Don’t reward tattler—might be appropriate to give both girls a time out 5. Give it time 6. In the beginning, pair girls for activities—rotate them and watch who works well together 7. Ignore the behavior if it’s not too disruptive 8. Redirect—give the girls something else to do 9. Remind girls of the GS Law 10. Separate the girls involved 11. Sit close to the girl 12. Speak privately with the girl 13. Stay out of it—don’t get overly involved in officiating disputes 14. Time out 15. Try re-directing the girl’s attention 16. Use the buddy or big sister assignment approach 17. Use quiet sign

When you first think in terms of why certain behaviors are happening, it often will lead you to an appropriate action you might take. For example, if you think the girls might be disruptive because they’re bored, the obvious way to fix the problem would be to switch activities or provide something else to do.

Generally, though, “an ounce of prevention is worth a pound of cure” with behavior problems. Set your troop up according to the guidelines on PNB 12, and you’ll have a



minimum of problems. Remember to consult with your service unit volunteers or your CDD if you have specific problems and need help or advice.



Read PNB 12 –14

A meeting planning template is provided on PNB 15.

PRODUCT SALES ARE PROGRAM



Fill in the blanks at the top of PNB 16 to read:

“Product Sales Provide Great Program Opportunities”

One Leader’s Story “When my daughter was in first grade, she looked forward to selling cookies for the first time. My husband took her to the neighbors and nearby friends who we knew, and naturally nearly everyone bought cookies from her. She had a wonderful time being “oohed and aahed” over in her cute Brownie uniform and loved all the attention. They came home to eat lunch, and after lunch my husband suggested that they go over to the next block to see if they could sell a few more boxes of cookies. She was very hesitant, and we reminded her of what a good time she’d had that morning, and suggested she try just one house, and if she didn’t like it they would just come home. She agreed to try, and needless to say even the strangers were very sweet and kind to her (not to mention generous customers!) It was amazing to see our shy and timid six year old blossom into a very self-confident young lady in the span of one afternoon!”

One Leader’s Story “My first grade Brownie troop had their first booth sale one Friday afternoon. The girls really enjoyed trying to compute how much a person owed and what their change should be. They really gained self-confidence when they asked people to buy cookies, and many of the customers shared their own Girl Scout stories. After the sale, the girls had voted to go to McDonald’s for dinner, and each girl brought her own money and did her own ordering and paying for her food. At the end of the day, one of the girls commented that “now she really felt like a Girl Scout!”

One Leader’s Story “My 3rd grade Brownie troop spent the better part of a whole meeting dreaming and planning what they’d like to do for the rest of the year using the planning materials provided in the fall sale packet. Since they were so involved in the project, we started them making some supervised phone calls to find out the costs of cer-

tain things. Since they were just then learning to multiply at school, they started computing costs and were able to come up with a pretty respectable budget in the span of an afternoon—and had a lot of fun doing it. I was amazed; we completely dropped our planned program for the day since the girls were enjoying our budgeting project so much.”



List at least five benefits of participating in product sales besides funding troop activities on PNB 16



Choose some of the following tips for running successful product sales that you think will work well with your troop and write those and your own ideas on PNB 16

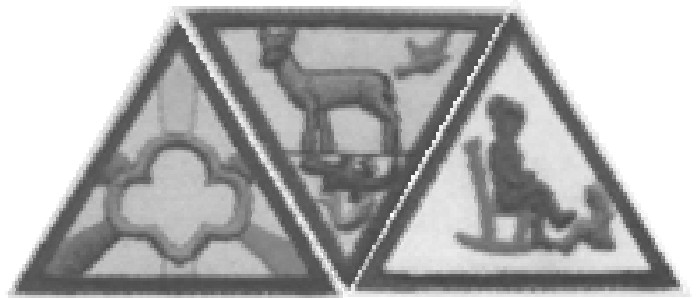
- Have one parent as the Fall Sale Chair, and another parent as the Cookie Sale Chair
- Split up the other duties: booth sale coordinator, cookie distribution to troop, collecting paperwork, etc.
- Have the girls decide what they’d like to spend the money on as a goal
- Budget how many items need to be sold by each girl to make the plans a reality
- Publicize the girls’ plans to all the families
- Be enthusiastic—get the girls excited
- Practice selling techniques in role play situations at the troop meetings
- Use the provided product sale materials to help with budgeting and planning



GIRL SCOUT BROWNIE RESOURCES & AWARDS



Use the Guide for Brownie Girl Scout Leaders (LG) the Brownie Girl Scout Handbook, and the Brownie Girl Scout Try-It Book to complete the puzzle on PNB 17



The key is that every activity shouldn't necessarily end with earning an award! Just imagine if the girls are taught at this early age to expect "something" for every activity they do!



What are some benefits to the girls of earning awards?



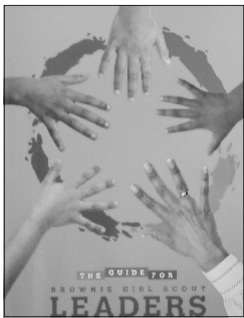
What would be some drawbacks if girls had an "awards only" troop program?



Write down three places other than the Girl Scout resources where you could get ideas for activities:



Read page 5 in the Brownie Try-Its Book



The Guide for Leaders is for use by the adults working with the girls. It contains background information on the organization and working with girls of this age, some nuts and bolts info about troop structure, info on how to plan troop activities, and lots of fun no- and low-cost activity ideas.

The Brownie Girl Scout Handbook and Try-Its Book are for use by the girls. They have lots of activity ideas. Chapter topics in the Handbook and Try-Its Book are directly linked and mirror each other. The fun activities in the Handbook can be used as "taster" activities to see which related Try-Its the girls might be interested in OR to build upon some of the activities the girls enjoyed while earning a Try-It. The suggested activities in the Handbook and Try-Its Book can be built upon—if girls show particular interest in a certain topic, it's great to do some other activities, take related field trips, bring in people to the troop who could teach the girls more about the topic, or find other ways to continue the girls' interest. For example, if the girls enjoy the "Movers Try-It" you might see if you could take a tour at an airport or visit an aeronautical museum. Or, you might visit a planetarium—and the girls might become interested in astronomy and might make star charts or go stargazing.



GIRL SCOUT BROWNIE ACTIVITIES



Read the definitions at the bottom of PNB 18



Choose three petals on the flower on PNB 18 that could be Discover activities:



Choose three petals on the flower on PNB 18 that could be Connect activities:



Choose three petals on the flower on PNB 18 that could be Take Action activities:



Now look at any Try-It in the Brownie Try-Its Book and choose which four activities you would choose to do if you were a Brownie. Decide whether each of the activities you chose would be a Discover, Connect, or Take Action activity.



Sometimes, the activities the girls choose might end up covering all three types of activities. But, other times the activities might only cover one or two. If that is the case, to balance their experience, you might want to spend time on a related activity that would cover the type of activity that was missing.

It is important to note that every meeting doesn't necessarily have to include Discover, Connect, and Take Action activities, but the troop program overall should be varied enough to include all three. Concentrate on the quality of the activities—what the girls are learning, what skills they will gain, and how each activity will contribute in some way to developing leadership skills in the girls.



Read PNB page 19

Whether in earning awards or doing activities, in the Girl Scout program, girls should have the opportunity to Discover, Connect and Take Action. HOW we do things is more important in Girl Scouting than WHAT we do.



Read PNB 20-21

TRIPS & OUTINGS



Review Safety-Wise minimum adult ratios for outings with Girl Scout Brownies and fill in the blanks on PNB 22

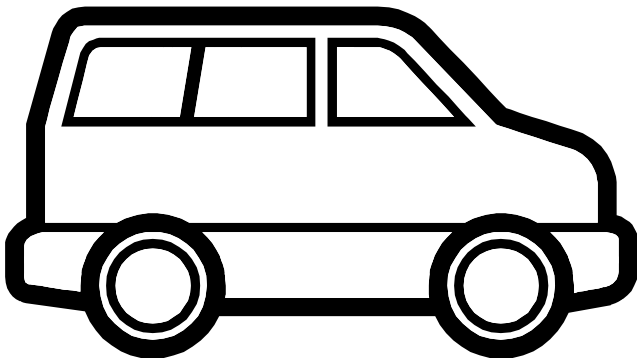


Read the information about car seat laws on PNB 22

Trips and outings are a great way to expand the boundaries of the girls' world. They may have opportunities in Girl Scouting to see and do things they would not otherwise have had the chance to experience. Girls gain a lot of self-confidence by doing new things, and there are many life skills to be learned in planning and preparing for trips.

Ask other leaders in your area for ideas for free or low-cost trips for your troop. There are also many council and service unit events that could provide wonderful opportunities for your girls.

Remember to check Safety-Wise and the Council Resource Book for every activity—there are a few activities that aren't allowed for Brownies because their bodies may be too small to safely do those things.



BRIDGING



Read PNB 23

There are bridging requirements to earn the bridging patch, which are found at the end of the Brownie Handbook. The bridging requirements are designed to acquaint the girls with Girl Scout Juniors. The bridging patch is an earned award which can be worn on the Junior uniform.

Since some of the requirements must be coordinated with other troops, if the girls wish to earn the bridging patch it is a good idea to start several months before the bridging ceremony.

It is important to understand that girls will bridge into Juniors regardless of whether they have earned the bridging patch.



Read PNB 24-25

WRAP UP

A Try-It Tracker can be found on PNB 26-27. There are many other types widely available on the internet. These forms can help to keep track of which girls have completed which requirements of which Try-Its.



Read PNB 28. It's a good idea to know when you're starting out where you'd like to end up!

BROWNIE LEADERSHIP ANSWER PACKAGE

PLEASE PRINT CLEARLY!

Your Name: _____

Address: _____

City: _____ Zip Code: _____

E-mail address: _____

Troop Number: _____ CDD: _____

Detach this answer package from the rest of the booklet and complete

Fill out your evaluation form in the back of the Participant Notebook and attach to this package

How long did this home study training take you to complete? _____

Mail the answer package and training evaluation to:

Training Coordinator
PO Box 2249
7700 Edgewater Dr. Suite 340
Oakland, CA 94621-0149

ANSWER SHEET

1. What grades are Brownies in now, and how will that change in October, 2008?

2. Describe a girl-driven program:

3. Who do girls partner with in Girl Scouting?

4. What benefits can the girls gain from belonging to an inclusive program that values diversity and celebrates pluralism?

5. What is it called where girls build on their experiences?

6. The main goal of Girl Scouting is to build

7. Match the following icons with the correct term:

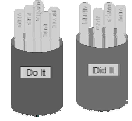
Quiet Sign



Talking Sign



Talking Stick



Do It/Did It



8. What kinds of things would be discussed in the Brownie Ring?

- A. Announcements
- B. Ideas for an upcoming meeting
- C. Where to go on a field trip
- D. Deciding how to spend the troop money
- E. Brainstorming a packing list for an upcoming camping trip
- F. Planning menu items for a 'Me and My Special Guy' dinner
- G. Taking attendance or collecting dues
- H. All of the above

9. How long should a Brownie Ring discussion last?

10. Put the following stages of girl planning in order:

___ Narrow choices to make decisions

___ Choose from a limited number of options

___ Brainstorming

11. If you were the leader of the troop on page 7 of this guide, what would be your plan for the next meeting:

Opening:	
Brownie Ring:	
Program Activity (s):	
Snack:	
Closing:	

12. Are there any Try-Its that have activities that tie in with your above meeting? If so, which one(s)?

13. Name three possible causes for girls having disruptive behavior (circle all that might apply):

1. Bored
2. Condition such as ADHD
3. Continuing a situation from earlier
4. Don't like each other
5. Girls in a developmental stage where this is normal
6. Girls need some development of social skills
7. Having a bad day
8. Looking for attention
9. Might have something serious going on at home
10. Might need some special attention
11. Might not feel welcome
12. Shyness
13. Some issues going on at school
14. Not interested or enjoying the activity
15. Need to 'get wiggles out'

14. Name three preventions if girls are forming cliques in the troop (circle all that might apply):

1. Avoid forcing participation
2. Change activities often
3. Don't focus too much attention on a girl who doesn't want it
4. Establish regular meeting routine
5. Keep mixing girls in different groups
6. Mix in active games & activities
7. Plan a variety of activities
8. Positive reinforcement of steps towards participation
9. Praise positive behavior
10. Rotate girls, change groups often
11. Talking Stick
12. Teambuilding games and activities
13. Troop ground rules
14. Try to give each girl special attention whenever possible
15. Try to plan some small group activities

15. Name three interventions if girls in the troop are arguing (Circle all that might apply):

1. Allow for differences of personality or temperament
2. Assign girls as "good turn partners" who secretly do nice things for their partner
3. Change activity
4. Don't reward tattler—might be appropriate to give both girls a time out
5. Give it time
6. In the beginning, pair girls for activities—rotate them and watch who works well together
7. Ignore the behavior if it's not too disruptive
8. Redirect—give the girls something else to do
9. Remind girls of the GS Law
10. Separate the girls involved
11. Sit close to the girl
12. Speak privately with the girl
13. Stay out of it—don't get overly involved in officiating disputes
14. Time out
15. Try re-directing the girl's attention
16. Use the buddy or big sister assignment approach
17. Use quiet sign

16. List at least three benefits to the girls when they participate in product sales:

17. Which is most important in the Girl Scout program?

- A. Doing great activities
- B. Earning lots of awards and patches to sew on the girls' vests
- C. Providing experiences where the girls can learn leadership skills

18. Name one activity found in the following resources that you think would be particularly enjoyable for Girl Scout Brownies:

Brownie Leader Guide:

Brownie Handbook:

Brownie Try-Its:

19. Name a 'Discover' activity that Brownies would enjoy:

20. Name a 'Connect' activity that Brownies would enjoy:

21. Name a 'Take Action' activity that Brownies would enjoy:

22. Must every meeting have Discover, Connect AND Take Action activities? _____

23. If you had 19 Brownies in your troop, how many adults would you need if you went on an outing? _____

24. In California, may Brownies ride in the front seat of a car that has air bags? _____

25. In California, car seats are required for children until they are at least _____ years old or _____ pounds.

26. Must all girls who bridge to Girl Scout Juniors earn the bridging patch? _____

27. Do all girls who bridge from Girl Scout Brownies to Girl Scout Juniors receive the Brownie Wings?

28. What is the difference between bridging and flying up?

29. What is the ceremony called when girls are formally welcomed into Girl Scouting?

(NOTE: Girls only participate in this ceremony once in their Girl Scout career. Later, when the troop welcomes other new girls (or adults!), the girls who were already Girl Scouts participate in a Rededication Ceremony. Find out more about this ceremony in the New Leader Basics participant notebook.)

30. Which of the following best describes a Brownie Leader's role in a Girl Scout Brownie troop?

- A. Plans and carries out all troop activities
- B. Provide quality program ideas to the girls
- C. Build the girls' leadership skills gradually and partner with them to make *their* plans become reality