

Home Study for:

Girl Scout Junior Leadership Training



Working With Girl Scout Juniors
Troop Government
Girl Planning & Adult Responsibilities
Awards
Activities, Ideas, & Resources

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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
- Junior Leadership Participant Notebook
- Junior Handbook and Badge Book
- Junior 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 Juniors

There are some big changes ahead of us in the Girl Scout program. At the Junior level, we'll change from officially

being called "Junior Girl Scouts" to "Girl Scout Juniors." There will be some fun new materials released for the 2008-2009 membership year for Juniors. Girl Scout Juniors will be in 4th and 5th grade, and will bridge to Girl Scout Cadettes at the end of 5th grade. The council will release information in spring, 2008 regarding planning for bridging. Otherwise, use the existing program materials and enjoy working with your Juniors—they're a fun age!!

WORKING WITH GIRL SCOUT JUNIORS

Girl Scout Junior aged girls are a particularly rewarding age group to work with. It's so fun to see them gain new skills and independence. They are beginning to really care about other people, and are very concerned with what other people think and feel.

Turn to Participant Notebook (PNB) page 4. The spokes coming out from the circle represent common attributes of 4th and 5th grade girls. Can you think of any others? If so, draw additional spokes out from the circle and write those attributes.

★ Draw an arrow out from any of the attributes with situations that might arise (either positive or negative.) Feel free to choose from the list below or add your own:

- Capable of rational thought process
- May be capable of carrying out complex tasks
- May want to do activities with certain partners or groups
- May be susceptible to peer pressure
- May be too busy to come to GS meetings
- May not be careful
- May be curious about body changes or other 'sensitive issues'
- May be 'rowdy' or rambunctious
- Need plenty of opportunity to voice ideas and concerns
- Scheduling may be difficult
- Want the opportunity to try to sway others' opinions
- Want to do things on their own
- Want to try things and learn by trial and error

★ Keeping many of the girl attributes and possible situations in mind, there are many strategies adults might use to effectively work with girls of this age. Draw additional arrows out from the attributes or

situations and write possible adult strategies. Write your own, or choose from the list below:

- Allow girls the opportunity to make safe mistakes
- Allow girls ample opportunity to discuss issues and ideas
- Ensure the girls' safety
- Establish troop ground rules for acceptable behavior
- Give girls increasing amounts of responsibility for tasks
- Give girls plenty of opportunity to be with their friends
- Give girls plenty of opportunity to get to know others by mixing them up sometimes
- Give girls the opportunity to build consensus
- Introduce the girls to new things
- Make sure the troop program is varied
- Vary troop activities
- Use secret ballots to vote

As a troop leader, your relationship with the girls will be unique—you're not their parent or their teacher. You'll be a special friend and role model, and will have a profound impact on their lives. Your girls are likely to remember you always!

Your role as a Girl Scout leader is to partner with the girls to make their dreams a reality. The girls should feel that their ideas are important and are heard, and they should feel that the troop is their own. These ideals may sound very grand, but at this point you may be thinking that it is unrealistic to expect to "partner" with 9 and 10 year old children. However, you will be given many helpful pointers to achieve this (believe it or not!) reachable goal. And the more work you put into achieving a partnership with your girls, the bigger the payoffs will be—you are going to love seeing your girls accomplish tasks and reach goals they never dreamed they'd be able to.

★ Read PNB page 5

WORKING WITH GIRL SCOUT JUNIORS

Let's talk first about what you'll be doing with the girls. Girl Scout activities should be done in the Discover, Connect, and Take Action activity cycle, which are covered in more detail in New Leader Basics training.

'Discover' activities allow the girls to learn new things about themselves or the world around them.

'Connect' activities allow the girls to work in collaborative groups or perhaps connect with an adult expert.

'Take Action' activities might be a service project, or perhaps might involve trying out new skills or knowledge. When girls have the opportunity to Discover, Connect, and Take Action, they will build their leadership skills—and building leadership is our main goal in Girl Scouting.



Look through the Junior Handbook and Badgebook.

Find at least two activities of each type:

Discover :

Connect:

Take Action:



Now look at any badge in the Junior BadgeBook and choose which six activities you think you would choose to do if you were a Girl Scout Junior. 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.

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.

A New Definition of Leadership:

It's important to note that girls prefer a different style of leadership than the traditional "front of the room" type. Girls prefer to work in collaborative groups to accomplish their goals together, although some may also take that "front of the room" role as well. This collaborative type of leadership is one that should be comfortable for all girls, whether shy or outgoing, and allow *all* girls the empowering experience of being a leader.

GIRL SCOUT JUNIOR ACTIVITIES



★ Read PNB page 6. Circle one suggestion that you will try with your troop.

★ Read PNB page 8-9 and put a star next to 3 activities you will try with your girls.

★ Think: What are some benefits to using some of the ideas such as those above?

If you are experiencing any sort of behavior problems with the girls in your troop, these are definitely some ideas to try. See the Getting Started and New Leader Basics PNBs for additional ideas on preventing behavior problems. It is a lot easier and more pleasant to prevent problems, than it is to deal with them after they happen!

**A pound of prevention
is worth a pound of cure!**

Sensitive Issues:

★ Read PNB page 7.

If you plan an activity involving issues that you feel the parents in the troop would wish to know about, you should use form 109xa (Permission Form for Sensitive/Contemporary Issues.) This form can be found in the Council Resource Book or may be downloaded from the council website.

Sometimes, though, the girls will begin to discuss issues or a situation may arise that you have not planned. In either case, it is important to follow the guidelines on PNB page 7—your role is not to tell the girls how you feel personally, but to make sure that factual information is given. It's also OK to stop a conversation if you feel uncomfortable! You might later bring in an expert after notifying the parents. Remember that if the girls are talking and wondering about something, their Girl Scout troop offers a safe place for them to get factual information with adult guidance. That's a good thing!

You might consider notifying the parents afterwards that a particular situation came up or a conversation happened—it's much better for them to hear from you exactly what was said.

★ Circle any items on the "General Guidelines" list on PNB page 7 that you do not feel you will be able to follow. Discuss these items with other members of the troop adult leadership team so that someone else can assume responsibility for handling situations according to these guidelines. (You can also get support from local volunteers in your Service Unit/association or your council staff members in handling sensitive issues according to these established guidelines.)

The good news is that it is much easier to handle these situations when they come up when you are prepared for them. And, real situations are seldom as difficult to handle as the situations you might conjure in your mind.

GIRL PLANNING: HOW DOES IT WORK?

★ Read PNB page 15. Having the girls adopt certain roles such as those shown here can assist them in discussions while making decisions.



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.

★ Read PNB page 16. Building consensus is an important life skill. Effective leaders are able to explain why their good idea is a good idea.

The important thing with girl planning is to keep moving the girls more and more towards the day when they will be able to make decisions with only minimal adult assistance.

Planning and decision-making, like any skill is best learned by practicing—not by watching adults do it! 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.

★ Read PNB page 17—a template like this could be given to the girls to assist them in going through the planning process.

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 Junior level.

★ Read Leader Guide page 36-37 for ideas for planning meetings.

★ Read PNB page 18 for some pointers on the adult role in the Girl/Adult Partnership.

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 gives 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 checking the girls' interest in the 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 the girls' ideas. There are lots of ideas for fun ways to get girls' ideas in the participant notebook for New Leader Basics training.



TROOP GOVERNMENT

Town Meeting



★ Read PNB page 10. Think: How would the Town Meeting form of Troop Government help the girls partner with adults to run their troop?

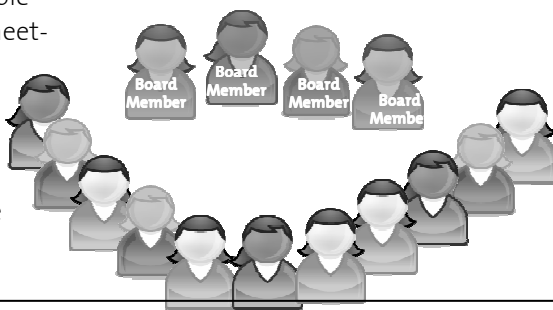
Generally, the Town Meeting form of Troop Government works best with smaller troops, as there are fewer girl leadership positions available. As well, it's hard for everyone to have input in decisions with a larger troop using the Town Meeting system.

The Town Meeting is also a great way to start out with a Junior troop if the girls have little experience with leadership positions. In this way, the whole troop can observe the role of the meeting moderators who are gently coached by the adults in their leadership roles. After a few meetings run this way, the girls might be ready to try the Executive Board or patrol system.

★ Read PNB page 11. Think: How would the Executive Board form of Troop Government help the girls partner with adults to run their troop?

Many people are familiar with this type of organization as many groups such as PTAs are run in this way. Generally, the Executive Board system is most successful with smaller troops, but many large troops can use this system very successfully by setting up task groups or committees, which allow for more opportunities for leadership roles. The Executive Board system allows the adults to supervise and coach the girls in their leadership roles perhaps more easily than in the patrol system, but on the other hand, it may be a little *too* easy for adults to intervene in the proceedings.

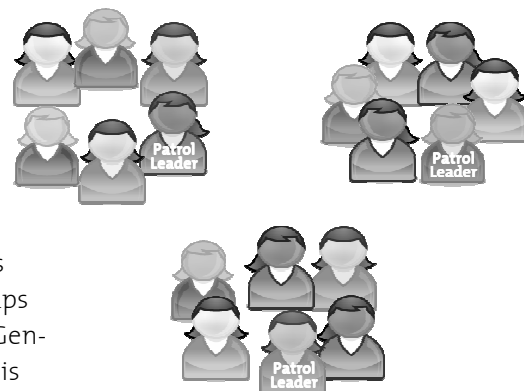
Executive Board



The girls should decide on the form of troop government they would like to use. Perhaps the troop might try out all three methods before they decide, or just try one to see how it works—if it doesn't work well, they should try a different method. It's also perfectly acceptable to combine methods and invent your own. The most important thing is to find some way where girls are making decisions and running their troop.

★ Read PNB page 14. Whichever method is chosen, girls should be coached and taught to be successful in their leadership positions.

Patrol System



★ Read PNB page 12 and 13. Think: How would the Patrol System form of Troop Government help the girls partner with adults to run their troop?

The patrol system generally works best with larger troops—there are more opportunities for girl leadership roles, and the girls have a better chance to interact directly with each other to make decisions, rather than having adults facilitate the discussion.

Many troop leaders provide the girls with a plastic bin for their patrol work. Inside, they keep their patrol attendance and dues records as well as a list of tasks to get done—come up with two field trip ideas, plan Saturday lunch for camporee, etc.

There are many ways for the adults to meet with the Meeting Moderators, Executive Board or Court of Honor that don't involve a separate meeting. Many troops have these quick meetings while the rest of the troop is playing a game, singing songs, or doing some other activity. Other troops manage to communicate electronically between troop meetings.

One minute per one year! Attention span vs. age

Finally, remember to keep the business meetings short. Conventional wisdom is that children have attention spans equal to one minute for each year of their age—eight year olds might have 10 minutes of attention to give you at best!

GIRL PLANNING



Read PNB page 19

Leadership skills are the unique thing that we offer to girls in the Girl Scout program—strive to find ways to give girls more and more responsibility as you go along. You'll be amazed at what your girls are capable of doing!

One leader's story: When the girls in my troop were in 5th grade, the popular school Halloween party was in danger of being canceled because no parents were willing to take on the labor-intensive event. The girls asked if they could take it on, and I very hesitantly agreed (thinking that I would end up running the party myself.) The girls brainstormed ideas for booths (bean bag toss, fishing booth, fortune telling, etc.) and each girl was part of a small team who prepared materials and supplies for the booths. The girls recruited other 4th and 5th graders to staff booths and the haunted house in 1/2 hour shifts, asked for donations of wrapped candy from school families to use as prizes, and decided to ask for donations of canned food to donate to a local food bank as the price of admission. They took a complicated and expensive event and turned it into a service project that serves the school and community on so many levels. Best of all, the event continues today, and is now run each year by the 5th grade Girl Scouts at the school (the honor of running the party is much-anticipated by the younger girls.) I was so proud (and amazed!) at what the girls accom-

plished. Did I help them? Sure I did, but it was definitely in the role of partnering with them and helping them to think through ways to do things.

Sometimes it is important for adult leaders to take a step back from the whole process of planning Girl Scout activities—it's tempting to get caught up in having the girls create the perfect craft, learn something worthwhile in the perfectly planned science experiment, cook a perfect recipe, or finish earning that big award. But those activities are always just a means to an end. The process the girls went through is always far more important than whatever the activity they did.



Think: What are some responsibilities of a Junior 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



Read PNB page 20. How can you know if your troop has a healthy Girl/Adult partnership? You should be able to check most of the boxes.



Read PNB page 21 for some guidance on planning out the troop calendar with the girls.

GIRL PLANNING: TAKING A TRIP

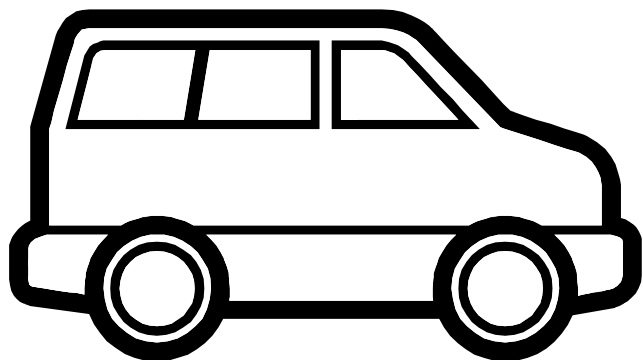
★ Read PNB pages 23 and 24. The trip paperwork and approval process is covered in much more detail in New Leader Basics training.

★ Your girls would like to plan a trip. Read over the following tasks involved, and mark a 'G' next to the items that girls could do, and an 'A' next to the tasks that must be done by adults.

Pop Quiz:

1. Where should you check for guidelines when planning any activity or trip?
 - a. Safety-Wise
 - b. Council Resource Book
 - c. Both of the above
2. What should be carried by all drivers on trips?
 - a. Trip folder containing permission slips, health history forms, contact info for other drivers, maps or directions, any tickets, money for bridge tolls, insurance info
 - b. First aid kit and fire extinguisher
 - c. Both of the above
3. When is it permissible to 'caravan' (drivers follow each other) on trips?
 - a. When drivers don't know where to go
 - b. When you don't want to bother putting together trip folders
 - c. Never

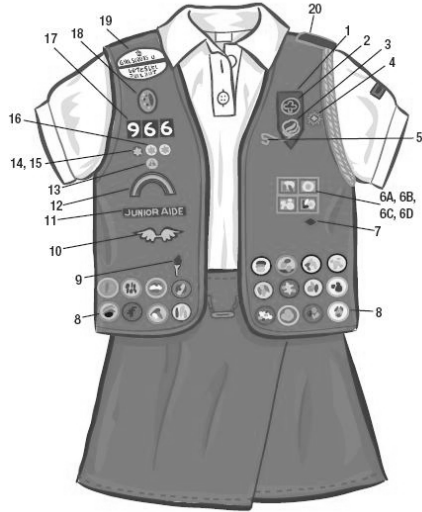
Surprise! C is the correct answer for all of the above questions. See your New Leader Basics PNB for more info.



- ___ Suggest a trip to the snow
- ___ Decide to take a trip to the snow
- ___ Reserve a cabin with the council at Camp Sugar Pine
- ___ Arrange transportation
- ___ Check adult driver's licenses and car registration
- ___ Prepare trip folders for drivers and chaperones with permission slips and health forms
- ___ Make packing lists with appropriate clothing and equipment
- ___ Pack bags and put in vehicles
- ___ Choose activities while on the trip
- ___ Prepare menus for 2 1/2 days
- ___ Make shopping lists for food
- ___ Go shopping for the food
- ___ Make kaper charts
- ___ Prepare and distribute permission slips
- ___ Collect permission slips
- ___ Review Safety-Wise
- ___ Get council approval for high-risk activities
- ___ Review trip at meeting after return: what went well? What would we change?

You're right if you thought that all items *could* be done by girls. However, the ultimate responsibility for any items involving safety belongs with the adults—so if the girls do those tasks it should only be done with careful adult supervision.

GIRL SCOUT JUNIOR INSIGNIA & AWARDS



Look over PNB 24-27. This section outlines what the insignia is or represents, where to find requirements for earned awards, and how or when you would receive the insignia or how the award is earned.

One big difference between Brownies and Juniors is that in Brownies girls earn TryIts just for participating in the activity. Junior badges and other awards signify proficiency—that the girl has mastered the skill or truly un-

derstands what she has learned. A traditional rule of thumb was that the girl would be able to teach someone else what she has learned.

Girls can work as a whole troop, in small groups, or by themselves:

Some girls might choose to work on awards by themselves or in smaller groups. Sometimes troops will split into small interest groups to earn awards together, rather than always as a whole-troop experience. PNB page 32 has a form for girls to use to report what they did to earn a badge on their own.

Whether working as a whole troop, in smaller groups, or as individuals, badgework provides a great opportunity for leaders to help the girls “connect” with subject experts. If you have girls interested in learning the Horse Lover badge, for example, you might seek out someone who has a horse or works at a stable who might work with the girls. If the troop is interested in earning the First Aid badge, it would be great to invite in a parent who is a health care professional to work with them.



How will you recruit experts to work with the girls in your troop?

Helpful Tip: It’s really helpful to have a troop adult be responsible for meeting individually with girls to talk with them about the badges they earned on their own, and keep track of who has earned what, as well as making sure the proper badges and awards are purchased and awarded. This can be done during the regular meeting time—girls can bring in what they’ve done and meet with that person while the regular meeting is going on. It’s even better if this person involves the girls in the record-keeping function.

Tip #2: It’s a great idea to set aside some troop meeting time to allow girls to share any badge work done on their own with the troop. In this way, the girls have a chance to do some public speaking in a very safe environment, teach their sister Girl Scouts something new, and perhaps inspire other girls to work on that badge.



Read the diagram regarding how to earn the Bronze Award on PNB page 28.

It is important to note that girls must decide on their project before doing steps 1, 2, and 3. Although the three steps can be done in any order, they must all be complete before beginning work on the project.



Take the True/False Quiz on PNB 28. Use PNB 25-27 to help you locate information you need in the Junior Handbook or Badgebook to help you in answering the questions.

Now for the million dollar question: How do girls go about choosing a project to do for their Bronze award?



Read PNB page 29

It is best, by far, to allow girls to choose their own Bronze Award projects (as a troop, small group, or as individuals) rather than have the troop leader sign them up to do an event. If they are at a loss for ideas, have them do an internet search (google Bronze Award project ideas.)

It is a relative certainty that you (or other troop adults) could successfully earn a Bronze Award. But this award is not yours—allow the girls to take responsibility for their project and requirements and they will get so much more out of the experience! Partner with them, but don’t take over. And remember that the girls don’t have to earn their Bronze award if they’re not interested. Remember that the important part of the Bronze award is the journey—not the pin!

GIRL SCOUT JUNIOR PROGRAM

★ Read PNB page 30 for some creative ways to give awards at your Court of Awards ceremonies.

★ Read PNB page 31 for some further insight on the Adult's role when working with girls earning awards.

★ PNB page 33 has a form to use to track girls' awards. There are MANY different forms available on the internet to help with recordkeeping.

We've just spent a lot of time and a lot of paper to talk about the awards available to Girl Scout Juniors. Awards offer some great program opportunities—and offer an easy way for girls and adults to gain leadership skills. Now, here's the big 'but':

BUT!

The awards are NOT (or should not be) the program. The Girl Scout program offers opportunities to build leadership skills, and awards are ONE way to do that. If an activity offers a chance for girls to learn leadership skills then it is a good program activity (and sometimes the best ones are not awards.) 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?

★ Use the Junior Handbook and Badgebooks to complete the puzzle on PNB page 34-35.

The Junior Girl Scout Handbook and BadgeBook are for use by the girls. They have lots of activity ideas. Chapter topics in the Handbook and BadgeBook are directly linked and mirror each other. The fun activities in the Handbook can be used as "taster" activities to see which related badges the girls might be interested in OR to build upon some of the activities the girls enjoyed while earning a badge. The suggested activities in the Handbook and BadgeBook 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 Aerospace Badge 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. Forgive the pun, but the sky's the limit on what they can do!

★ Read page VI and VII in the BadgeBook. How many requirements must a girl complete to earn a badge?

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

FINANCIAL LITERACY SKILLS: GREAT PROGRAM



Read PNB page 36



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

One leaders's story:

"Through the years, I sometimes had parents ask if they could just donate money to the troop instead of participating in the fall or cookie sale. It was never mandatory that families participate in the sales, but when I explained what kinds of skills the girls would gain by participating in the sale, they always changed their minds. The girls would have a chance to set goals, handle money, make change (that's becoming a lost art!) and budget how much money they wanted to earn so that they could do their planned activities. When parents realized this, they understood that participating in the sales would build financial literacy skills at a younger age than they would ever otherwise have had the opportunity. The parents definitely saw, as I did, the true value of the product sales."

One leader's story:

"I must admit that I always dreaded the cookie sale even though I had great parent help, including the best troop cookie manager EVER. However, now that my girls have graduated, what I most remember now was how much fun we had—the funny things that happened, our troop tradition of going out for dinner together after our main booth sale, and the incredible support and bonding with so many other troop adults."



Read the Leader Guide page 26-27.



Choose some of the following tips for running successful product sales that you think will work well with your troop

- Have one parent as the Fall Sale Chair, and another parent as the Cookie Sale Chair
- Split up the 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



Read PNB page 37 and the Leader Guide page 24-25



Bridging: Read PNB page 38

JUNIOR 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. List three characteristics of Junior aged girls that you think will make it easy to work with them:

2. List three characteristics of Junior aged girls that you think might present challenges in working with them:

3. List three strategies that you will use to partner with the girls in your troop

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

5. Mark the following activities with a D for Discover, C for Connect, or T for Take Action depending on the type of activity:

- ___ Talk to a local bike shop employee about how to see if your bike is in proper working order
- ___ Develop a bike safety checklist
- ___ Search the internet to learn about bike safety
- ___ Hold a bike safety rodeo for younger children
- ___ Talk with a police officer about rules for riding on the road

6. The main goal of Girl Scouting is to build

7. Name one strategy from PNB page 6, 8, or 9 that might help if the girls in your troop were beginning to form cliques:

8. If some girls in your troop are disruptive during troop meetings. Which of the following strategies do you think would help?

- a. Have the girls develop some troop ground rules
- b. Use positive reinforcement techniques such as giving girls stickers when they are “caught following the Girl Scout Law” and being courteous
- c. Change activities more often
- d. Establish a regular meeting routine
- e. All of the above

9. Suppose the girls in your troop begin discussing the use of tampons. Which of the following would be appropriate ways to handle the situation (choose all that would be appropriate):

- a. Tell the girls to stop talking about inappropriate things and finish the project they are working on.
- b. Tell the girls about the first time you used a tampon and it got “stuck.”
- c. Ask the girls if they would be interested in having a nurse come to talk with them about using tampons.
- d. Tell them that young girls should not use tampons because they can get diseases such as AIDS.
- e. Allow the girls to have the discussion, but gently interrupt to correct any misinformation such as d above; perhaps later let the parents know that the girls are talking about having periods..
- f. Tell some other moms you know that ‘Sarah’ is already having her period.

10. Draw a line to match the following forms of troop government with the correct icon:

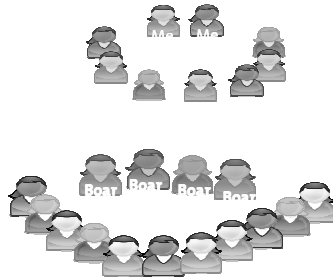
Town Hall



Executive Board



Patrol System



11. What method of troop government do you think will work best with your troop? Why?

12. How will you teach the girls to use troop government effectively?

13. How long should the business part of a Girl Scout Junior meeting last?

16. Why is it preferable for the girls to build consensus

when making decisions, rather than voting?

17. What is the benefit to the girls of partnering with adults to plan and make decisions, rather than having the adults do the planning?

18. If you had 19 Juniors in your troop, what is the minimum number of adults you would need if you went on an outing? _____

19. Name one activity where adults have the ultimate responsibility when planning activities?

20. 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

21. How many requirements must you complete to earn a badge?

- a. 4
- b. 6
- c. 8

22. Where can you find the requirements for earning the Junior Aide Patch? (hint: use your PNB to help you!)

pg. _____

23. Where can you find the requirements for earning the Sign of the Rainbow?

_____ pg. _____

24. Where can you find the requirements for earning the Girl Scouting in the USA badge?

_____ pg. _____

25. Where can you find the requirements for earning the Safety Award?

22. Where can you find the requirements for earning the Bronze Award?

_____ pg. _____

23. When do girls earning the Bronze Award need to decide on what their project will be?

- a. After they have done Step 1, 2, and 3.
- b. Before beginning Steps 1, 2, and 3.

24. Name one drawback to a program where girls only earn awards

25. Which of the following resources might have fun program activity ideas for Girl Scout Juniors?

- a. Other Junior leaders
- b. Local volunteers in your association/service unit
- c. Internet
- d. Council and National publications
- e. Childrens' book sections at bookstore or library
- f. The girls
- g. All of the above

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

25. Which of the following strategies for running successful product sales that you think will work well with your troop (circle all that apply)

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

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

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