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

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.

Slogan-
Do a good turn daily

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

Motto-
Be Prepared




girl scouts
of gulfcoast florida

Troop Pathways

Discover

Outcomes:

- Develop a strong sense of self.
- Develop positive values.
- Gain practical life skills and practice healthy living.
- Seek challenges in the world.
- Develop critical thinking skills.

GSLE
Outcomes

Connect

Outcomes:

- Develop healthy relationships.
- Promote cooperation and team-building.
- Resolve conflicts.
- Advance diversity in a multicultural world.
- Feel connected to their local and global communities.

Take Action

Outcomes:

- Identify community needs.
- Work as resourceful problem-solvers.
- Educate and inspire others to act.
- Advocate for themselves and others, at home and around the world.
- Feel empowered to make a difference.

Troop Pathways

Steps to volunteer appointment

- Complete an application and background screening by visiting www.gsgcf.org//"For Volunteers"/"Volunteer Today
- Complete a volunteer interview and orientation with a volunteer service unit manager, coach or a Membership Specialist. You will receive a binder with, and review Volunteer Essentials, our policies and other forms and documents.
- Complete viewing of Girl Scouting 101 training found on line at www.gsgcf.org//"For Volunteers"/"Adult Learning"
- Complete Pathway training for your position.

By the end of this session participants will be able to:

- Identify resources including:
 - Volunteer Essentials
 - Safety Activity Checkpoints
 - Girl Guide to Girl Scouts
 - Journey Books
 - Leaders Guides to Journey Books
 - People who can also assist you
- Understand creating an atmosphere of acceptance and inclusion
- Identify level recognition and uniform components
- Understanding your responsibilities towards keeping girls safe and reporting child abuse
- Understand ways girls can earn money and sound troop money management
- Assemble a Leader's Notebook including elements needed to meet Safety Activity Checkpoints guidelines for recordkeeping.

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.

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.

Make New Friends

Make new friends, but keep the old. One is silver and the others
gold!

A circle is round, it has no ends. That's how long I want to stay
your friend!

I have a hand, you have the other. Put them together and we have
each other!

I've made new friends, and kept the old. Both are more precious
than silver or gold!

Resources



Safety Activity Checkpoints



Journeys



Girl's Guide to Girl Scouting



- Service Unit Meetings
 - Adult Facilitators
 - Other Leaders
 - Coach
- Membership Specialist
 - Internet

Parts of a Girl Scout Meeting

Early Meeting ideas

- Get to know the girls through sharing and games
- Share fun things about yourself with them
- Ask them why they wanted to be Girl Scouts and share with them all the things they can do
- Have each girl make a poster of the promise and law to hang in her room
- Have girls decide on troop rules in the troop agreement
- Introduce the Kaper Chart, Parts of the Meetings and other basics
- Just relax and have fun



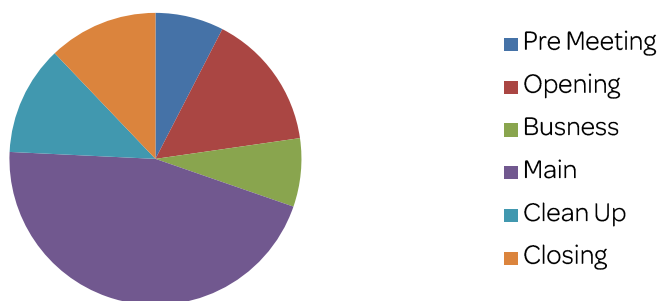
The length of a Girl Scout meeting depends on the needs and interests of the girls. In general, Girl Scout Troop meetings last 60-90 minutes. Most troops meet weekly, but some meet less often depending on the needs of the girls and the availability of troop leadership. There is no one "right" way. Some things to consider when planning a meeting: Who is responsible for leading each part? What equipment and supplies are needed? How long will each activity take? Does everyone participate together, or will activity be done in groups or patrols? Will refreshments be served, if so, when?

Planning Troop Meetings

There are many ways to plan a troop meeting. With younger girls, leaders will do most of the planning, particularly in the beginning. Troop Leadership and Parent Committees should come together to create a calendar and troop meeting plans for several meetings at a time. Once girls understand the concepts of openings and closing, even our youngest girls can brainstorm ideas or take turns coming up with them. Keeping parents informed of troop plans will help encourage full support and identify ways to connect with the troop.

Older girls can spend one week's main activity time completing several Troop Weekly Girl Meeting Plan Sheets. Even in the beginning as you're learning together older girls can each come up with an opening and a closing.

Parts of a Troop Meeting



Pre-meeting (pre-meeting activity-time varies)

Self-directed activities girls may do if they arrive early for the meeting. Activity should not require a lot of time to complete and little clean up. Supplies for the pre-meeting activity should be set up and ready for the girls when they arrive. This activity gives leader time to greet people as they arrive and keeps girls busy with something structured. Some suggestions would be learning a new song, making invitations, puzzles or games.

Hint: If you make this part fun, the girls will tend to be on time.

Opening (approximately 5 min)

The official call to order of the meeting that sets the tone for the meeting. This is the first activity of the meeting that the girls do as a group. Girls can gather in circle or horseshoe formation. **This opening may begin with a flag ceremony, reciting the Girl Scout Promise, a song or a game.** The Opening helps girls become focused on their meeting.

Troop Business (5-10 min)

Girls should sit in circle or horseshoe formation to share ideas and make simple decisions. This is when planning and decision-making happens. **Discussion of old business, collection of dues and forms** are also done here. But whatever the plan, keep it brief and moving.

Activity (20 plus min)

This is the part of the meeting where girls can learn new things and have **FUN**. The major amount of troop time should be spent here **working on Journey activities or projects, sharing ideas, and earning badges**. This is when you'll accomplish the primary Program Goal(s) for the meeting.

Clean up (approx. 5 min)

A time for putting supplies and equipment away and leaving the meeting site "cleaner than you found it." This is the **girls' responsibility**. **Use a Kaper Chart to assign jobs to girls.** This chart shows the delegation of jobs and rotation of responsibility meeting by meeting. Everyone helps out! Clean-up is important because it teaches girls how to take and share responsibility in the troop/group.

Closing (approx. 5 min)

This provides a definite time of "winding down" the meeting. **It is important to emphasize what the girls have accomplished, ask what they liked or did not like about the meeting, what they can look forward to the next week, and to bring closure to the meeting.** Close with a song or special Girl Scout Activity.

Sharing time

Opportunities can be incorporated into the program (when you need to take a break from an activity or switch gears) portion or during the Opening. Encourage girls to talk about their interests, feelings, and daily experiences. This is

especially important as the girls are getting to know each other and don't forget to include as part of sleepover or camp out. Can be as simple as asking girls to go around the circle and share their favorite food or a fun as each girl creates a poster of "Girl Name- Life" and take turns sharing at meetings throughout the year.

Snacks

There is no designated time for snacks and no "rule" saying you must have snacks. If girls attend troop meetings immediately after school, snack time may come early in the meeting, after the opening; if meetings are after dinnertime, snacks may be later in the program. Girls should take turns bringing and serving snacks. In a large troop: one girl might bring snack and napkins and another brings juice and cups. Snack time should be organized, yet simple and relaxed. Some troops only have snacks for special occasions. It's all up to what the girls want to do.

Helping the girls get to know each other

5 great ideas

1. Have the girls stand in a circle and introduce themselves and say fun facts like: favorite food, if they could own any pet, how many brothers and sisters they have.
2. Grab a ball of strings and tell them one thing you think is unique about you, then hold the end of the ball and throw the ball to someone else. They will share one way they are unique and then throw to someone else. Once everyone has done so you can see you've made a web. Share that even though they are unique everyone is connected like a web because they are a troop.
3. Have the girls come up with a stuffed animal mascot that can be the troop friendship tool. Each girl takes turns taking the animal and a small journal home and writing things in the journal they did with the animal as they take turns they can read about each other's adventures.
4. Have the girls make a poster about themselves, their family, their likes and dislikes, and favorite things and share with their new Girl Scout sisters.
5. Don't assume. Have girls share how their family celebrates holiday and which ones. Inclusion means not having a Christmas party if all girls do not celebrate.

Basic Flag Ceremony

Keep it simple. Emphasis needs to be on respect for the flag rather than on the commands or techniques. Adults can ask girls these questions when planning:

1. Who will carry the flag?
2. Who will be the color guards?
3. Who will give the directions for the ceremony?
4. What song will be sung? Who will sound the pitch and start the song?
5. Will a poem or quotation be included? Who will say or read it?
6. After the Pledge of Allegiance, will the Girl Scout Promise and the Law be said?
7. In what order will the parts of the ceremony take place?
8. When will the group practice?
9. Where will the flags be placed at the end of the ceremony?

Terms Used in a Flag Ceremony

The **color bearer** (or flag bearer) is the person who carries the flag. There is one color bearer for each flag used in the ceremony.

The **color guard** is a team that guards the flags. Any even number of guards may be used, but usually four or six girls are sufficient.

The **Girl Scout in charge** (or caller) is a designated Girl Scout who announces or calls each part of the ceremony.

Possible Commands for a Flag Ceremony

"Girl Scouts, attention." Used to announce that the flag ceremony is to begin.

"Color guard, advance." This signals the color guard to advance with the flags, or advance to pick up the flags.

"Color guard, post the colors." This directs the color guard to place the flag in flag standards, or to attach the grommets to a flag pole rope.

"Color guard, honor your flag." The color guard salutes the American flag.

"Please join us in saying the Pledge of Allegiance." (Followed by an appropriate song, quotation or poem, if so desired.)

OR

"Color guard, honor your flag." The color guard salutes the American flag.

"Color guard, retire the colors." This asks the color guard to remove the flag from standards, or to lower the flag, detach from the rope, and fold prior to being dismissed.

"Color guard, dismissed." The color guard leaves in formation, with or without the flag.

"Girl Scouts, dismissed." Girls may leave in formation or be at ease where they have been standing.

Handling the American Flag

Display of the American flag is governed by law to ensure that it will be treated with the respect due the flag of a great nation. This is known as the United States Flag Code. Some of the rules most useful for Girl Scouts are:

- The American flag must be placed in the center, and higher, when displayed with a group of state, local, or organizational flags flown from staffs. It may also be positioned to the right of other flags. (If girls were to hold the flag while facing their audience, their right side would be the flag's own right.)
- When displayed from a staff in a house of worship or public auditorium, the flag of the United States must hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergy's or speaker's right as he or she faces the audience. Any other flag so displayed should be placed on the left of the clergy or speaker or to the right of the audience.
- The flag is to be hoisted briskly and lowered slowly with dignity.
- The flag should never be allowed to touch anything beneath it, nor should it ever be carried flat or horizontally—always aloft and free.
- Never use the flag as a cover or place anything on top of it.
- No disrespect of any kind should be shown to the flag of the United States. It should be kept clean.
- The flag, when carried in a procession with other flags, should be either on the marching right or, if there is a line of other flags, in front of the center of that line.
- When you display the flag on a wall or in a window where people see it from the street, it should be displayed flat with the blue part at the top and on the flag's own right (which is the observer's left).
- When displayed after dark, the flag should be illuminated.

Retiring a Worn American Flag

Retiring an American flag is a special ceremony that ends with burning the flag and disposing of the ashes in a respectful manner. For further information, check with council program staff.

Girl Decision Making and Planning

Please see the *Safety Activity Checkpoints* for the activity you are participating in.

This is the process by which the girls, with their leaders or another adult, take an active role in the decision making process of planning an activity or event. By using various methods such as brainstorming and voting, the girls learn to make choices. Everyone should have a voice in the planning process.

Techniques for conflict resolution can also be found in *Volunteer Essentials*. Younger girls need more adult help, but can make choices between two and three items. As the girls get older and have more experience and skill at decision making, they should and will need less adult help.

GIRL SCOUT DAISY	GIRL SCOUT BROWNIE	GIRL SCOUT JUNIOR	GIRL SCOUT CADETTE	GIRL SCOUT SENIOR	GIRL SCOUT AMBASSADOR
Leader/Advisor Share					
					Girl Share

Program should be FUN and be PROGRESSIVE!

(Progression is determined by when the girl is READY and she has mastered the previous step.)

LET THE GIRLS DO IT!



Step 5. Girls plan and carry out program.
Girls decide goals and plan program. They must have experience for this step. "You decided to go camping; you set up your kaper chart and program. Let me know what you want me to do."

Step 4. Adults with girls set broad goals based on ideas gathered from girls. Girls plan activities.
"Since you chose the Interest Project 'Eco-Action' and you want to work in the wetlands, I will find someone to teach you about invasive plants."

Step 3. Gather girls' ideas.
Use 'Guided Discovery' questions. Adults' share and girls' share is equal.
"What would you like to try to cook that you've never prepared before?"

Step 2. Adult plans event, girls make decisions on details.
"Monday will be 'N' day. What can we plan to do that starts with 'N'?"

Step 1. Yes/No decisions, or either/or choices.
"Do we want to play soccer?"; "Would you like to go on a hike or play a game?"; give choices among several foods for a cookout.

Troop Agreement (also known as Troop Rules)

While the Girl Scout Promise and Law outlines a value system that troop leaders can use to reinforce positive girl behavior creating troop agreements are also a good rule to follow. For Girl Scouts of all ages, real involvement in decision making and self-government in their troop includes learning to take responsibility for creating an agreement they need to guide themselves, not just learning to obey rules made for them by others.

As a troop leader, you can help girls grow in their ability to create useful, reasonable, and a workable agreement within the troop. By doing so, you are also helping them to solve problems, to learn to trust themselves and their abilities, and to see agreement making as more than maintaining outward "order" or controlling others.

For each part of the agreement, consider the following:

Is It Necessary?	Is It Fair and Reasonable?	Is It Clearly Understood By All?	Is It Workable?
<ol style="list-style-type: none"> 1. Is it designed to meet more than a "one time" situation or problem? (Rules are a way to handle and regulate recurring situations.) 2. Is the situation one that a "rule" will really help? (Maybe a more "basic" kind of action is necessary. A dozen "rules" about behavior or meeting attendance, for example, may be of little use if program in the troop is not geared to the needs and interests of the girls. Rules might increase the problem.) 3. Is the subject of the rule important? (Try to help girls save rules for matters that really make a difference to them.) 	<ol style="list-style-type: none"> 1. Can the girls be expected to live up to it? 2. Does it apply equally to everyone? (Beware of rules that are really intended to control the behavior of only one or two girls.) 3. Does it point the way for acceptable behavior or accomplishment? (Rules designed only to prevent, prohibit, or punish are rarely as effective as ones that include positive expectations for action.) 4. Is there a plan for reviewing the rule after a specific amount of time? 	<ol style="list-style-type: none"> 1. Has everyone who will be affected by it had a part in making it? 2. Does everyone understand the reasons why it is needed? 3. Does everyone know how to live up to it? (It should be clear what each person must do to "keep the rule" and what kinds of action will "break" it.) 4. Does everyone know what will happen if the rule is broken? (consequences) 5. Are rules posted for all to see and refer to as needed? 	<ol style="list-style-type: none"> 1. Are the consequences realistic? (e.g., sending a girl home for misbehavior may not be realistic. A parent may not be home; weather, distance, or transportation may make such action dangerous or impossible.) As girls develop rules, help them balance a dramatic sense of justice ("dire consequences") with flexibility and realism! 2. Do leaders and girls have time and energy to see that the rule works? 3. Will the rule be supported by other adults who work with the girls? (Parents, teachers, school principals, and troop consultants may be needed to make it work.)

Remember: Girls may want a much stricter agreement than you would create. Use your good judgment in suggesting modification - but the girls should make the agreement. Share the Troop Rules with parents and guardians so that everyone is aware and in agreement.



An atmosphere of inclusion



"Children don't come with instructions, but they do come with open minds," writes Christopher Metzler, Ph.D., an authority on issues of diversity and inclusion.

Teaching Tolerance has some great activities for teaching children how to care about others, let go of prejudices and welcome diversity. Check out the website at tolerance.org. Here is a great example.

Understanding Prejudice through Paper Plate Portraits

You will need one paper plate per student. First, review the meaning of the word *prejudice*, breaking down the word into its parts, “pre” and “judge.”

Begin brainstorming about the types of judgments people might make without getting to know someone. Ask, “What is something someone might think about you just from looking at you?” I usually model with an example about myself. Younger children often mention judgments based on gender, age, size or clothing. My students have said, “Some people might see I’m a girl and think my favorite color is pink,” and “People might think that just because I’m a kid, I don’t know a lot.” Older students may mention stereotypes based on race, ethnicity, religion, class or sexual orientation. Chart students’ responses, writing the broader categories on the board, such as “gender” and “age.”

Explain that students will be reflecting on the difference between what others might assume about them and how they truly are on the inside. Students will draw their faces on the outside or “bump” of the plate. They will then write a few words or phrases that they think someone might assume about them. On the inside or “crater” of the plate, students color in a heart and write words or phrases that describe their character/personality—who they really are. When students are finished, give them time to participate in a short “gallery walk” to admire the collective work of the class. Then facilitate a discussion about the activity, asking such questions as:

What did you discover? Were you surprised by anything? Did you make any connections between your plate and a classmate’s?

How did this activity help you understand the meaning of prejudice? What can we do if we notice or experience prejudice?

How can we try to stop it from happening?

Creating these “paper plate portraits” is a powerful, concrete and hands-on learning activity that encourages students to reflect on prejudice. It also helps them see how multifaceted they are as individuals (thinking about their “outside” versus “inside” selves). The lesson helps students to better understand the complex, pervasive issues related to prejudice and stereotypes, revealing why it is important that we all challenge biased assumptions.

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Kaper Charts

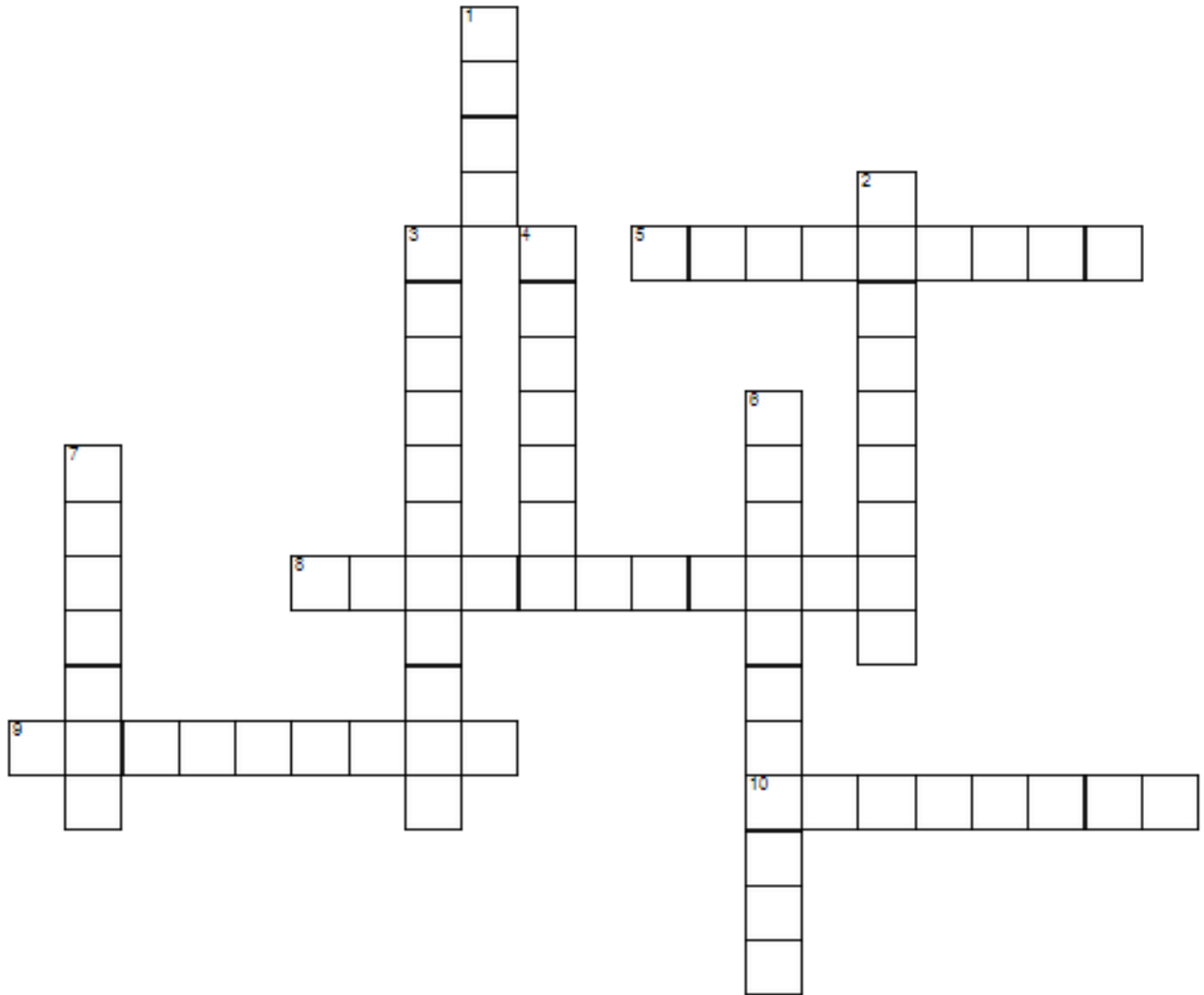
A kaper is a job or chore that must be done. In Girl Scouting, a kaper chart is prepared which indicates the available jobs and who is responsible for each one. In other words it is a way to divide the responsibilities of the troop meeting so girls have a part.



To make a kaper chart, first decide:

1. Which kapers should be divided
2. Whether the kapers should be handled by groups of girls or individuals
3. If groups the size or number of girls
4. How to rotate the girls so each girl is involved

Girl Scout Crossword Definition Game



ACROSS

- 5 Outdoor Cooking Method
- 8 The day Girl Scouts and Girl Guides around the world think of each other
- 9 Highest Award in Girl Scouting
- 10 Founder's Birthplace

DOWN

- 1 When we were founded
- 2 Discover, Connect, Take Action
- 3 Ceremony in which a member becomes a Girl Scout by making the Promise and receiving the Girl Scout Pin
- 4 Location of National Headquarters
- 6 Safety practice grouping girls in twos
- 7 Pad for sitting on the ground

WORD BANK: THREEKEYS, THINKINGDAY, SITUPON, SAVANNAH, NEWYORK, INVESTITURE, GOLDAWARD, DUTCHOVEN, BUDDYSYSTEM, 1912

Safety

Nothing is more important within Girl Scouting than ensuring the health and safety of girls. Health and safety extend to developing safety consciousness in girls and adults, as well as training staff, volunteers, and girls to ensure proper supervision, prevention of accidents and incidents, and maintenance of program resources.

Girl Scouts covers safety from all angles in several resources available to volunteers through your local council:

- *Volunteer Essentials*, our national volunteer handbook, devotes an entire chapter to volunteers' responsibilities for protecting girls' emotional and physical well-being.
- *Girl Scout Safety Guidelines*, an overview of the 12 most important safety tips.
- *Safety Activity Checkpoints*, in-depth safety information and tips that adult volunteers use for Girl Scout sports and activities; girls can also use these checkpoints to ready their group for a girl-led activity.

Daisies through Ambassadors can learn about safety and well-being when they earn the Safety Award. And, Brownies through Ambassadors can earn the First Aid Legacy badge. Find descriptions in *The Girl's Guide to Girl Scouting* for each grade level.

First Aid Courses

Girl Scouts of Gulfcoast Florida wants to ensure girls' safety at all times. Emergencies require prompt action and quick judgment. For many activities, Girl Scouts requires at least one adult volunteer be First-aid/CPR-certified. For more information review Chapter 4 of [Volunteer Essentials and Safety Activity Checkpoints](#) when planning Girl Scout activities.

Contact your volunteer Coach or Service Unit Manager if you need further assistance deciding when a First Aider and CPR certified volunteer is necessary. Girl Scout troops/groups do not need to provide a First Aider and CPR certified volunteer:

- During troop/group meetings
- On short local trips (example: library or museum) where there is low risk of injury and 911 is accessible
- When traveling to or visiting a location that provides emergency services and/or provides a First Aider and CPR certified person available



Reporting Child Abuse

Child abuse affects more than one million children each year in the United States. Physical abuse, sexual abuse, emotional maltreatment and physical neglect are four common types of abuse.

Many abused children show some of the following symptoms: low self-esteem, anger, guilt, aggressiveness, hyperactivity or disruptive behavior, poor school performance and abuse of drugs and alcohol. The Issues for Girl Scouts booklet *Staying Safe: Preventing Child Abuse* contains more specific signs of each type of abuse.

Since child abuse is a crime, there is an agency mandated in every state to receive and investigate reports of suspected child abuse. In some states, Girl Scout leaders are considered to be mandated reporters.

IF A GIRL SAYS SHE HAS BEEN ABUSED:

- TREAT WHAT THE GIRL HAS SAID AS FACT.
- ASSURE HER THAT THE ABUSE IS NOT HER FAULT.
- COMMEND HER FOR TELLING YOU ABOUT IT.
- BE SYMPATHETIC AND NONJUDGMENTAL.
- DO NOT TRY TO OBTAIN MORE INFORMATION THAN A GIRL SHARES (INVESTIGATION BELONGS TO THOSE IN AUTHORITY TO DO SO)
- CONSULT WITH YOUR COUNCIL CONTACT TO DETERMINE NEXT APPROPRIATE STEPS.

Some possible signs of abuse are:

- Unexplained injuries such as bruises, burns or fractures.
- Excessive fearfulness or distrust of adults.
- Abusive behavior toward other children, especially younger ones.
- Avoidance of physical contact.

If you suspect that a girl has been abused, but you have not been specifically told about it, do the following:

- Consult with your council to determine the appropriate course of action.
- Report the suspected abuse to the agency in your state mandated to receive and investigate such cases.

SINCE ABUSE CAN HAPPEN IN ANY ENVIRONMENT, VOLUNTEERS AND STAFF WHO WORK WITH GIRLS SHOULD:

- BE FAMILIAR WITH AND OBSERVE ALL COUNCIL GUIDELINES RELATING TO PREVENTING CHILD ABUSE.
- FOLLOW ADULT SUPERVISION GUIDELINES OUTLINED IN *SAFETY ACTIVITY CHECKPOINTS* AND ANY ADDITIONAL GUIDELINES TO ENSURE THAT THERE IS NO RISK OF ABUSE IN THE GIRL SCOUT SETTING.

As Girl Scout leaders and volunteers, we have a moral, ethical and legal responsibility to report any suspected child abuse.

ONCE YOU SUSPECT CHILD ABUSE, YOU NEED TO ACT TO PROTECT THE CHILD FROM FURTHER POSSIBLE HARM. It does not matter if you are wrong – it's better to be wrong than sorry. The child's safety is the immediate issue – you could save her life. While all suspicions and accusations may not turn out to be true, all deserve attention and immediate action with the help of professionals. Each girl deserves to be heard, protected and helped, no matter what.

Under Florida law, if you have reason to suspect a child may be the victim of abuse or threatened harm, you MUST report the case for further investigation to the state child abuse hotline: **1-800-96-ABUSE (1-800-962-2873)**. Any person suspecting child abuse must report to the office of the Girl Scouts of Gulfcoast Florida.

NEVER FORGET THAT THE CHILD IS THE VICTIM

Girls Guide to Girl Scouting Knowledge Quiz

Using the table below, place your answer in the space immediately to the left of the statement/question below.

- 1 _____ What is the highest award for Daisy and Brownie?
- 2 _____ How is the Journey Summit Award earned?
- 3 _____ Where might a girl go to find out information on the Girl Scout Handshake?
- 4 _____ Which pin represents the sun shining over all the children of the world?
- 5 _____ What are the four kinds of National Proficiency Badges?
- 6 _____ What's the name of the NEW GS religious award that's based on lines of the GS law?
- 7 _____ World Thinking Day and Global Action Awards are considered _____ awards.
- 8 _____ Where may a girl find an Awards Log for her grade level?
- 9 _____ The National Program Portfolio is made up of the journeys, skill building badge sets, and?
- 10 _____ What is a great way to learn something unique and earn a badge too?
- 11 _____ In which section will a girl find a log to keep track of their community service hours?
- 12 _____ Girls in which grade-levels are encouraged to personalize/customize their Girl's Guide?
- 13 _____ How many legacy badges are there?
- 14 _____ Where might a girl find three ways to give service with their new learned skill?
- 15 _____ Which two grade-levels do NOT have skill-building badge sets?
- 16 _____ Daisies may earn these to go with their petals?

A	Daisy, Brownie, and Junior	I	Girl's Guide to Girl Scouting
B	World Association or WAGGS pin	J	Journey Summit Award
C	Completing all three Journeys – grade-level	K	Leaves
D	Daisy and Ambassador	L	Legacy, Financial Literacy, Cookie Business, and Skill Building.
E	Specialty Awards	M	Make Your Own Badge
F	GG – Handbook Section entitled: Girl Scout Traditions (brownie and above) Daisy 's – Special Girl Scout Signs	N	My Girl Scouts
G	My Promise/My Faith	O	SEVEN
H	Girl's Guide - Badge Section	P	On the last page of each badge packet



1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
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 11. _____
 12. _____
 13. _____
 14. _____
 15. _____
 16. _____

Parents -your greatest resource

A successful Girl Scout year depends on cooperative and involved parents. The most active, vibrant troops have regular involvement by parents. When everyone contributes a part, the girls gain.

Parents signed girls up for Girl Scouting for some of the same reasons you did. They wanted their daughter to have fun, strengthen her value system and discover her leadership skills. Keeping parents connected starts with keeping them informed. Even if you have already had a parents meeting, it's not too late to plan another. Share with parents what girls are planning and desire to get accomplished. Share goals girls set and information about the outcomes their daughter will achieve as you complete a Journey or badge. Find ways for parents to connect. Below, you will find just a few suggestions:

- Co-leader (it takes two trained non related leaders at every meeting)
- Troop cookie manager and Fall product sale manager
- Parent Treasurer to work with girls who take turns being troop treasurer
- Communication leader
- Refreshment or snack coordinator
- Trip organizer
- Organize guest speakers based on girls interest or career aspirations
- Take trainings to help the girls go beyond the meeting place i.e.: First Aid and CPR, or courses designed to help the girls camp and take trips, or become a lifeguard so girls can swim
- Troop shopper to pick up those last minute things or lead the girls to purchase food for a picnic or camp out
- Parents respond better to requests to help when they know how they are helping make a difference for their daughter and for the other girls in the troop. Group requests don't always work so plan on speaking to parents one on one and asking them how they would like to help.

Troop Parent Meeting (things to consider before the meeting)

Have all of the information typed and copied to give to the parents.

- Meeting time and place and policy for dropping off and picking up girls.
- Troop number.
- Leader and assistant leader's names and phone numbers.
- Costs (include annual membership fee, Journeys, uniforms, and dues).
- Dates to reserve (ie., investiture ceremony, special events, Girl Scout Sunday, Thinking Day, etc.).
- The Girl Scout Promise and Law.
- Light snack for the parents (optional).
- Paper clip together all the forms each parent will need (Consent Form, Adult Registration, Girl Registration, and Family Support Program brochure). Be organized. Have an envelope ready to collect fees.
- If your daughter is in the troop, you may want to go ahead and buy her uniform in advance to show at the meeting.
- Have a list ready to pass out with troop committee jobs on it for sign-up. These jobs are the choice of the leader. For example, a product chairperson(s), transportation chairperson, refreshment chairperson, phone chairperson, first aider, treasurer, troop shopper, etc. The more you delegate, the more time you will have to devote to the actual meetings. Make sure there is a complete description of each job on the list.
- Have a quiet activity planned if the girls are invited to the meeting. Use an older Girl Scout to work with the girls. You can arrange this help through your Service Unit or Coach.

Troop Finances

Girl Scout groups are financed by dues, money-earning activities, and a share of money earned through council-sponsored product sale activities. Specifically, "group money earning" refers to activities following a planned budget and carried out by girls and adults, in partnership, to earn money for the group treasury. Girls should be included in all aspects of the troop finances and parents should be regularly informed. Girls learn valuable skills by participating in troop finances.

- Goal setting
- Decision making
- Money management
- People skills
- Business ethics



Troop Dues

Discuss the need with parents for some startup funds or weekly dues. These should cover some basic cost involved in troop supplies. Be flexible where able as many families have been affected by the economy. Suggest that girls pay meeting dues of one or two dollars and speak with parents about ways the girls can earn their Girl Scout dues by doing odd jobs beyond their current family responsibilities. Teach girl financial responsibility for their troop dues at even Brownie level. Girls can be the "treasurer" for the meeting and help collect the dues, mark off the girls' names, add up the money and help an adult fill out the deposit slip. A girl and her parent could even take the funds to the bank. Older girls can help complete a check to reimburse a leader and read a treasurers report during the meeting.

Council Sponsored Product Sales

Girl Scouts of Gulf Coast currently has two council sponsored product sales, the Fall Sale which includes the opportunity for girls to reach out to friends and family to sell nuts and candies, with a magazine subscriptions component, and the Girl Scout Cookie Sale. Both should be considered as the primary way troops finance their program from sale to sale. We desire girls to learn to self-support their troop activities and not always ask parents to finance their activities. This will help girls learn valuable life skills that will help them as young adults getting out on their own.

Money-Earning Guidelines

If additional funds are needed for a project, you should start by sharing needs and ideas with a volunteer Coach or Service Unit Manager in your area. They may have creative ideas for how you can meet your troop's needs. Money-earning activities beyond council sponsored sales require council approval.

Finance Report

The troop finance report and a copy of the current troop bank statement are due June 15th in the council headquarters. This may vary by service unit, as they have a responsibility to support each troop needs to complete. Please check with your coach or service unit Manager. Keep a blank copy of the finance report in your troop notebook and record transitions as they occur. This makes preparing the report for submission very easy.

Girl Scouts of Gulfcoast Florida, Inc.
ANNUAL PATHWAY FINANCIAL REPORT
 (Due to headquarters by June 1)

The Annual Pathway Financial Report is kept by the treasurer, and is a detailed account of all the cash received (e.g. product sale proceeds, Family Support Plan, troop dues) or paid out of the troop treasury (e.g. snacks, patches, equipment, transportation costs, and payment of membership dues). Please be prepared to produce receipts, cancelled checks, bank statements and any other backup documents for the report. Receipts need to be available for one (1) calendar year.

Grade level:

K-1 (Daisy) 2-3 (Brownie) 4-5 (Junior) 6-8 (Cadette) 9-10 (Senior) 11-12 (Ambassador)



Pathway # _____ Number of girls in troop _____ Service unit _____

Leader's Name _____ Phone # _____ Email _____

Address _____

Bank Name _____ Acct. # _____

CATEGORY KEY:

Income

- I - 1 ----- Annual GSUSA Membership Registration
- I - 2 ----- Dues (amount collected)
- I - 3 ----- Individual Donation (specify source)
- I - 4 ----- Fall Product Sale Program
- I - 5 ----- Family Support Plan
- I - 6 ----- Cookie Program
- I - 7 ----- Juliette Low Fund
- I - 8 ----- Program Fees (if collected in addition to dues, specify)
- I - 9 ----- Money Earning Project (Juniors, and girls 11-17 only, specify)
- I -10----- Other Income (specify source)

Expenses

- E - 1 ----- Annual GSUSA Membership Registration
- E - 2 ----- Recognitions (Try-Its, badges, patches, pins, etc.)
- E - 3 ----- Events (specify each)
- E - 4 ----- Permanent Supplies (e.g. flags, camping equipment)
- E - 5 ----- Program Supplies (craft supplies, etc.)
- E - 6 ----- Juliette Low Fund
- E - 7 ----- Service Projects (specify each)

Excel, Quicken, or any other format is accepted. This template is provided as a guide

Date	Item	Category	Income "I"	Expense "E"	Balance
8/24/07	Ending balance of previous year \$150				150
8/24/07	Target	E - 5		26.50	123.50
10/11/07	Dues	I - 2	15.00		138.50
	Ending balance of previous year \$				

PLEASE RETAIN A COPY FOR YOUR RECORDS

Keeping It All Together in Troop Notebook/Binder:

- Emergency Card
- Troop Roster
- Photo Releases
- Event Information
 - Event Flyer
 - Event Sign-up
 - Copy of Permission Slips
- Current Year VE
- Girl Scout Activity insurance information
- Procedures to be followed emergency card
- Safety Activity Checkpoints for activity troop is participating in
- _____
- _____
- _____

Health and Safety Section includes:

- Consent Form
- Current Picture
- Permission Slips
- 3 prong pocket folders
- _____
- _____
- _____

Troop Notebook includes:

- Clear Sheet Protectors
- Tabbed Dividers
- Binder Pockets
- Blank Finance Report
- Financial Tracking Form
- Troop Calendar
- Product Sales Calendar
- Public School Calendar
- Discover Publication
- Troop Roster
- Service Unit Roster
- _____
- _____
- _____

What's Next?

Remember, you are not alone! You have several resources available to you. If you have not met with your Coach or Service Unit Manager, make an appointment to see them soon. Also don't forget to:

- Be familiar with the resources
- Spend some time planning- girls can tell if you just throw things together
- Use the Girl's Guide and Journey books
- Ask for help from parents, other leaders and volunteers, and take advantage of training opportunities
- Use the Promise and Law to help with girl behavior
- Take girls outside- walk in a parade, take a trip, Go Camping - girls can learn so much from each other and you with a day or two of fresh air
- Ask the girls- their ideas, their opinions, how they liked the activity, what they would like to do

Leader-Daughter Thoughts

While it's true you and your daughter will have many new experiences because of your volunteering to be the leader it can be difficult for her to share you for these few hours each week. Consider:

- Let the assistant leader be in charge of your daughter and you hers for troop meetings
- Have your daughter call you Ms. H or camp name instead of mom at meetings
- Don't ignore her, give her the same attention as other girls
- Don't ask your daughter to stay and clean up or set up- all girls should do this –use the Kaper chart
- As you're planning and getting ready don't let her in on all your surprises
- Don't let your daughter overhear or be involved in adult conversation of troop matters
- Don't take it personal, our daughters know all our buttons to push and sometimes push them just for attention. As with other girls explain choices and troop rules
- Have an "I love you" or "my favorite Girl Scout" sign that just the two of you share, i.e.: tap your nose or tug your ear.

Taps

Day is done, gone the sun
From the lakes from the hills from the sky
All is well, safety rest, God is nigh

Talking Stick

The talking stick has been used for centuries by many American Indian tribes as a means of just and impartial hearing. The talking stick was commonly used in council circles to designate who had the right to speak. The council elder would hold the stick and begin the discussion and it would be shared with those in the group that wanted to be heard without fear of reprisal or humiliation. Girl Scout troops for years have used a talking stick in the same manner. A talking feather, a lip stick (stick with large lips on end) or any other item would work. Try this idea with your troop.

Troop Pathways Training Question and Answer Review Worksheet

What excites you about being a leader?

What do you hope to gain from this online training session?

During the flag ceremony, who carries the flag?

- Color bearer or flag bearer
- Color Guard
- Caller

Which hand gesture involves raising your right hand and holding up three fingers?

- Girl Scout Sign
- Quiet Sign
- Girl Scout Handshake

Which hand gesture involves raising only your right hand and holding up all five fingers?

- Girl Scout Sign
- Quiet Sign
- Girl Scout Handshake

Which hand gesture involves making the Girl Scout sign with your right hand and shaking hands with your left hand?

- Girl Scout Sign
- Quiet Sign
- Girl Scout Handshake

Which resource will help you to determine how many lifeguards you need in order to take the girls swimming?

- Journey Books
- Safety Activity Checkpoints
- Google

Which portion of the troop meeting will allow the girls to discuss old business, collect dues and forms, take attendance?

- Opening
- Activity Portion
- Business Portion

Before taking the girls on a weekend overnight , you should take the girls on one overnight closer to home.

- True
- False

How can we help girls prepare for leadership roles in troop government?

- By giving girls choices and opportunities to lead
- By making the choices for them and hope they see the right ones to make in the future

There are five outcomes under each leadership key.

- True
- False

When working in the Journeys, you can complete a Journey series using only the girl book.

- Yes, there is enough information in the girl book only
- No, you must use both the leader guide and the girl book in order to facilitate the program.

Which uniform component represents the troop and is placed under the Council ID set?

- Troop Numerals (troop number)
- Girl Scout Pin
- Bridging Award
- Journey Award
- Cookie Activity Pin

Which uniform component is placed below the Bridging Award but above Badges, and is earned upon participating in the cookie product sale?

- Troop Numerals (troop number)
- Girl Scout Pin
- Bridging Award
- Journey Award
- Cookie Activity Pin

Which uniform component is placed above other Badges, and is earned upon completing Journey activities?

- Troop Numerals (troop number)
- Girl Scout Pin
- Bridging Award
- Journey Award
- Cookie Activity Pin

Which uniform component is worn on the insignia tab, represents the program level and Girl Scout membership?

- Troop Numerals (troop number)
- Girl Scout Pin
- Bridging Award
- Journey Award
- Cookie Activity Pin

Which uniform component is placed below the membership stars and represents moving to another level in Girl Scouting?

- Troop Numerals (troop number)
- Girl Scout Pin
- Bridging Award
- Journey Award
- Cookie Activity Pin

When an activity takes place outside the normal place and time of the troop meeting, leaders must advise each parent/guardian of the exact details of the activity and obtain permission for girls to participate in the activity

- True
- False